

PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT GUIDEBOOK 2024 - 2025



<http://www.mscah.org/pta-home.html>

This guidebook presents information about the PTA program for the students who have been accepted into the technical phase of the program. This guidebook includes information regarding all aspects of the program. Students should be familiar with all program policies and procedures in order to be successful. The information in this guidebook is subject to change in accordance with established college procedures, but change may occur without prior notice. Such changes authorized by the College apply both to prospective students and to those currently enrolled, unless the latter are specifically exempted.

Murray State College is committed to providing equal access to College programs and services for all students. Under college policy and federal and state laws, students with documented disabilities are entitled to reasonable accommodation to ensure the student has an equal opportunity to perform in class. If any member of the class has such a disability and needs special academic accommodation, please report to the Counseling Center, MSC, or AHEC, before the end of week one of the semester. Reasonable accommodations may be arranged after verification of your situation. Do not hesitate to contact the instructor or the program director if any assistance is needed in this process.

Murray State College, in compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, gender, sex, age, religion, handicap, or status as a veteran in any of its policies, practices, procedures, education programs, or activities. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

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Section I COVID Updates

The past few years have been challenging because of the significant changes we have all made related to the global pandemic. Well over one million individuals died and many more impacted by COVID and subsequent variants and even more impacted by the effects of long COVID. Fortunately, the effectiveness of vaccines has helped to lessen the impact on our daily life but the threat is not over. Murray State College (MSC) is committed to the health and safety of all students. The Physical Therapist Assistant (PTA) Program follows MSC guidelines and policies related to COVID. These policies and updates can be found linked to the MSC Website.

Students in the program will be working directly with their classmates and instructors. It is important for each student to be aware of and comply with the following guidelines and procedures set for by this program. All students should at a minimum, regularly complete these activities.

The best way to prevent illness is to avoid being exposed to this virus. However, as a reminder, the Centers for Disease Control and Prevention (CDC) always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- Students should communicate regularly and often with their instructors regarding any symptoms or known exposures.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. For information about handwashing, see <https://www.cdc.gov/handwashing/>. You will receive additional training and complete skill checks in PTA 2126 which will include effective hand-washing techniques and the donning and doffing of PPE as part of understanding infection control.
- Practice social or physical distancing staying at least six feet from other people when possible.
- Avoid touching your eyes, nose, and mouth.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Avoid close contact with people who are sick. Labs may require the use of appropriate personal protective equipment (PPE) in the event of an outbreak or exposure.
- Contact your instructor and stay home if you have any COVID-19 symptoms.
- Students with known exposure or suspected symptoms may be asked to wear masks or may choose to wear masks. While the state policy is such that the college nor your instructors can mandate you wear a mask, you need to understand that clinical facilities may at times still require the use of a mask.
- Students should sanitize their work areas in the classroom and lab spaces.
- These guidelines may be modified at the discretion of the instructor and may change depending on the COVID-19 situation.

Vaccination and appropriate boosters are effective and required by many clinical sites in which students may be placed. Murray State College does not require students to be vaccinated specifically against COVID because the State of Oklahoma prohibits the college or the program from doing so. It is important for all students to understand that as healthcare providers we work with individuals at high risk and therefore are required to follow the policies and procedures in place in the clinical facilities where we may be placed. Students will complete the **Vaccination Awareness Form** to ensure that they are aware that many clinical facilities will require proof of vaccination. This form may be amended at any time during the program should your vaccination status change.

MSC Physical Therapist Assistant Program PROGRAM DESCRIPTION

The Physical Therapist Assistant (PTA) program offered at Murray State College (MSC) leads to an Associate in Applied Science (AAS) Degree. PTA programs are structured in such a way that: 1) they are conducted by institutions of higher education, most are community colleges; 2) they require a minimum of two years to complete, and 3) the course of study combines physical therapy theory and practice with college-level general education courses in the arts and sciences.

The Physical Therapist Assistant Program at Murray State College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: accreditation@apta.org; website: www.captionline.org. If needing to contact the program/institution directly, please call 580-387-7440 or email grobinson@mscok.edu.

The mission of the college states: **Murray State College Provides Opportunities for Student Learning, Personal Growth, Professional Success, and Community Enhancement.** The PTA program supports this mission and PTA students have the same rights, privileges and obligations as other college students and are encouraged to participate in college life. A graduate of MSC will have achieved several key outcomes and the PTA program supports the following general education goals.

1. Effective Communication - *MSC provides students with the educational opportunities necessary to develop effective communication skills essential for daily interaction in society and the workplace.*
2. Responsible Citizenship - *MSC provides an educational environment in which students demonstrate an awareness of social and civic responsibilities.*
3. Global Awareness - *MSC provides students with educational opportunities to learn about cultural diversity and global awareness through curricular and extracurricular activities including lectures, music, literature, film, and art.*
4. Critical Thinking - *MSC provides educational opportunities in which students demonstrate problem-solving and critical thinking skills necessary for personal and professional success.*
5. Quantitative Reasoning - *MSC provides educational opportunities for students to collect and use quantitative data, create and examine quantitative models, apply mathematical skills and solve scientific problems.*
6. Information & Technology Literacy - *MSC provides students with educational opportunities necessary to demonstrate and apply information literacy skills and utilize technological resources necessary for personal and professional success.*
7. Health and Wellness - *MSC provides students with educational opportunities which will encourage self-management skills, foster a healthy lifestyle, and provide personal enrichment.*

PTA Program Mission

In accordance with the mission of the institution, the mission of the PTA program is:

To prepare graduates that can successfully enter the physical therapy profession; give client-centered physical therapy services as effective and valued team members who understand the role of the PT and the PTA in the provision of high-quality physical therapy services, and to be life-long learners with behaviors that support the core values of the profession.

The PTA faculty believes that **learning is a dynamic process that occurs within the learner, not external to the learner.** This means that without the dynamic participation of the student real learning does not occur. The student must share responsibility with the faculty for the student's learning. The "Art & Science" of Physical Therapy is dynamic and includes a seemingly overwhelming body of knowledge. It is next to impossible to learn even basic levels of knowledge without active student effort in the process. The program is challenging and demands much of the student. To be successful, the student must understand that preparation prior to class is required and critical for success.

There is **NO POSSIBLE WAY** to include all the required program information in a traditional lecture "in-class" type presentation. Even if sufficient time were available, this format of teaching is not conducive to effective/active learning. The student must think, experience, and practice the content through active learning. Active learning requires the student to review and think about assigned material prior to in-class and lab activities.

Graduates of this program are made aware of the requirement of preparation to take the National Physical Therapy Exam (NPTE) for the PTA which is required to obtain a license as a PTA in Oklahoma (as well as other states). Upon successful completion of the licensure examination, the graduate may provide client-centered physical therapy services under the direction and supervision of a qualified physical therapist in a variety of clinical settings.

At MSC, the PTA program is designed to prepare the student to be team members. Effective physical therapy service involves effective teamwork between the PT, PTA, the person receiving services, and their family. In this program, we refer to this as **“3-P Teamwork.”** The graduate will understand the role of the PT and the PTA and provide physical therapy services under the direction and supervision of the physical therapist within the role of the PTA.

Numerous learning opportunities are provided to students through various learning materials including direct instruction, reading of textbooks/supplemental, and online resources. Students are expected to take full advantage of these opportunities throughout the program. These opportunities will require “out-of-class” time to complete. Many, if not most students find the PTA program requires more of the student than they have experienced in their past education. This is true for all professional training programs. Each student is expected to come to class prepared; this involves completing or at least being familiar with assigned reading and any pre-class assignments prior to class. The faculty is available to facilitate the student’s access and use of learning opportunities and address questions that arise out of student-initiated learning.

Learning involves **three domains** listed below. Each of these domains is important and addressed throughout the curriculum. The student must have the intellectual capacity and desire to learn. Every student admitted to this program has demonstrated adequate intellectual ability or they would not have been admitted. They must have the physical strength and motor coordination to provide safe patient care and therapy interventions. Being a PTA is a physical job and the student reviewed and agreed to the physical requirements document (Essential Skills) as part of the application process. The student must bring with them the compassion, values, and attitudes that place others above their own self-interests. The student will align their behavior and personal values with the core values and professional behaviors of the physical therapy profession.

- **Cognitive domain:** This area is concerned with knowledge and understanding and involves the ability of the student to grasp important content required of the physical therapist assistant. The primary way that this area is evaluated is through examination and discussion both in class and online. **(HEAD)**
- **Psychomotor domain:** The physical ability and motor skills required to complete the interventions provided by the physical therapist assistant are an important part of learning. The performance of clinical skills in the laboratory and during the clinical education component of the curriculum is used to evaluate the student’s progress in learning in the psychomotor areas. **(HAND)**
- **Affective domain:** This concerns attitudes, values, and emotions. Students have characteristics and life experiences that shape their attitudes, values, and emotions. The program curriculum and faculty will guide and help shape the attitudes, values, and emotions in order to bring them into alignment with those of the profession of physical therapy. This area is evaluated by both academic and clinical faculty through observation of student behavior and interactions with patients and others. Student self-evaluation is also an important part of the enhancement of the affective domain. **(HEART)**

To complete the program successfully, students will show satisfactory progress in each of the above domains.

Students will use technology (**Health Informatics**) throughout the program as part of each course as well as in the clinical environment. The term informatics is used to describe the intersection of information science, physical therapy, medicine, and health care. Health informatics tools include clinical guidelines, formal medical/physical therapy terminologies, and information and communication systems. Students must be effective at accessing online resources and using technology to communicate with each other and with faculty during the program. Assignments are accessed and submitted using online Blackboard, which is the Learning Management System (LMS) at MSC as well as Physio U and EHRGo which is an electronic health care records system. The college recognizes the value of technology in education and provides resources to meet the needs of students and faculty. Frequent access to the online course resources outside of class is required; see the academic policies section of this guidebook.

Students in this program will perform skills in clinical environments with “real” patients only after the successful demonstration of skills in the laboratory learning experiences with program faculty supervision. Clinical experiences are planned around current PT theory to meet the needs of the individual student and are supervised by approved qualified clinical instructors. The clinical facilities utilized for clinical education experiences are selected from various locations in the MSC service area or in relatively close proximity; however, **student convenience does not take priority over educational needs.** If a student can benefit from a specific clinical site that requires extended travel, then the student will make arrangements to complete the assigned clinical experience. Students take part in the identification of needed clinical experiences through self-evaluation and working with peers and faculty. Clinical Education sites are developed to offer a wide variety of experiences and opportunities for students to demonstrate skills under the supervision of a clinical education instructor. While students participate in the process, the ACCE ultimately determines the clinical site location where each student will complete the clinical education component of the program.

PHILOSOPHY, PURPOSES, AND OUTCOMES

The PTA program is an integral part of Murray State College. As such, it functions within the philosophy and purposes of the college. MSC strives to enhance the quality of life of students by providing quality educational opportunities. The program is designed to prepare the student to be an effective healthcare provider within the physical therapy team. The graduate will function within the role of the PTA and provide physical therapy services under the supervision and direction of the PT.

The Program faculty see the students in this program as adults who are entering an adult education program. **Adult learners** show the following characteristics regarding how they learn:

- 1) Adults desire self-directedness as they mature and want to take responsibility for their learning.
- 2) Their experiences are a resource for learning and building on their past experiences.
- 3) Adults learn more effectively through experiential activities such as problem-solving with hands-on applications.
- 4) They are aware of learning needs generated by real life and participate in determining what they need to learn.
- 5) Adults are competency-based learners who wish to apply knowledge to immediate circumstances.

While the faculty believes this to be true for adult learners, we recognize that not all students entering the program are at the same level of maturity. For some students, the concept of self-directed learning may be new and unfamiliar and this may be a difficult concept to understand. Because it is critically important that students gain the skill of self-directed learning and critical self-analysis to be effective “life-long” learners, the faculty will assist students in gaining these skills, but the student must be an active participant in this process of maturing toward being an adult learner.

And self-education is, I firmly believe, the only kind of education there is. The only function of a school is to make self-education easier; failing that, it does nothing.

Isaac Asimov – Science Past, Science Future 1974

Student learning requires that information is presented so that there is an opportunity to experience/apply the material as soon as possible. Not all students learn the same way; therefore it is important that information be presented in multiple ways. These include small group activities, lectures, game-based learning, performance-based instruction, role-play, debate, and case presentations. The program will provide time for faculty-supervised use of the PTA skills lab. At times during class, with instructions from the instructor, students will work in small groups. Outside of class, students are encouraged to work in **study groups**. Students are expected to participate in self-assessment to determine the need for additional study time. Students must take full advantage of opportunities and materials in studying and practicing physical therapy techniques and measures.

The faculty believes that we are all complex socio-cultural, spiritual, and psychobiological people. When a person has an injury or illness, it can impact potentially many areas of that person’s being. These areas, sociocultural, spiritual, and/or psychobiological are inseparable, interrelated, and dependent upon each other.

Students are encouraged to use “people-first” language and thought in class and during clinical experiences. We don’t work with a “stroke” or a “hip fracture”, we provide service to a “patient with a stroke” or a “person who has had a hip fracture”. **How we talk reflects how we think and act.** Students and faculty will treat each other and the individuals we serve with respect. The benefits of mutual respect will be introduced early in the program and modeled throughout the program.

The faculty’s role is to prepare students to become physical therapist assistants who are capable of self-direction and are willing to assume accountability for their own actions within the role of assisting the physical therapist. This more readily occurs when the learner is **intrinsically motivated**, has the **sufficient intellectual capacity**, and **actively participates in the learning process**. Learning is dynamic and occurs within the learner; therefore **the learner must share responsibility with the faculty for the learning process**. Students who do not take responsibility for learning will likely be unsuccessful.

The faculty recognizes that learning is a function of instruction and environment as well as attitude and aptitude. The faculty assumes responsibility for the development and implementation of the curriculum and for measuring the educational results of the curriculum. The role of the faculty is to create a climate that stimulates intellectual curiosity; clarifies principles and concepts, provides experiences that meet the individual learning needs of students, assists students in identifying resources for learning, and serves as role models for the students.

The faculty further recognizes that the heart of adulthood is independence and self-direction; that the mature individual is a warehouse of experiences, that the adult’s readiness for learning is inherent in perceived societal roles; and that the adult’s orientation to learning is immediate, pragmatic, and problem-centered. The faculty must therefore provide opportunities for learners to relate learning content to real-life situations and evaluate the curriculum as to its comprehensive effectiveness. A stimulating classroom atmosphere and a supportive clinical environment best provide these opportunities.

The American Physical Therapy Association's *Vision Statement for the Physical Therapy Profession is "Transforming society by optimizing movement to improve the human experience."* The primary purpose of physical therapy is to promote optimal human health and function through the application of scientific principles to identify, assess, correct, or alleviate acute or prolonged movement dysfunctions. APTA's Mission Statement is "Building a community that advances the profession of physical therapy to improve the health of society." ***Physical Therapy helps people MOVE BETTER! When you move better, you live better.*** Physical therapy is a dynamic profession that encompasses areas of specialized competence and includes the development of new principles and applications to more effectively meet existing and emerging health needs.

PTA Program Mission: In accordance with the mission of the institution, the mission of the PTA program is:
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Overall PTA Program Goal:

The Physical Therapist Assistant program at MSC prepares graduates to work within the Plan of Care developed by the physical therapist and with the direction and supervision of the physical therapist. The graduate will:

1. Communicate effectively in providing and documenting client care.
2. Perform physical therapy measurement/assessment skills required of the entry-level PTA.
3. Provide comprehensive physical therapy interventions appropriate to the entry-level PTA to patients/clients from across the lifespan in a safe and effective way.
4. Function accountably as a member of the physical therapy profession within the ethical and legal framework of the profession.
5. Accept responsibility for high standards of physical therapy care including a commitment to ongoing development and life-long learning.

To accomplish the overall Program Goal, these outcome measures are used in Program Assessment.

The Numbers following select outcome measures relate to the CAPTE Standards and Required Elements for Accreditation of PTA programs (2023).

- 1) The Program, through its policy and procedures demonstrates effectiveness and consistency with the program mission, goals, and objectives and shows commitment to ongoing program improvement and growth to contribute to meeting the needs of the community.
 - a) The program admission process is effectively communicated to potential applicants. (2D1 & 5A)
 - b) Program enrollment reflects available resources, program outcomes, and local, regional, and national workforce needs. (2D2)
 - c) The program's recruitment and enrollment will support the program's mission, goals, and promote a culture of justice, equity, diversity, inclusivity, belonging, and anti-racism. (2B)
 - d) Students are provided with sufficient information and access to advisement, financial aid services, and information technology services, in order to meet their individual needs and support their educational goals.
 - e) The program has sufficient budgeted funding to meet the needs of faculty, student, and staff in achieving the mission, goals, and objectives. *(Demonstration of this goal will be by the program being supported to purchase necessary supplies, paying accreditation fees, servicing equipment, paying faculty, and providing professional development/travel for academic and clinical faculty, without exceeding the allotted amount.)* (2D6)
 - f) Program resources are meeting and continue to meet, current and projected needs including financial resources, administrative and technical support, facilities, clinical education, equipment, technology, instructional materials, library and learning resources. (2D6)
 - g) Program policies and procedures, as well as relevant institutional policies and procedures, meet program needs and the program adheres to these policies and procedures. (2D7)
- 2) The Program Core, Associate, and Clinical Faculty are sufficient, qualified, and effective. (2D3 & 4A-N)
 - a) The program will maintain sufficient academic faculty (Core and Associated) that meet MSC and CAPTE qualifications in order to meet its mission, goals, and objectives.
 - b) Each faculty member is prepared for each class, unit, course, and the demands of their role within the program.
 - c) Each faculty member is effective in their role within the program including the organization and delivery of content in each course they are involved.
 - d) Each faculty member participates in formal short and long-term planning to guide the program's future development.
 - e) Part-time and adjunct faculty members are qualified and available, as needed to support the full-time faculty to meet program goals.
 - f) For each clinical experience, all clinical education faculty members (100%) will meet the program qualification as identified in the Clinical Instructor's Resource Manual.
 - g) Clinical faculty members provide effective and appropriate supervision of each student during each clinical experience.
 - h) Clinical faculty development resources and activities are effective at meeting the needs of the clinical faculty and the program.

- 3) The Program Curriculum is comprehensive and based on the contemporary practice of physical therapy, standards of practice, and current sources of information related to the profession. (6A-G)
 - a) The curriculum includes prerequisite and program courses that include learning experiences that are organized, sequential, and integrated within the curriculum plan to prepare students for entry-level performance which is demonstrated during clinical education experiences prior to graduation. (2D4 – 6B&C))
 - b) The program curriculum includes well-defined statements of expected student and graduate outcomes.
 - c) Each course/unit includes instructional objectives stated in behavioral terms that describe the depth and breadth of content.
 - d) Each course has grading procedures provided in the course syllabus that are clear and provide a variety of effective methods of measurement of student performance and include all CAPTE expectations. (6D)
 - e) Each course and unit within each course has an appropriate instructional methodology that adequately meets the demands of the content/instructional objectives. (6C&D)
 - f) Each course/unit incorporates a variety of effective methods to measure students' achievement of the objectives.
 - g) The program has in place effective mechanisms to determine that students are competent and safe to progress through the curriculum
 - h) The curriculum including general and technical that can be completed in the time frame and with the clinical education requirements set forth by CAPTE that also meets program and institution expectations. (6A)

- 4) Program students will demonstrate satisfactory progress toward entry level and fulfill the requirements and expectations of the program.
 - a) Students will demonstrate effective verbal and written communication during each clinical experience.
 - b) Students will complete data collection/assessment that is appropriate to the PTA student during clinical experiences under the supervision of their clinical instructor/supervising physical therapist.
 - c) Students will complete physical therapy interventions that are appropriate to their level in a safe and effective ways during clinical experiences under the supervision of their clinical instructor/supervising physical therapist.
 - d) Students will be student members of the APTA and understand the importance of professional membership.
 - e) Students will understand and apply ethical and legal behavior appropriate to their role as a student in the academic and clinical setting.

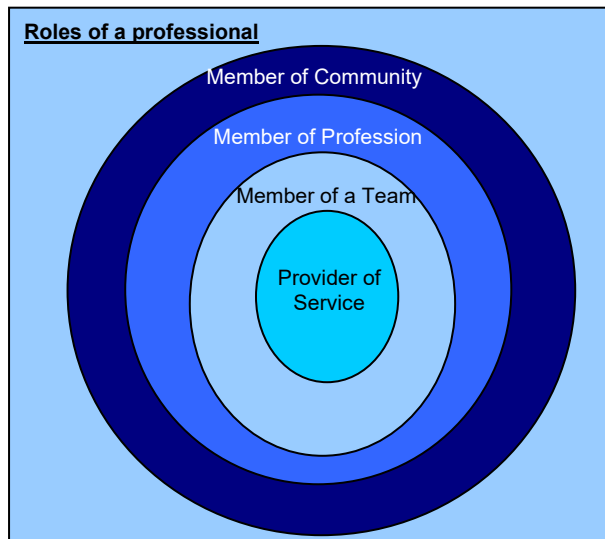
- 5) Program graduates will positively contribute to the profession of physical therapy and represent themselves, the program, and the institution, with behavior that supports the core values of the profession. (2D5)
 - a) Graduates will successfully enter the profession consistent with the mission, goals and objectives of the program/institution.
 - i) Graduation rates are at least 70% averaged over two years. (1C1 – at least 60%)
 - ii) Ultimate NPTE licensure pass rate of at least 85% over two years. (1C2 – 85%)
 - iii) Employment rate of at least 90% average over two years. (1C3 – 90%)
 - b) Graduates of the program will effectively communicate with patients, supervising therapists, and colleagues.
 - c) Graduates will demonstrate effective and appropriate data collection/assessment activities under the direction and supervision of the supervising physical therapist.
 - d) Graduates of the program will demonstrate the effective and safe application of physical therapy interventions within the Plan of Care and under the direction of the supervising Physical Therapist.
 - e) Graduates will function accountably as a member of the physical therapy profession within the ethical and legal framework of the profession of physical therapy, accepting responsibility for high standards of physical therapy care including a commitment to ongoing development and life-long learning.
 - f) Graduates will effectively adjust to the demands of the profession as reported by the employer/supervising therapist.

General content threads are eight areas of focus that run throughout the curriculum.	
1. Safety	Safety for both the patient and the PTA provider.
2. Skill	This incorporates both the cognitive aspect of providing a service and the psychomotor technique.
3. Communication	Verbal and non-verbal communication and the student's ability to self-assess their communication strengths and weaknesses.
4. Individual & Cultural Diversity	Recognizing the value of every individual and the strength that comes from diversity.
5. Life Span Awareness	Services are provided to individuals across the life-span.
6. Life Long Learning	Developing respect and commitment to learning will be an ongoing focus.
7. Behavior & Conduct	Ethical understanding and responsible behavior across practice environments.
8. Clinical Problem Solving	Critical thinking, self-assessment, and solution identification as part of content areas.

As the capabilities and knowledge of the students expand, students are increasingly able to assume the roles and perform the competencies of the PTA and function in specific roles. The outcomes of the Murray State College Physical Therapist Assistant Program are to produce graduates capable of functioning in the roles shown in the diagram below:

1. **Provider of Physical Therapy Services:** The PTA is an educated healthcare provider who assists the PT in the provision of physical therapy. This involves the application of assessment, measurement, and treatment skills within the plan of care (POC) developed and supervised by the PT as prescribed by law. The PTA is an extension of the PT and works directly with patients. This requires the PTA to have good interpersonal and teamwork skills to address individual patient/client needs.
2. **Team Member of the Physical Therapy Team:** The PTA is a member of a team with the PT and the patient. Other members of the team may include other healthcare providers and family members. The PTA has a responsibility to the team and specifically to the PT whose responsibility it is to develop and supervise the POC for each patient/client. The PTA can foster this and be of tremendous value to the team by meeting the role of a team member.
3. **Member of the Profession of Physical Therapy and the Healthcare System:** As a member within the discipline of physical therapy, the program graduate functions as a self-directing, accountable member of the physical therapy profession; practices within the ethical and legal framework of physical therapy; and accepts responsibility for ensuring high standards of physical therapy practice. The practice of a graduate from this program is characterized by a commitment to professional growth, continuous learning, and self-development. The PTA must contribute to the improvement of physical therapy practice through participation on committees of the employing institution, attendance at conferences, and membership in the state chapter (OPTA) of the national professional organizations (APTA). Membership in APTA is a duty to the profession and through participation, as a member positive changes are made that benefit the profession and the patient/client.
4. **Member of the Community** - Graduates will ultimately be valued members of the community as they grow and recognize the importance of these roles. The value of the graduate within the community comes ultimately from their value to each individual patient/client and their understanding of the importance of society. From each contact with a patient/client, they have an opportunity to make an impact in a positive way. As they recognize these roles and their responsibilities to each role, they become whom this program wants and expects them to become. This process is not completed with graduation from this program, but rather it is just in its early stages at graduation. Lifelong learning is a duty of all PTAs and PTs as we continue to develop knowledge and skills to enhance our practice of physical therapy.

The focus of this program is to produce graduates who function in each of these roles and have demonstrated satisfactory performance in the three domains of learning. The graduate must competently interact directly with the patient in a “one-to-one” relationship that complements the Plan of Care (POC). The graduate should recognize the importance of their role on the therapy team, within the profession of physical therapy, and value membership in the professional organization.



Health Science Building

The Health Science Building was completed in 2017 and the Health Science Annex was updated and remodeled in 2018. This wonderful building houses the PTA program’s learning environments including classroom and lab instructional areas as well as other health-related programs on campus. This building includes space for not only formal teaching/learning but also space for student group study and common space. Student parking is located on the east side of the Health Science building and entrance into the building is on each side of the space, see the diagram below.



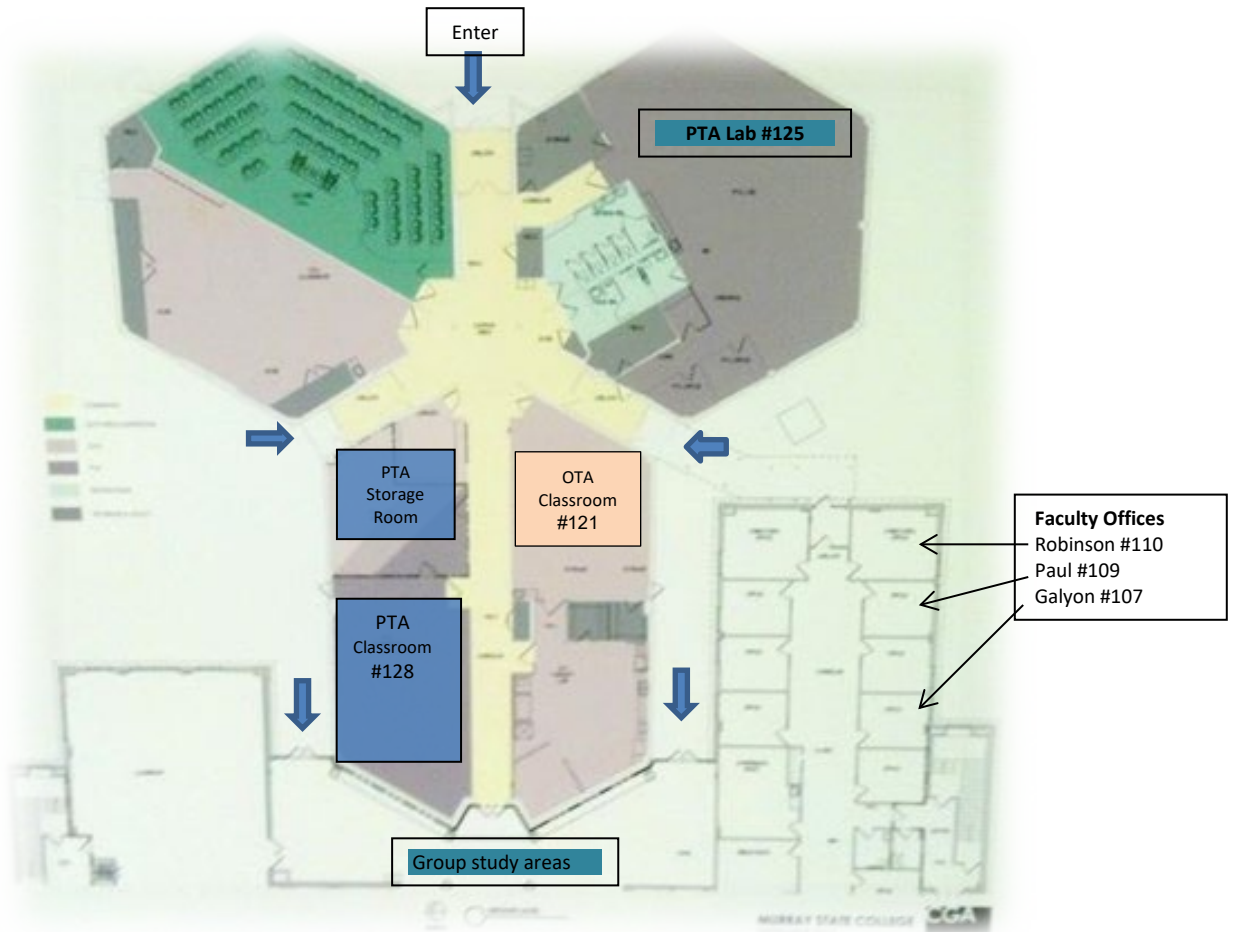
The picture to the left is the west facing front of the building. The PTA class and lab are on the east side of the building in the Health Science Annex.

See the diagram below for location of the PTA dedicated space including:

- PTA Classroom - # 128
- PTA Lab - #125
- Seminar Room - #126
- OTA Lab Classroom - #121

In the event of an emergency that requires students to leave the building as directed by their instructor, they should gather on the east side of building in the parking lot area

Emergency Meeting Area



Main west facing entrance shown in the image above opens to a large common area and program offices located on the south side of this common area

Program Office suite
Sharon Young

MURRAY STATE COLLEGE

Associate in Applied Science Degree in Physical Therapist Assistant

Catalog Year 2022-2023

The Associates of Applied Science Degree in Physical Therapist Assistant offers a five semester program that prepares graduates to take the National Physical Therapy Examination (NPTE) for the PTA. Program information can be located at the program specific web site : www.mscah.org

FALL SEMESTER - Year 1		
COURSE	TITLE	CREDITS
COL 1211	Success Strategies	1
ENG 1113	English Composition I	3
PSY 1113	Introduction to Psychology	3
AP 2124	Human Anatomy & Physiology I	4
MTH 1513 or MTH 1413 or MTH 1123	College Algebra or Survey of Math or Technical Math	3
HST 1483 or HST 1513	US History to 1877 or US History since 1877	3
TOTAL CREDITS		17

SPRING SEMESTER - Year 1		
COURSE	TITLE	CREDITS
ENG 1213 or SPC 1113	English Composition II or Fundamentals of Speech	3
GVT 1113	American Fed Government	3
A P 2134	Human Anatomy & Physiology II	4
PSY 2523	Developmental Psychology	3
PTA 2112 *	Intro to Physical Therapy	2
PTA 2103 *	Anatomy & Movement I	3
TOTAL CREDITS		18

FALL SEMESTER - Year 2		
COURSE	TITLE	CREDITS
PTA 2126 *	PT Principle and Procedures I	6
PTA 2134 *	Pathology for PTA	4
PTA 2145 *	Anatomy & Movement II	5
TOTAL CREDITS		15

SPRING SEMESTER - Year 2		
COURSE	TITLE	CREDITS
PTA 2152 *	Clinial Practicum I	2
PTA 2213 *	PT Principles and Procedures II	3
PTA 2223 *	Seminar in Physical Therapy	3
PTA 2234 *	Rehabilitation Techniques	4
TOTAL CREDIT		12

SUMMER SEMESTER - Year 2		
COURSE	TITLE	CREDITS
PTA 2243 *	Clinical Practicum II	3
PTA 2254 *	Clinical Practicum III	3
TOTAL CREDITS		6

* Courses with PTA prefix are taken after application and acceptance into the PTA program.

This is a suggested course sequence only. Students may, with guidance from an Academic Advisor as well as a Faculty Advisor, make changes to their specific course sequence. The student should be aware that changes may result in more than five semesters to complete their desired Associates in Applied Science Degree.

GENERAL COLLEGE PREPARATORY REQUIREMENTS

Students may be required to complete transitional courses in English and/or math prior to being admitted into college level courses. Academic placement is determined either by ACT results or placement exams.

Murray State College
Degree Check Sheet
Associate in Applied Science Degree in Physical Therapist Assistant

Required credits for the degree – 68-69 Credit Hours

Name:	Graduation Advisor Signature:
ID:	Date:

General Education Requirements (31 Credits)	Credits	Grade	Semester	Notes
Academic Success (1 credit, if applicable)				
COL 1211 Success Strategies	1			
Effective Communication (6 Credits)				
ENG 1113 English Composition I	3			
ENG 1213 English Composition II (or) SPC 1113 Fundamentals of Speech	3			
History and U.S. Government (6 Credits)				
HST 1483 US History to 1877 (or) HST 1493 US History since 1877	3			
GVT 1113 American Federal Government	3			
Behavioral Science and Development (6 credits)				
PSY 1113 Intro to Psychology	3			
PSY 2523 Developmental Psychology	3			
Humanities (1 credit)				
HUM 1111 Humanities (or) any area 4 course from college catalog	1			
Mathematics (3 Credits)				
MTH 1513 College Algebra (or) MTH 1413 Survey of Math (or) MTH 1123 Technical Math I	3			
Science (8 Credits)				
A & P 2124 Human Anatomy and Physiology I	4			
A & P 2134 Human Anatomy and Physiology II	4			
Physical Therapist Assistant Program Core Requirements (38 Credits)				
PTA 2112 Intro to Physical Therapy	2			
PTA 2103 Anatomy & Movement I	3			
PTA 2126 PT Principles and Procedures I	6			
PTA 2134 Pathology for the PTA	4			
PTA 2145 Anatomy & Movement II	5			
PTA 2152 Clinical Practicum I - (160 clinical contact hours)	2			
PTA 2213 PT Principles and Procedures II	3			
PTA 2223 Seminar in Physical Therapy	3			
PTA 2234 Rehabilitation Techniques	4			
PTA 2243 Clinical Practicum II - (200 clinical contact hours)	3			
PTA 2253 Clinical Practicum II - (200 clinical contact hours)	3			
	69			

Recommended Electives	Credits	Grade	Sem		Grade	Sem
SOC 1113 Intro to Sociology	3			<i>Students who demonstrate less than adequate preparation for AP courses are required to complete one semester of Biology 1114 or Biology 1404 with a grade of C or higher as a prerequisite for AP 2124 and AP 2134 at Murray State College.</i>		
HWP 2212 First Aid	2					
HS 1113 Fundamentals of Pharmacology	3					
MOA 1113 Medical Terminology	3			<i>Behavioral or Biologic Science courses cannot be older than 10 years from anticipated graduation date.</i>		
CIS 1113 Computer Applications	3					

Total Credit Hours Required for the AAS PTA Degree: 68-69
15 hours in residence at MSC _____
Min. 2.5 GPA _____
Min. 31 Hours in Gen Ed _____

Physical Therapist Assistant Program Course Descriptions

The following course descriptions are for the technical or 2nd year of the PTA program.

PTA 2103 – Anatomy & Movement I - This course introduces students to the movement system including skeletal, articular, muscular, circulatory, and nervous systems as they relate to the practice of physical therapy. Topics include anatomical terminology, identification of landmarks & structures through palpation, joint motion assessment (goniometry), and biomechanics. The student will develop a foundation for further learning for assessment of and interventions to enhance motion, strength, endurance, balance, and coordination through therapeutic exercise interventions. This course includes in-class, online, and lab components.

Prerequisite: Admission to the PTA Program. Corequisite: PTA 2112

PTA 2112 - Introduction to Physical Therapy - This course introduces students to the physical therapy profession. Foundational topics include program success strategies, history of physical therapy, defining contemporary physical therapy, professional organization, the preferred relationship between PT and PTA, ethical and legal issues, federal/state regulations, interpersonal communication, diversity/cultural competence, and professional documentation. The content of this course will serve as a foundation from which to further develop the skills required for success in the PTA program and in the profession of physical therapy. This course includes in-class and online components.

Prerequisite: Admission to the PTA Program Corequisite: PTA 2103

PTA 2126 - Physical Therapy Principles and Procedures I - This course includes principles and procedures for selected physical therapy procedures including assessments and interventions. Topics include preparation for patient care, positioning/draping, aseptic technique, safety, patient transfers, assistive devices, and vital signs. Biophysical agents include electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, and traction and light therapies. Patient education, professional behaviors, and documentation related to course content are included. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103 Corequisite: PTA 2134, PTA 2145

PTA 2134 – Pathology for the PTA- This course is the study of diseases and conditions common in individuals receiving physical therapy. Students will learn the etiology, pathophysiology, and impact of selected medical and surgical conditions with an emphasis on movement and function in individuals across the lifespan. Topics include an introduction to health, illness, and disability, clinical medicine, pathology of the musculoskeletal system, pathology of the nervous system, and other select topics. Content will include the medical terminology associated with each topic and a focus on physical therapy interventions/practices associated with select conditions. This course includes in-class and online components.

Prerequisite: PTA 2112, PTA 2103 Corequisite: PTA 2126, PTA 2145

PTA 2145 – Anatomy & Movement II - This course involves the study of the structure and function of the musculoskeletal system with an emphasis on human movement. This course builds on the information and skills presented in prior courses, including assessment and physical therapy interventions to enhance movement and function across the lifespan. Topics include an Introduction to therapeutic exercise, postural assessment, flexibility testing, muscle strength assessment, and assessment of gait. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103 Corequisite: PTA 2134, PTA 2126

PTA 2152 - Clinical Practicum I - This course is a full-time integrated clinical experience. Students will actively participate in the supervised clinical application of physical therapy assessment and interventions in real-life clinical environments. Students will work under the direct supervision of clinical faculty. This course will require the application of knowledge and skills presented in prior courses. Four weeks (4 x 40 hours=160 hours). The location of the clinical practicum is assigned by program faculty based on learning needs and available clinical sites. Students are responsible for transportation and housing during this course.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145

PTA 2213 - Physical Therapy Principles and Procedures II - Physical therapy principles and procedures in addition to those included in prior classes are discussed in this class. Topics include gait training techniques, balance assessment, and intervention, additional therapeutic exercise applications, manual therapy appropriate to the PTA, orthopedic management, and pulmonary physical therapy. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, and PTA 2152 Corequisite: PTA 2223, PTA 2234

PTA 2223 - Seminar in Physical Therapy - This course is designed to assist the student in the transition to being a licensed physical therapist assistant. Topics included are current trends, patient services, integrating theory and practice in various practice settings, licensure issues, and the employment process. This course includes in-class and online components.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, and PTA 2152

Corequisite: PTA 2213, PTA 2234

PTA 2234 -- Rehabilitation Techniques – This course emphasizes the rehabilitation process. Students will learn contemporary physical therapy rehabilitation techniques/interventions used with individuals across the lifespan that may have disabilities associated with congenital or acquired conditions. Topics include psychosocial, amputation, brain injury, spinal cord injury, cardiac conditions, genetic/congenital disorders, and the use of prosthetics, orthotics, mobility, and other assistive devices and technology. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, and PTA 2152

Corequisite: PTA 2213, PTA 2223

PTA 2243 - Clinical Practicum II - This course is a full-time terminal clinical experience. Students will actively perform clinical observation, application, and practice of physical therapy including assessment and intervention under the direction and supervision of qualified clinical faculty. This course requires the application of knowledge and skills presented throughout the program. Five weeks (5 x 40 hours = 200 hours). The location of the clinical practicum is assigned by program faculty based on learning needs, prior experiences, and availability of clinical sites. Students are responsible for transportation and housing during this course.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, PTA 2152, PTA 2213, PTA 2223, and PTA 2234.

PTA 2253 - Clinical Practicum III - This course is a full-time terminal clinical experience. Students will actively perform clinical observation, application, and practice of physical therapy including assessment and intervention procedures under the direction and supervision of qualified clinical faculty progressing to entry-level practice expectations. This course requires the application of knowledge and skills presented throughout the program. Five weeks (5 x 40 hours = 200 hours). The location of the clinical practicum is assigned by program faculty based on learning needs, prior experiences, and availability of clinical sites. Students are responsible for transportation and housing during this course. A post-clinical seminar (3 to 4 days) is required as part of this course.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, PTA 2152, PTA 2213, PTA 2223, PTA 2234, and PTA 2243.

PTA 281(1, 2, or 3) - Special Issues in Physical Therapy - This course may be an elective class taken with permission from the PTA Program director. Interested students in need of specific learning opportunities may contact the program director. A "Special Issues" course maybe 1, 2, or 3 credit hours and may be used to foster specific learning of new content or to ensure continued competency. The student will participate with the instructor in the development of a learning contract that will include the program of study, student responsibilities, and expectations for the class. This class is available at the discretion of the program director and is primarily for students who are enrolled in the technical portion of the program or in the process of applying to the PTA program. This course may also be used to ensure continued competency of knowledge and skills previously acquired. Prerequisite: None

COST OF PROGRAM

The investment of time and resources into a higher education program must be weighed against the results or outcomes of the program. It is our belief that this program is an excellent investment supported by the job satisfaction reports of our graduates. It is our hope that, prior to application to the second year of the PTA program, students have developed career goals/desires and compared that to what the profession of physical therapy offers.

All prospective students are encouraged to compare the costs of PTA programs to other career opportunities. The financial costs of the program are available in the "Cost of Program" link to the PTA program website: <http://www.mscah.org/pta-home.html>. This informational sheet explains the various fees and costs and includes both costs paid directly to the college and those not paid to MSC required to complete clinical experiences and the licensure process. This cost sheet does not include travel/ housing costs.

Financial Aid support policy and procedures are subject to change and it is important that each student receiving financial aid understand their obligations related to the submission of applications and other documents. The availability of aid does change and so the student is recommended to know the financial requirements of the program and to the extent possible spread the aid they receive out over the duration of the program. Please see the website for the [MSC Financial Aid](#) or visit the office located in Student Services Building.

In addition to the financial costs of an intense program such as this one, there are also investments of time in preparation and study. This may result in students spending less time in other important roles in their life. It is important to remember to keep a balance of life priorities. A key to success is developing disciplined study habits and demonstrating effective time management strategies. Most students find it difficult to continue to work especially in a full-time capacity. While working is often a required part of life, it is not recommended that the student work more than on a flexible part-time basis. Despite this fact, many successful students have managed to work while attending the PTA program. During PTA 2112 – Introduction to Physical Therapy, we will discuss the essentials for success for PTA students. Many students enter a professional training program and are shaken by the volume of information that must be addressed.

(The following paragraph is adapted from Curtis & Newman. *The PTA Handbook, 2nd Ed.* Slack Pub, 2015 pg #43)

*A common challenge for students as they transition into the PTA program involves learning to think differently. The student must deal with information in a different way. This challenge involves moving from the "known" where there are "correct answers" to a place that is more consistent with the reality of working with human beings, where "answers" may not exist. In the general education component of the program, we learn that knowledge is stable, irrefutable, and certain. "There is one right answer!" In the technical year of the program, we learn that when human beings are involved there is less that is a certain or absolute fact. **"There may be multiple answers or ways of doing it!"** For example, we will learn various modalities that can be helpful in treating pain. Not everyone responds to these interventions the same way. You may learn what to do, but just memorizing techniques will not be enough. You will have to use your mind to critically think and problem-solve to achieve the most success with each patient. The student evolves within the curriculum, all content in the program builds upon prior learning so that students cannot just memorize material, take a test, and then forget the material.*

Acceptance into this program is a competitive process and those accepted have demonstrated that they are "excellent students." Many students have come to expect high grades and have developed satisfactory study habits to achieve these grades. Despite this fact, students may feel frustrated initially and need to further develop study and learning habits to achieve the level of success they are accustomed.

Teamwork is an important part of effective physical therapy and it is advised that teamwork in the class begins early. **Developing support networks and study groups may be the single most effective way to improve performance.** Students who have typically studied individually are often surprised by the importance of working in groups. Learning together, teaching each other, and listening to your classmates during study are very effective. Students who can verbalize their thoughts can be better assured that they understand the material.

Check your understanding before each exam!

Embrace *Confusiasm!*

Section II

General Information

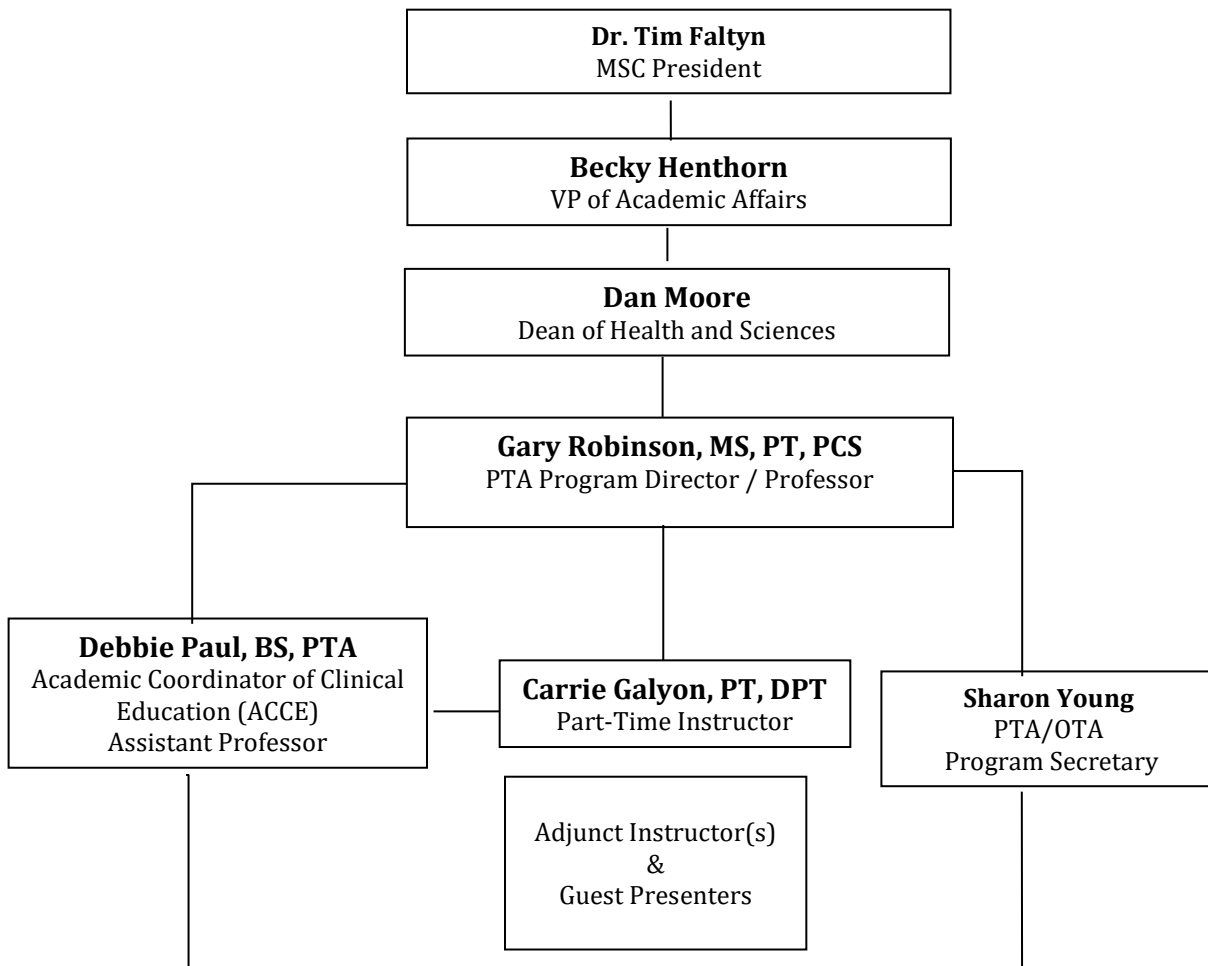
The program is located at Murray State College in Tishomingo, Oklahoma. The mailing address for the program is:
Murray State College PTA Program
One Murray Campus HS #100
Tishomingo, OK 73460
PHONE: 580 387-7440

The direct link to the MSC Physical Therapist Assistant Program's web site is: www.mscah.org

The program link can also be found by going to the MSC home page: <http://www.msco.edu>

To locate the PTA Program web page, go to the MSC home page and click on the PTA Program web page link located under the Academics menu and then Degrees and Programs.

Program Organizational Chart



Key Contact Information

<p>Gary Robinson, MS, PT, PCS Professor MSC PTA Program Director Pediatric Clinical Specialist Health Science Building - Office #110 MSC Office: (580) 387-7441 Mobile (580) 310-4314 E-mail : grobinson@mscok.edu</p>	<p>Dan Moore Dean of Health & Science Science and AG Building – Office #111 MSC Office: 580-387-7505 E-mail : dmoore@mscok.edu</p>
<p>Debbie Paul, BS, PTA Assistant Professor Academic Coordinator of Clinical Education Health Science Building – Office #109 MSC Office: (580) 387-7444 Mobile: (580) 272-8850 E-mail : dpaul@mscok.edu</p>	<p>Becky Henthorn, MS Vice President Academic Affairs /Intuitional Research Administration Building Room AD #304 MSC Office: (580) 387-7111 E-mail : bhenthorn@mscok.edu</p>
<p>Carrie Galyon, PT, DPT Part-Time Instructor Health Science Building – Office #106 MSC Office: (580) 387-7433 Email: cgalyon@mscok.edu</p>	<p>PTA Program Office Murray State College One Murray Campus – HS #100 Tishomingo, OK 73460 Direct - (580) 387-7440 MSC Main - (580) 387-7000 MSC FAX - (580) 387-7179</p>
<p>Sharon Young Allied Health Secretary HS Rm #100 (580) 387-7440 syoung@mscok.edu</p>	

PHYSICAL THERAPIST ASSISTANT PROGRAM FACILITIES

The MSC PTA program is located on the Tishomingo campus within the new Health Science Building. Within the building, the following areas are to be found:

- PTA Program Classroom – #128
- PTA – Classroom/Skills Laboratory – #125
- Seminar room – #126
- OTA Classroom/Lab #121
- Student common and vending area
- Health Sciences Reception area
- Program Office – HS #100
- Faculty Offices – Robinson #110 – Paul #109

Announcements are made through Blackboard in the courses that PTA students are enrolled. A student bulletin board is located in the back of the PTA Classroom and may be used to post notices, assignment sign-up, and conference sign-up sheets may be posted. Google docs and digital based sign-up forms are used for assignment sign-up.

Parking is available in lots to the East side of the building. A **parking decal** must be obtained each semester/year.

The Health Science office area is for program business. Please refrain from loitering in the office area. There is no copy machine for student use in the office area; students may go to the copy center located on the 1st floor of the Administration building if they need hard copies.

LIBRARY FACILITIES

Students in the PTA Program are required to do literature searches and library research. The use of the library and online resources is critical to the development of lifelong learning skills. The library has access to the majority of the journals, periodicals, reference materials, and online resources. The resources available in the Library/LRC are reviewed on an annual basis. Information regarding the library is available at: <https://www.msok.edu/current-students/library>. The library is located in the Zimmerman Science Building.

The Health Science building has WiFi access and students are encouraged to utilize their own notebook computers or tablets. The common area on the west side of the HS building is an excellent place for group study. Small group study areas are equipped with large monitors so that students may plug their computers in and work together.

If a student uses MSC computers provided on campus, it is important to remember that these are for student convenience related to student activities. Students should not save data to the hard drives on these computers. Students are encouraged to use their own cloud-based (Google Drive or Dropbox) or portable storage device (flash drive) to save their work. Anything on the hard drive is subject to removal at any time by staff or faculty, without warning. Know where you are saving data! Students must follow the agreed Computer Use Policy.

FACT SHEET - OKLAHOMA BOARD OF MEDICAL LICENSURE AND SUPERVISION

<http://www.okmedicalboard.org/>

The application instructions for licensure as a PTA as well as additional important information may be found at the website address above. A copy of the instructions available at the time of preparing this student guidebook is provided in the appendix of this guidebook. You will be provided an original and the actual application at the appropriate time just prior to graduation.

Another helpful website is the Federation of State Boards of Physical Therapy located at: <http://www.fsbpt.org/>. The Federation of State Boards of Physical Therapy develops and administers the National Physical Therapy Examination (NPTE) for both physical therapists and physical therapist assistants.

STUDENT SERVICES SUPPORT – TRIO

The Office of Student Support Services is a federally funded program designed to meet the special needs of the student. The program goal is to improve the retention and graduation rate of targeted students. The main emphasis of the program is to provide a special environment in which students can come for assistance in meeting their academic, personal, career, and social needs.

Students must be enrolled and need academic support. In addition, you must belong to one of the following student groups: First-generation college, Low income, or disabled. The Student Support Services provides academic advisement, career counseling, extensive tutorial assistance, financial aid information, and referrals to campus and community resources. For further information, students may contact the Student Support Services office with information at this link: <https://www.msok.edu/current-students/student-support-services>.

Section III

Physical Therapist Assistant Program Policies

1. The initial meeting of the PTA Class of 2024/2025 will be the PTA orientation on Friday **January 5th, 2024**. All students are required to attend this orientation unless arrangements have been made with the program director.
2. All PTA students will verify the following through an online documentation verification process.
CastleBranch (CBC) is a secure platform that allows the student to complete background checks, immunization, and required drug testing. You can find further information regarding this in the Certified Background appendix. All students must complete the Verification process by **May 1st, 2024**. Students will not be enrolled in Fall courses or enter the full-time portion of the program until verification is confirmed. *(All students should maintain a copy of all documents submitted in a personal file.)*
CastleBranch is found at <https://www.castleBranch.com>. Recommended internet browser is Google Chrome or Firefox.
 - a. Proof of a negative PPD tuberculin test which involves **two TB tests** or **Blood Tests** within a two-week period or a negative chest x-ray within the last year (Proof of negative PPD tuberculin test or blood test must last through the duration of the program. It is suggested that for the TB test you have this done in August so that you do not have to have done again before the end of the program.)
 - b. Proof of all required vaccinations or proof of immunization. (see required vaccination list)
 - c. Proof of two doses of Hepatitis B Vaccine and a third dose 6 months later. Due to the increasing concern regarding Hepatitis B infections in healthcare workers, MSC Physical Therapist Assistant students are now required to obtain the Hepatitis B vaccine or sign a refusal form (but this is not recommended). The cost of such vaccination is the responsibility of the individual student.
 - d. Influenza vaccine – (This may not be available until before flu season.)
 - e. Current CPR Certificate (Basic Life Support: Adult, Child, and Infant) that will be current throughout the full program (academic and clinical). This must **extend past August 31st, 2025**.
 - f. Background Check, Drug Screen, and Medicare Fraud Check verified through CastleBranch.
 - g. Physical exam form with documentation of a completed physical and that the student has no COMMUNICABLE DISEASES and is able to participate in the program. The student's personal physician determines the level of testing required in order to determine the student's health status. The provider chosen by the student must be legally qualified to make such a determination. An example of a form to be used is available. The physician may use their own form as long as it identifies the student as having no communicable disease and able to participate in the program.
 - h. Completion of the PTA Program COVID Vaccination Awareness Form to ensure each student is aware of the importance of vaccination and boosters to meet the requirement of clinical sites affiliated with the program.

Students should complete all immunizations by end of the spring semester (May 1st, 2024), with the exception of the Flu vaccine which isn't often available until fall. Students should not miss class to have immunizations. *No student will be enrolled in Fall courses without verification through CBC and have proper documentation on file. Individual clinical sites may require additional testing and all requirements are subject to change.*
3. In order to access required course materials, students will join the **American Physical Therapy Association** and maintain this membership through graduation. As a student member, graduates can convert their student membership to active membership with a significant (50%) discount. Your student membership in APTA gives you access to materials you will need and use throughout the program. After you pay your dues you should forward the confirmation to grobinson@mscok.edu. Annual membership dues should be paid by **January 30th 2024** to give you access for important content in PTA 2112.
4. Student will learn the importance of professional membership and will be encouraged to **attend at least one approved meeting of the American Physical Therapy Association, one of its Chapters, or Districts** or complete activities during the program that foster student engagement in the profession during the technical year. Your membership provides decreased costs for meeting participation.
5. All students must have **professional liability insurance** in order to be admitted to the clinical areas. This insurance coverage will be coordinated through the PTA program office. The premium fee (\$20) for this insurance must be paid to the Program office by **March 12, 2024**. The fee is subject to change.

6. Students will use their **MSC student email account** for all email communication. The only exception is if the college email system is down because of technical problems. Blackboard is an online learning management system used by every course. Students should routinely check the Blackboard of every course in which they are enrolled as well as check their MSC student email account. **It is suggested that students check in on a daily basis, however, students in the program agree to check their student email account at least every 48 hours.** If a student has difficulty accessing their MSC email account or logging into Blackboard, they are to contact the Information Technology (IT) Department as soon as possible. They should also alert the instructor as soon as possible once they are aware of the problem, however, it is the responsibility of the student to seek assistance and resolve any technical problem. If a system-wide problem or outage occurs then the instructor will give consideration, however, if a student demonstrates procrastination, the student may have late work submission penalties imposed as outlined in program policy. Faculty may use the “Remind” application to send/receive direct text messages for announcements and updates. The MSC Webpage direct link to Information Technology is <https://www.mscok.edu/current-students/technology-resources-computer-help> **As a student at MSC, you can get Microsoft Office for free by following the instruction at the IT link.**
7. Children are not allowed in the classroom or lab areas unless permission is given from the instructor.
8. Eating or drinking is not allowed in the classrooms or skills lab area during class/learning activities. **Food or drink is not to be taken to the lab areas** or be used around modality or exercise equipment. Secure water bottles are permitted. With the permission of faculty, special events may be held in these areas.
9. Students are to **respect** their classmates and faculty at all times by their behavior. This means that students should not use language or act in ways that may be offensive in nature. Students are to keep noise levels low in areas where other students are working. This is especially true in student common areas as students from other programs may be working. Small group discussion at moderate levels is encouraged.
10. The use of any form of **tobacco/vapors/e-cigarettes is prohibited** on the MSC campus including parking lots.
11. At the discretion of the instructor, students may be required to complete a **drug testing** either on-site or at an approved center at the student’s expense beyond that required for admission into the program (see 2f above).
12. Students should follow **proper communication channels** when they have disagreements or problems related to the PTA program. The proper order is the instructor (or person with whom they have the disagreement), PTA program director, Dean of Health and Science, and then VP of Academic Affairs. An unresolved grievance would follow the formal grievance policy (see college catalog). Students may also complete the “Student Issues Concerns Form” and submit it through the Office of Student Affairs. This form is located in the appendices of this guidebook.
13. Following labs, students are to **straighten up the lab** including returning equipment to the proper place in order to not be in the way of other PTA classes using the space. Used linens are to be placed in appropriate areas. Sheets and towels should be placed in used linen containers when visibly soiled. Students are encouraged to use proper aseptic techniques regarding linens. *Wet laundry should never be placed in a container*, rather all damp or wet laundry should be hung over a drying rack.
14. Students are **not to remove program equipment** or resources from the building without written permission from the program director and with the full understanding that the student assumes responsibility for the equipment and/or resource and will be required to replace the equipment or resource if damaged, lost, or stolen. In the rare event that permission is given to “check out” a resource, the instructor will require the student to sign for the equipment. The student must also confirm that the equipment is returned by signing the same sheet and the date that the item is returned. The instructor is to maintain this Sign-out/Sign-in sheet.

15. Smart phones, smart watches, cell phones, or other electronic devices are **NOT** to be used during class unless the use has been approved by the instructor to facilitate access to learning aids or learning materials. All devices should be on silent, including turning vibration off. If there is potential for an urgent situation, then prior arrangements should be made. The student's device should remain in a non-audible mode and the student must exit the class to use the phone. If cell phone/technology use is a distraction as determined by the instructor, a Performance Improvement Opportunity (PIO) form will be initiated. **Cell phones, tablets, or smart watches/devices may not be accessed during testing, test reviews, or assignment reviews.** The use of a phone or tablet to take a photo of an exam/assignment is considered cheating and can result in dismissal from the program.
16. Student/Faculty **safety is the first of the eight threads** that run through the content of the entire program. Each student should access the MSC Student Handbook, located linked to the MSC website, related to campus safety and emergency procedures. Students participate with instructors in lab clean-up using disinfecting wipes provided by the program to maintain a clean learning environment to decrease the spread of infection.
17. Students receive instruction regarding the use of equipment in the program laboratory prior to using equipment during lab skills practice. Students are not to access, play with, or use equipment prior to instruction and demonstration by the instructor. The program maintains safe and calibrated equipment that is checked on an annual basis for safe and effective use, however, if a student or faculty member identifies any safety concerns about a piece of equipment, they are to label it "**DO NOT USE**", inform the instructor, and remove the equipment from available use. **Students are to inform the instructor and their lab partner if they have a preexisting condition that may prohibit their safe participation when in the role of subject/patient-simulator or provider.**
20. Fundraising by students or student groups must follow Murray State College procedures and be approved before beginning. Fundraising using social media such as "Go Fund Me" or other such methods are not to be used. The program or college is NOT to be used to raise funds without approval through proper procedure.
21. Students are required to participate in a **2 to 3 day Mid-Clinical Seminar** between PTA 2243 and PTA 2253 and also a **Post-Clinical Seminar** after the completion of their final clinical (PTA 2253). This time will be used for inter-class activities, student assessment, and program evaluation. During these important weeks, each student will take NPTE simulation comprehensive exams. The program uses the PEAT Academic Version as the Program Post-Test during the **Post-Clinical Seminar**. This exam simulates the NPTE and is scored similarly to the NPTE. If a student fails the comprehensive PEAT post-test, a plan for success is developed and the student will make satisfactory progress on this plan prior to being released from the program to take the NPTE. This likely means that the student will not be able to take the NPTE at the earliest available time and may have to wait until early in the next calendar year.
22. Following completion of the program, the graduate is expected to participate in **program assessment activities**. A graduate survey link is emailed to each graduate approximately 9 mths following graduation. This important program assessment tool is a part of the overall assessment process used by the program to support the ongoing improvement of the program. In addition to the graduate survey, **the graduate will provide a contact email for a supervising therapist or employer** who will complete the Supervising Therapist/Employer Survey. Data collected from graduate and supervising therapists are used to guide program decisions and to help to keep the program directed toward meeting its mission and goals.

ADMISSION AND PROGRESSION POLICIES

Progression Requirements

Students must have a 2.0 grade point average or higher (a grade of not less than "C") at the completion of each course. Failure to complete each course with a 2.0 or higher will prevent continuation in the Physical Therapist Assistant Program or graduation with an Associate in Applied Science Degree. Additionally, a clinical evaluation of "Satisfactory" must be achieved on each Physical Therapist Assistant skill, regardless of performance on classroom examination, in order to successfully complete the course and to continue in the Physical Therapist Assistant Program.

Admission to the PTA program includes completion of the program application. On this application, students must respond to questions regarding past legal history.

These questions are taken from OK PTA Licensure Application.

1. Have you ever been arrested or charged or convicted of a felony or misdemeanor?
2. Have you ever been addicted to or abused any drug or chemical substance including alcohol?
3. Have you ever obtained an assessment or been treated for use of any drug or chemical substance including alcohol?
4. Have you ever had any mental, emotional or nervous disorder or condition which could affect, or if untreated could affect, your ability to practice competently?

Any student who must answer yes to any of these questions was instructed on the application to seek clarification from the OSBMLS regarding their situation prior to application to the PTA program. If it is learned that a student was admitted to the PTA program that would be ineligible for a license in Oklahoma, they may be dropped from the program.

Admission of Persons with a History of Arrests or Convictions

The Physical Therapist Assistant Selection and Retention Committee consider individuals who have been arrested for any offense within the past five years or ever convicted of a felony prior to admission to the Physical Therapist Assistant Program on an individual basis. In these deliberations, the Committee considers the following factors:

1. The nature of the crime;
2. Evidence of rehabilitation;
3. Personal characteristics;
4. Behaviors/actions since the commission of the crime;
5. The total criminal record;
6. The disciplinary action of the court.

No individual will be admitted to or graduated from the Physical Therapist Assistant Program who has not or will not complete any parole and/or probationary requirements prior to the expected date of graduation. In order to be accepted into the program, the individual must be eligible to set for the PTA licensure exam upon graduation.

Admission of Persons Judicially Declared Incompetent

The Physical Therapist Assistant Selection and Retention Committee consider individuals who have been declared mentally incompetent by a court of law prior to admission to the Physical Therapist Assistant Program on an individual basis. In these deliberations, the Committee considers the following factors:

1. The nature of the problem;
2. Evidence of rehabilitation;
3. Personal characteristics;
4. Pertinent records (declaration of incompetence, psychiatric evaluation, counseling summary, etc.)

These individuals are advised that the Oklahoma Board of Physical Therapist Assistant will consider their application for licensure by examination on an individual basis. This may require a personal appearance before the Board in the final semester of the program. It is the prerogative of the Board to grant or deny the application.

Retention of Persons Convicted of a Felony or Judicially Declared Incompetent

Individuals who have been convicted of a felony and who do not comply with the terms of their parole and/or probation while enrolled in the Physical Therapist Assistant Program will be summarily dismissed and will not be eligible for readmission.

Individuals who have been declared mentally incompetent prior to admission to the Physical Therapist Assistant Program are expected to continue their treatment regime until obtaining professional release. The Physical Therapist Assistant faculty reserves the right to require psychiatric reevaluation at any time.

Behavior or Action that could lead to Dismissal from the PTA Program

A student may either be academically withdrawn from the program or have disciplinary action which could include dismissal from the PTA Program for the following:

1. Failure to complete each PTA course at a satisfactory level would result in the student being unable to complete the program for academic reasons. This includes clinical components and skills performance in those courses that include lab components and skill activities.
2. Violation of the PTA Program Policies as listed in this Student Guidebook and also the Murray State College Disciplinary Rules and Regulations (see Student Handbook, Computer Use policy located on the MSC website);
3. Commission and/or conviction of any infraction that would violate the Oklahoma Physical Therapy Practice Act or the Rules and Regulations Relating to the practice of physical therapy in the State of Oklahoma, specifically:
 - a. Fraud or deceit or false representation - Cheating on examinations or written work including attempting to gain an advantage by inappropriate means. (See Academic Integrity Policy located in MSC Student Handbook)
 - b. Any offense that shall constitute a felony under the laws of the state.
 - c. Negligence - Omission to do something, which the student has been taught to do. Not doing something, which a reasonable and prudent student would do under the same or similar facts and circumstances in the performance of duties within the practice of Physical Therapy. An exercise of so slight a degree of care as to justify the belief that there was a conscious disregard or indifference for the health, safety, or welfare of the public shall be considered a substantial departure from the accepted standard of care.
 - d. Habitually intemperate or addicted to habit-forming drugs - Shall include but not be limited to the use of any drug, chemical, or substance that could result in behavior that interferes with the responsibilities of the student.
 - e. Exhibiting actual or potential inability to function as a physical therapist assistant student with sufficient knowledge or reasonable skills and safety due to impairment caused by illness, use of alcohol, drugs, or any other substance, or as a result of any mental or physical condition. - Sufficient knowledge or reasonable skill means adherence to minimal standards of acceptable practice generally prevailing in the State of Oklahoma
 - f. Being adjudicated as mentally incompetent, mentally ill, chemically dependent, or dangerous to the public or being committed by a court of competent jurisdiction.
 - g. Unprofessional conduct - Unprofessional conduct is behavior (acts, knowledge, and practices) that fails to conform to the accepted standards of the physical therapy profession generally prevailing in the State of Oklahoma and which could jeopardize the health and welfare of the people which shall include but not be limited to the following:
 - i. inaccurate recording, falsifying, or altering patient or course-related forms/records; or
 - ii. verbally or physically abusing patients or classmates; or
 - iii. falsely manipulating drug supplies, narcotics, or patient records; or
 - iv. appropriating without authority medications, supplies, or personal items of the patient or agency; or
 - v. falsifying documents related to clinical education or those submitted to the Board of Medical Licensure and Supervision
 - vi. leaving a clinical assignment without properly advising appropriate personnel and informing clinical and academic faculty; or
 - vii. violating the confidentiality of information or knowledge concerning a patient; or
 - viii. conduct detrimental to the public interest; or
 - ix. discriminating in the rendering of Physical Therapy services; or
 - x. aiding and abetting the practice of Physical Therapy by any person not licensed under the Physical Therapy Practice Act; or

- xi. impersonating any applicant or acting as a proxy for the applicant in any examination required for the issuance of a license; or
 - xii. impersonating another licensed practitioner, or permitting another person to use his/her license or certificate of recognition for any purpose; or
 - xiii. aiding, abetting, or assisting any other person to violate or circumvent any program policy, law, rule, or regulation intended to guide the conduct of a physical therapist or physical therapist assistant; or
 - xiv. forging any document related to the evaluation of performance in the program
 - xv. presenting a forged prescription; or
 - xvi. selling or attempting to sell a controlled dangerous substance or otherwise making such drugs available without authority to self, friends, or family members;
 - xvii. while caring for or working with a patient/student during simulation, engaging in conduct with a patient/classmate/student during simulation that is sexual or may reasonably be interpreted as sexual, or in any verbal behavior that is seductive or sexually demeaning to a patient, or engaging in sexual exploitation of a patient; or
 - xviii. obtaining money, property, or services from a patient, other than reasonable fees for service provided to the patient, through the use of undue influence, harassment, duress, deception or fraud; or
 - xix. engaging in fraudulent billing practices, including violations of federal Medicare and Medicaid laws or state medical assistance laws
- h. Any deliberate act that jeopardizes a patient or classmate's life, health, or safety - Conduct, which jeopardizes a patient's life, health, or safety, shall include but not be limited to the following:
- i. delegating or accepting the delegation of a physical therapy function or a prescribed health care function when the delegation or acceptance could reasonably be expected to result in unsafe or ineffective patient care; or
 - ii. unauthorized alterations of medications; or
 - iii. failure to utilize appropriate judgment in administering safe physical therapy practice based on the level for which the individual has been trained
 - iv. failure to exercise technical competence in carrying out physical therapy care; or
 - v. performing new techniques or procedures without proper education and preparation; or
 - vi. failure to report through the proper channels the unsafe or illegal practice of any person who is providing physical therapy
- i. Failure to demonstrate satisfactory performance of the following skills in both academic and clinical settings:
- i. Following the policy of the school/clinical facility regarding dress, grooming, and cleanliness. (see dress code)
 - ii. Following the policies of the school/clinical facility regarding attendance and tardiness.
 - iii. Abiding by administrative policies of the school/clinical facility.
 - iv. Respecting the rights of those in authority to make decisions and complying with those decisions.
 - v. Managing personal affairs in a manner that does not interfere with professional responsibilities.
 - vi. Respecting the time limitations of others by being prepared for discussions, conferences, etc.
 - vii. Demonstrating active listening skills (e.g., seeking clarification and confirmation, maintaining eye contact, encouraging dialogue, and listening intently).
 - viii. Abiding by an established chain of authority (levels of supervision and responsibility).
 - ix. Using tact and consideration with members of the faculty, class, and the health care team.
 - x. Using effective non-verbal communication (e.g., posture, gestures, facial expressions, touch and space.
 - xi. Maintaining composure and professional demeanor when interacting with members of the health care team, students, faculty, and staff.
 - xii. Adjusting communication as appropriate for different situations.
 - xiii. Using discretion regarding questions asked and/or statements made.
 - xiv. Motivating others (e.g., using encouragement, praise, support, feedback, and/or persuasive information).

- xv. Setting appropriate limits and maintaining professional authority/control related to the behavior of others.
4. Failure to participate in the learning process by demonstrating active learning
 - a. Being habitually unprepared for class and not participating in class.
 - b. Being habitually late in turning in assignments. (More than 5 late assignments without a valid reason.)
 - c. Failure to access and participate in online components of each course at a satisfactory level.
 - d. Failure to follow the MSC computer use policy.
5. Having a digital footprint, including personal posting on any social media platform, that demonstrates values that are inconsistent with the program. This includes posting inappropriate content, language, photos, or videos to social media/websites. Once accepted into the program, the student enters the physical therapy profession and is expected to understand that they represent the program, college, and profession at all times. This expectation extends to the graduate.
6. Failure to pass the comprehensive program post-clinical examinations. *The passing scores for each of the two comprehensive license exam simulation post-tests are determined by the program director after a review of the national average and class average. This is approximately 75% for the On-Line Advantage (OLA) and 600 on the PEAT. If the student fails either of the post-tests and does not complete the corrective plan of study, that student may be delayed in graduation or be dismissed from the program.*
7. Failure to make satisfactory progress toward entry level in all areas of **Professional Behaviors**. Professional behavior includes those behaviors of the student and not just clinical performance. The ten behaviors listed in the professional behaviors document (see appendix) apply to the student throughout the program.
8. Having five (5) Performance Improvement Opportunity (PIO) - Disciplinary Actions identified by faculty and/or failure to complete the Disciplinary Action Policy requirements identified. See the program Disciplinary Action Policy in the appendices.

In all healthcare areas, there are many rules and requirements. It is the program's desire that if any student doesn't understand a requirement, they are encouraged to ask the program director during class or during a visit to the director's office.

***If you don't understand, please ask!
Communication is Critical to Success!***

ACADEMIC POLICIES

Classroom Attendance Policy - Regular attendance and participation are essential to optimum academic achievement. Therefore, the student is expected to attend every meeting of the courses in which he/she is enrolled. A student who is ill or in a state of quarantine may attend via online real-time video (ZOOM) in accordance with program policy and with approval from the instructor. Lab activities and skill checks can not be completed in a fully online experience so if a student has an excused absence on a lab day, the student must complete required lab activities with study groups. It may be possible to attend and work in a lab small group via online video conference such as zoom or facetime within the group. This type of interaction in the lab does not replace hands-on required activities.

The program faculty utilizes lecture capture (VidGrid, ZOOM) that allows students to view classes and review material presented in class through the online Blackboard link. This system also allows faculty to supplement in-class material. Students should not consider online capture as a substitute for class attendance, however with approval from the instructor it can be used to meet the requirements related to the COVID pandemic policy. Prior requests to use online access must be made to the instructor prior to the beginning of class.

Absences in excess of one clock hour per course credit hour enrolled may be considered sufficient to seriously affect academic achievement in class. Whenever any student's absences in a course are so excessive that, in the judgment of the instructor, a satisfactory degree of progress cannot be expected, the student will receive a Performance Improvement Opportunity (PIO) form. All courses have online components that will include discussion board participation. Attendance and participation are required for success in this program. If a student is showing limited participation either in class or online, their success in the course and the program may be jeopardized and they would receive a PIO form. If the level of participation and engagement continued to be inadequate, they may be dropped from the course/program.

Each student should develop a sense of responsibility for their own education. Students are held accountable for all work covered in the course despite valid reasons for absenteeism. It is the student's responsibility to review available recorded sessions, contact class members to acquire notes, discuss missed material, and practice missed lab skills. Students will document on the **Missed Class Form** (see form in appendix) the activities they completed following the absence. This is not optional, if you miss class for any reason, you must get with classmates to review and practice missed material or skills prior to the next class if possible but certainly prior to any assessment/test/checkout over the material missed. This Missed Class Form is to be turned in only after all activities have been completed and emailed to the instructor no later than one week following the missed class or prior to the exam over the material whichever comes first. No student should sign a missed class form or lab sheet for another student without the student completing all required activities. If a student doesn't have time to ensure the student needing help has completed the activity, then they should not agree to sign the form. If however, the student doesn't have time, then when they need assistance they may find hesitation from other students to help them. Investing in the success of your classmates will help you. Teamwork is critical to success in the program and in the profession.

The development of learning teams is encouraged. Working together in groups is a helpful way of checking your understanding of the material as well as providing support if absents are unavoidable. Students, who prefer isolated study, will need to develop new study and learning habits. Working in teams is required of the PTA and being a "Lone Ranger" student is not acceptable. Each student should work on skills of learning and sharing in study groups to enhance their potential for success in the program and their success in the profession.

Inclement Weather Policy

- a) Classes are canceled only by the decision of the Administration. The class instructional method may be changed to online by the instructor.
- b) Each student will be responsible for contacting his/her clinical instructor if the weather prevents your safe travel to the clinical setting.
- c) If there is no class or clinical as a result of inclement weather, arrangements may be made, if possible, for make-up at a later date.
- d) Each student will make a GO or NO-GO decision, based on their circumstances.
- e) The student should inform the instructor of their decision.
- f) For inclement weather information, consult local TV and radio stations.

Clinical Affiliation Attendance Policy

In learning to function as a contributing member of the physical therapy profession, students must develop responsible, accountable behavior patterns and have an adequate amount of time in which to practice and demonstrate proficiency in the role of the PTA. In order to assist with this process, the following policy has been developed.

- a) Students are expected to attend every day of each clinical experience.
- b) Any absence from clinical education will require make-up and will necessitate a decision by the clinical instructor, with input from the ACCE for make-up days or additional assignments.
- c) Students must notify the CI if they are going to be absent or tardy that day. If at all possible, the notification must be made at least one hour prior to clinical. Work out ahead of time the procedure for communication with your CI in the event of an unavoidable absence or tardiness.
- d) If the student is not present when the clinical day begins, the student is tardy. Being tardy three times could result in failure of the clinical course. Time missed because of absence or tardiness will require make-up at the discretion of the CI and the ACCE.
- e) If the student comes to clinical ill, he will be sent from the clinical area and will be given a clinical absence.
- f) A student who has been absent due to illness or injury must present, on request of the instructor (CI), a written statement regarding the status of health from the attending physician. The instructor/CI reserves the right to make the final decision of admitting the student to class utilizing the criteria of client safety.

Examinations - Students are expected to be present for all quizzes and examinations. Excused absences from the examination will be given only for extenuating circumstances. To be excused from or tardy for an examination, the instructor **must be notified by the student before the beginning of class or at least by 10:00 am** on the day of the exam and the student must have a verifiable, valid excuse. If the instructor is not notified, or if the instructor considers the excuse invalid, a grade of zero will be recorded for that examination. If the above criteria have been met, the student will take the examination as scheduled by the instructor during the week prior to the Final Exam week or at a time approved by the instructor. The instructor may modify the exam including changing the format for any exam taken at a time other than the scheduled class time. Students missing a quiz (either pop or planned) for any reason may not be allowed to take the quiz, at the discretion of the instructor.

After examinations have been given, the instructor may schedule a review of the exam by the students in class. Typically test review opportunity occurs prior to final examinations. This time will be the only opportunity for the student to review the exam. All exam questions are the property of the instructor and may not be copied by the student for any reason. The PTA Program does not maintain a test file for student review.

Each student must achieve a satisfactory grade and demonstrate satisfactory performance on each unit test and lab skill in each PTA course. If a score of less than 73% is made on any unit exam, the student must review the exam and complete a Test Review Form to be turned in with the reviewed exam to the instructor. A copy of the review form is in the Appendices as well as at the “**Current Students**” link on the program website. This can be completed electronically and printed out prior to the test review. The student is responsible for scheduling and completing their review typically within one week of the time they learn of their grade or at a time determined by the instructor. The student is to identify why they missed items on the exam, review the content to ensure they won't miss the item (or similar item) again, and ask questions of the instructor if they do not understand.

Methods of Evaluation - Methods of evaluation for student achievement of each course may include, but are not limited to the following: formative assignments, quizzes, in-class games, summative unit examinations, comprehensive mid-term and final exams, clinical performance, written assignments, campus and clinical laboratory skill performance, active learning assignments, and group discussions. The syllabus for each Physical Therapist Assistant course provides specific information regarding the evaluations used in that course. In addition, online proctoring (HonorLock) may be used for student assessment for select assessments approved and assigned by the instructor.

Written examinations may include unit tests; terminology quizzes; pop quizzes, midterm exams, and final examinations. Unit tests are given at the end of each unit of learning and test the outcomes included in the unit. Formative quizzes or games may be given as part of some learning units in class or online. These quizzes test the knowledge of students as well as the spelling and definitions of the words included in the unit. A final examination is given during the last week of the semester as scheduled by the academic vice president. The final examination tests outcomes from each of the learning units included in the course. It is recommended that the student record his/her grades for each examination in order to identify those units, which may require additional study in preparation for the final examination.

Examination Procedures:

In order to provide a proper testing environment in the class and for online proctored exams, the following procedures are to be followed during all examinations:

1. Books, electronic devices such as smartphones, smartwatches, and bags are left at the back of the room or well out of reach or site.
2. Indicate your choice clearly using the method identified by your instructor. This may include highlighting the answer on your test as well as using the Turning Technologies remote or if used, a scantron answer form. In the event of assessment using Blackboard, double-check your chosen answer prior to finalizing and submitting the exam.
3. Use the bathroom prior to beginning the exam, you may not leave the room and return to the exam.
4. Please remove all caps and visors or turn them backward and long hair should be pulled back. The instructor must be able to see your face through the test. If testing online, the system will record when a student's face is not visible.
5. Discussion of the exam will not take place on the same day as the exam or before the exam is graded.
6. If students desire the instructor to reconsider an answer, the student will complete an Item Review Form with the reason/explanation and a reference included. Verbal requests will not be accepted. The instructor will review items for potential key errors. If you believe an item is keyed incorrectly, you may inform the instructor.
7. On-Line exams, quizzes, and assignments are individual work unless specifically identified in the instructions. It is up to the student to protect their work. If a student is working on an assignment or taking a quiz at a computer they should do so in a private area. The student must avoid the appearance of cheating.
8. Failure to report observed cheating is the same as cheating. Signing off on a missed class form or lab sheet without completing the required participation/activity is a falsification of work. This is cheating and/or assisting in cheating. (Refer to the section on Dismissal).

Laboratory skill performance is evaluated on a Pass/Fail (Satisfactory/Unsatisfactory) basis. Any student who is unable to complete a lab skill in a safe way (both for themselves and the partner) will be unable to complete the course. Each identified skill must be completed satisfactorily with classmates prior to a performance evaluation by the instructor. These performance evaluations are called “checkouts” and involve the student demonstrating satisfactory performance for the instructor following a specific skill instruction sheet that includes critical safety indicators that must be adequately completed for the student to pass the skills performance evaluation. **No student will participate in clinical education without first completing each skill performance evaluation safely and effectively.**

Skill performance involves not only cognitive understanding and the ability to verbalize the purpose and application of the skill, but also the psychomotor performance to effectively complete the skill/action/intervention/assessment required. Each skill will be identified by in the course it is assigned from the book Entry-Level Skills Checklist for the PTA Student, by Larson that includes specific performance indicators and critical safety elements that are identified by a “red flag”. The following instructions are included on each skill sheet:

Critical Safety Elements: A flag (🚩) to the left of a performance criterion indicates an element that the student must obtain an (S) satisfactory grade. Any (U) unsatisfactory marks obtained in these areas will require remediation prior to any opportunity for a retake.

- Two (2) or more (U) unsatisfactory marks in performance criterion will require remediation prior to retaking.
- Student must successfully perform skill check with two (2) different students prior to being evaluated by the instructor.
- If the instructor determines that student performance is at a (U) on Critical Safety Elements (🚩) or on at least two other criteria, then the student is required to review and remediate prior to an opportunity to retake the skill with the instructor.
- If a student does not perform at a satisfactory level on the retake, then the student must submit a remediation plan and receive permission from the instructor prior to further opportunities to demonstrate the skill. Failure to perform satisfactorily on each lab skill will prevent progression in the PTA program.

In the event a student does not satisfactorily complete a skill performance evaluation “checkout”, the following steps must be completed:

1. If following the initial “checkout” the student demonstrates a “U” on a performance criterion that is NOT a Critical Safety Element, then the instructor may choose to provide feedback and allow the student to immediately repeat the skill.
2. If the student has two or more “U” on the performance criterion or on any Critical Safety Element, then the student must complete remediation prior to an opportunity to complete a retake of the checkout.
3. The student must schedule a retake checkout with the instructor. If the student is unable to complete the skill performance satisfactorily on the second try, then the student must complete a written remediation plan to the instructor for review. The instructor will provide feedback to the student regarding this remediation plan and schedule a final retake opportunity. If the completion of this remediation plan extends past the length of the time of the course, then the student would not be able to continue in the program with their class (cohort).
4. If the student is unable to satisfactorily perform the skill on this final retake opportunity, then the student will receive an unsatisfactory on the skill. This will result in the student being unable to continue in the course or program. A student who fails a third and final checkout would be required to follow the re-admission procedures in order to complete the program.

Instructions for Use of the PTA Skills Laboratory during “checkouts” - The skill performance evaluation or “checkout” is an important opportunity for the student to demonstrate knowledge/skill and it is required that all “skills” must be completed satisfactorily regardless of grade in the course. Lab skills performance is scheduled by the instructor.

1. Review the skills to be completed including the outline/skill sheet prior to the checkout. Review and practice lab skills in class with peers. Unless otherwise instructed, each student should practice the skill with at least two students.
2. Students should use all assigned laboratory time to practice and demonstrate skills to the instructor and each other prior to the checkout. Any student may utilize additional practice time as long as it does not interfere with assigned practice time. Students will work in teams of three with roles assigned as PTA, patient, and observer during checkouts unless otherwise noted.
3. Prepare all needed supplies and equipment prior to beginning and allow time to return supplies and equipment to correct condition after practice and return checkout.
4. At the discretion of the instructor, checkouts may be videoed and uploaded for instructor review.

PTA Skills Lab (on campus)

The PTA Lab area is an important learning area. Students are encouraged to seek opportunities to expand their skills through the safe use of the lab. To ensure the safety and respectful use of the lab and equipment, the following policies related to lab use have been identified:

1. Students are not to work in the lab or use equipment alone. With permission from the instructor and after students have demonstrated safe operation, they may practice in groups of at least 3.
2. The lab is not a place for "horseplay." Practice just as you will perform in the clinical environment.
3. All equipment is to be treated with respect. Any malfunction or safety concerns are to be reported to the instructor and program director.
4. All equipment should be unplugged and returned to the proper storage location after use.
5. The lab is to be kept neat and tidy; this is everybody's job, both student and faculty.
6. Tables and mats should be wiped down after lab learning experiences.
7. Only "dirty" linens are to be placed in dirty linen containers. Students are encouraged to reuse linens for their own use unless soiled. Linens should not be used by multiple students or reused if the student is ill. Students are encouraged to use proper aseptic techniques regarding linens. *Wet laundry should never be placed in a container*, rather all damp or wet laundry should be hung over a drying rack.
8. Students who tend to be "cold-natured" are encouraged to bring a blanket or "throw" from home. PTA linens or patient blankets are NOT to be used in the classroom without permission from the instructor.
9. Students are not to eat or drink during lab learning experiences. They may have something to snack on or drink at their table in the classroom portion of the lab area as long as the amount is not excessive as determined by the instructor.
10. No tobacco products of any kind (including smokeless tobacco or vapor devices) are allowed on campus. This is a tobacco and vape-free campus and this includes parking lots.
11. No equipment or supplies can be removed from the lab without written permission.
12. Students who are given written permission to use equipment or supplies outside of the lab area are asked to "check -out" the equipment and become responsible for the equipment.
13. Learning in the lab occurs by working with each other in lab groups. Each student participates as a "patient" and "provider". Each student is expected to treat their "patient" with the same respect that they will show in the clinical environment. Over the course of a class or even a unit, you will be asked to work with all members of the class. The assignment of lab partners is made at the discretion of the instructor.

Grades - The passing grades are "A", "B", and "C". The clinical instructor evaluates clinical performance as "Satisfactory" or "Unsatisfactory". A grade for clinical practicum I, II, and III is determined by the Academic Coordinator of Clinical Education (ACCE) and is outlined in each course syllabus. A clinical evaluation of "Satisfactory" must be achieved on each skill, regardless of performance on classroom examinations, in order to successfully complete the course and to continue in the Physical Therapist Assistant program.

Specific grading procedures have been developed for each PTA course and are located in the course syllabi distributed at the beginning of each course. Mid-term grades are identified for all students and can be accessed through the Campus Network. Those students performing at a "C" or better level are regarded as making satisfactory progress. If a student's grade should be below a "C", the program director is notified of the deficiency. A conference may be scheduled with the student to discuss the methods of assisting the student to improve progress.

Posting of Grades - Grades on exams will be posted on Blackboard. If questions regarding grades arise, contact your instructor. All students are to maintain a record of their grades on exams and projects, once they have been provided their grades. This allows the student to determine their progress in the course. Overall grade in each course is determined by the syllabus and students are not to depend on the Blackboard weighted grade column which may not be current.

Required Papers on Written Assignments - All written papers prepared by the student to meet course requirements become the property of the Physical Therapist Assistant Program. These assignments will be turned in electronically through Blackboard or as instructed if other than Blackboard. To assist in the overall evaluation of the Physical Therapist Assistant curriculum and specific course requirements, papers are not always returned to the student. **Students should make a copy (electronic or hard copy) of everything that they turn in to the instructor, including notes, projects, exercise programs, and papers. It is suggested that students document on their copy the date they turned in the assignment to the instructor.** Unless otherwise instructed, students are to turn in all assignments electronically by attaching a pdf format file to the assignment in Blackboard. If a hard copy is required this is to be given to the instructor as instructed.

Assignments – All work is to be completed by the due date. Any work/assignment/exam turned in late may be subject to a 10% loss for each day over the due date for the assignment up to a maximum of 50%, unless otherwise noted. The instructor may choose not to accept late assignments. Not all assignments qualify for late work acceptance but generally, it is “better late than never.”

Methods of Instruction/Learning – Methods of instruction/learning for student achievement in each course may include lectures, discussion, demonstrations, clinical laboratory experiences, role-playing, conferences, written assignments, reading assignments, audio-visual aids, examinations, field trips, and computer-assisted instruction.

Campus PTA Facilities – The program classroom and lab area are the housing units for the in-class learning experiences. The lab area is available Monday through Friday from 8:00 a.m. to 5:00 p.m. Students may access these areas outside of these times with permission. The PTA faculty is available during office hours and at other available times to assist the student in the location and use of materials, to arrange equipment and supplies for the most efficient use, and to maintain a quiet atmosphere within the labs. Please check faculty office hours for available assistance.

Off-Campus Learning Experiences other than Clinical Classes - The program may occasionally use off-campus learning experiences to supplement or enhance content presented in class. The course instructor will review requests for any off-campus learning experience. Students either individually or as a class must receive authorization through the program to participate in any program-related learning experience. Off-campus experiences are typically observational and students are not to participate directly in patient activities unless specifically authorized by the program faculty and facility agreement with direct supervision. If students are traveling to any off-campus learning experience they do so at their own risk (see liability waiver under forms). When students travel using a college vehicle, then only an approved faculty member or a volunteer driver that has met MSC requirements may drive.

Clinical Education - Clinical education is a significant component of the program. Clinical instructors are an extension of the faculty and provide a very important connection between the classroom to practice. Clinical Instructors volunteer hours of time to support the program, therefore it is important to respect and appreciation them for their service to MSC. How the student represents MSC is critical to the success of the student and the program. Students will be placed according to their past experiences and needs. They will be placed in clinical agencies close to their residence whenever possible, however, it must be understood that the need of the student to participate in a wide range of clinical experiences is most important.

Students are responsible for their transportation to the clinical facilities. Students are also responsible for providing their own housing during clinical that may be too far to drive. Many facilities provide housing support or at least they can assist in finding affordable housing. Students must at all times in the clinical environment identify themselves as a student. Student must have their MSC student identification name tag that identifies them as PTA students from MSC. Patients have the risk-free right to refuse to participate in clinical education and it is the responsibility of the student and clinical instructor to ensure that the patient is aware of their right to refuse to participate.

Students are to secure electronic devices (have them turned off and put away) when on clinical activities. Students are not to access their devices in the presence of instructors, co-workers, or patients without specific permission from the clinical instructor and that is only in the case of an emergency.

Clinical Performance - Clinical Performance is graded and is documented using the On-Line PTA Clinical Performance Instrument (CPI) clinical evaluation tool. Students and instructors must complete online training to access this tool. This evaluation tool is also used in planning skills checkouts in the PTA skills lab.

Digital Citizenship - The program encourages the responsible and appropriate use of technology. Students accepted to the program should demonstrate digital citizenship that recognizes and promotes professional behaviors. The program recognizes that the student’s activities from the past may not reflect good judgment but the expectation is that once students are accepted to the program they need to protect their digital footprint. Future employers, colleagues, and patients will use social media to gain information about you.

PHYSICAL THERAPIST ASSISTANT DRESS CODE

Classroom Dress - Students must recognize that they represent the college and the profession and should present themselves in public with this in mind. It is suggested that the student dress in comfortable "nice casual attire".

During all labs, **students must be prepared to change into shorts with elastic waists. Male students will be required to remove their shirts and female students must have halter tops, sports bras, or appropriate bathing suit tops that can be opened in the back. All students should have a "cover-up" or T-shirt to wear when not participating directly in the activity.** Students who are not prepared or do not desire to wear lab clothing may be asked to leave the classroom or they may use hospital gowns available in the lab. Students will always use appropriate positioning and draping as instructed.

Professional behavior will be expected at all times in the learning experience, in class, and in the skills lab. Respect for classmates is expected and required. If a student is uncomfortable or feels they are being disrespected during any activity, it is the responsibility of the student to appropriately communicate this to their classmate and/or instructor. We will treat each other as we are learning to treat our future patients.

Clinical Dress Code

- 1) Students will be required to present themselves in an acceptable manner fitting the experience. MSC/PTA uniform shirts or approved scrubs, if acquired may be worn at the discretion of the CI and if it fits within facility policy.
- 2) The student may be required to acquire facility-specific clothing such as scrubs worn only for clinical experiences that require them and as requested by the faculty for special events.
- 3) NO jeans, shorts, sandals, immodest shirts or pants, or bare feet.
- 4) Students must wear appropriate undergarments including bras and underwear.
- 5) Students must identify themselves to patients and facility personnel as students.
- 6) Students will have a name badge that identifies them as an MSC student worn in all clinical experiences.

Uniform - Each year the PTA Student Association may design a class shirt. This shirt is developed with student input and serves as the "uniform" top for the class. The shirt is worn with coordinating pants. **The program shirts must be approved by the program director before ordering.** In a few clinical environments, you may be required to have a lab coat or scrubs. Students need PTA program shirts (to be developed with class input) and khaki or navy slacks. Good quality non-slip shoes are required in all clinical learning and should have rubber/non-skid soles and low/no heel.

Picture ID - Nametags identifying you, as a **Student PTA** from MSC will need to be worn at all clinical experiences

Personal Grooming - Hair should be clean and neatly combed; if long it must be secured away from the face (no bows); confined further as needed or directed by instructor; moderate in style; close shaves or neatly trimmed facial hair are acceptable.

Accessories -

1. Only one ring may be worn on each hand, smooth wedding band only in clinics;
2. No visible body piercing or tongue rings (jewelry) are allowed;
3. No more than one single pair of small stud pierced or clip earrings is acceptable in the clinical setting (only ears);
4. A watch with a sweep second hand/digital stopwatch is recommended (cell phones should NOT be used);
5. Any visible tattoo will be required to be covered.

Make-up - May be worn in moderation; no false eyelashes.

Nails - Clean and short-trimmed; no nail polish; no artificial nails or tips may be worn in clinical experiences

Hygiene - Daily bathing and deodorant use is required; no perfumed or heavily scented lotion is acceptable.

- Most clinical agencies have specific dress requirements for the student on clinical affiliations. Program students are guests in the agencies and are to comply with guidelines established by the agency. Questions about proper dress can be addressed to the clinical instructor in the agency prior to the beginning of each clinical experience.
- Students are to follow the program dress code when on experiences outside of the classroom unless otherwise instructed.
- Students should never wear sandals, see-through or low-cut tops, jeans, sagging pants, or dangle earrings.
- No gum or tobacco products of any kind in a clinical setting.

Compliance - Any student not complying with the policy regarding dress code and personal grooming, as determined by the clinical or academic instructor would receive a PIO disciplinary action form, and if the behavior continued the student may be dismissed from the clinical or academic area and regarded as absent for the day.

Murray State College - Academic Integrity Statement

Definition and Application

Murray State College strictly adheres to upholding the principles of academic integrity, while striving to incorporate, assess, and recognize the scholarly excellence of its students. It is the responsibility of the student to maintain the integrity of his/her class-assigned work, and to be familiar with what constitutes academic integrity; it is the responsibility of both student and faculty to deal with infractions against this integrity code.

For many reasons, including a surge in the use of digital technology, the prevalence and availability of electronic and non-electronic sources, and the sometimes lack of earlier educational training in what constitutes plagiarism and misrepresentation, a growing number of students seem unaware of what constitutes academic misconduct. Students practicing integrity will implement honesty and make socially-acceptable choices in creating any academic work. This involves purposefully avoiding such actions as lying, stealing, cheating, or plagiarizing when it comes to any class assignment or project.

Academic Misconduct

Listed below are examples of, but not limited to, what constitutes academic misconduct in Murray State College classes.

- Plagiarism, intentional or unintentional. It is the student's responsibility to understand what constitutes plagiarism and take steps to prevent plagiarism in-class work. (See below for specifics.)
- Cheating and the use of unauthorized outside sources or unauthorized materials on tests, exams, or any assigned writing or class project
- Improper collaboration between student and unauthorized person(s)
- Submitting the same assignment for more than one class without express permission from the instructor(s)
- Lying, fabrication, forgery or alteration of documents, etc. to gain academic advantage.

This deals with, but is not limited to, obtaining an excused absence; gaining additional time to make up or complete an assignment; forging drop slips; falsifying diplomas, transcripts, etc.; fabricating data or sources for research papers or lab work; assisting others with perpetrating academic misconduct; destroying or stealing another's information, work, assignment, etc.; computer manipulation (hacking) to access tests, change grades, etc.; or interfering with or intimidating someone reporting academic misconduct

Plagiarism

To plagiarize is defined by the Merriam-Webster online dictionary as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source" (May 2012). Be mindful that plagiarism does not apply only to text; it can also apply to obscure facts or data, photos and graphics, maps, charts, drawings, or other images, and even unfounded opinions. Plagiarizing someone else's words, facts or images does more than break Murray State College code; it is also illegal. These words and items are property and have value. They are protected by copyright law. If you cannot copyright the words and ideas presented in your class work, it should be cited. Specifically, plagiarism includes, but is not limited to, the following:

- Copying words and presenting them as your own writing.
- Copying exact wordage, even if the source is listed, if the wording is not indicated within quotation marks as being someone else's wording arrangement.
- Copying exact wordage and making small, minimal changes ("patchwork" plagiarism), even if the source is listed. The student should *paraphrase*, which means coming up with his/her own interpretation and completing the rewriting of the quoted material.
- Present someone else's ideas as your own, even if they are paraphrased (in your own words).
- Plagiarism must be avoided in *all* classwork.
- Pleading ignorance as to what constitutes plagiarism is not a defense. It is the student's responsibility to understand what constitutes plagiarism, as well as other forms of academic misconduct.

Penalties - Academic integrity is of pivotal concern to all students and faculty. Students who participate in academic misconduct not only denote baser character traits among themselves but also mar the reputation of the college. Therefore, all reports of academic misconduct are treated as serious offenses.

How an academic misconduct incident is handled rests first and primarily with the faculty member overseeing the work assignment or project, and details and severity should be addressed in the class syllabus. Penalties include, but are not limited to, the following:

- **Admonition (warning) and possible assignment grade reduction** – The instructor may admonish the student in various ways. This may result in a grade reduction that does not exceed the value of the assignment; requiring the assignment to be redone and resubmitted, or simply assigning a zero (0) or failing (F) score to the particular assignment. Admonishment is for lesser offenses only.
- **Failure in and/or expulsion from the class** – The instructor may drop the student immediately from class with an “F” (failing) or “AW” (administrative withdrawal) grade. This action should be accompanied by a written detailed account to the Department Chair of the incident, including supporting document(s) if possible, and the instructor’s recommendation of action.
- **Administrative expulsion from college** – Especially in the case of a second misconduct incident and other mitigating circumstances, the instructor may choose to take the issue to the Vice President of Academic Affairs and request the student be withdrawn from the college with an “F” (failing) grade. This action should be accompanied by a written detailed account of the incident, including supporting document(s) if possible, and the instructor’s recommendation of action.
- **Incidents of academic dishonesty should be reported by memorandum to the Vice President for Academic Affairs.**

Appeal - A student accused of academic misconduct may choose to appeal the decision of his//her instructor by going to the Vice President of Academic Affairs for rescinding the instructor’s decision or for validation of that decision. The student (someone taking at least one current class) must bring his/her grievance in writing within ten (10) days of the instructor’s decision as announced to the student. If the student wishes to pursue grievance resolution beyond the second validation of penalty, he/she must provide a complete, formal Written Grievance Request (see “Chapter VII— Student Grievance Procedures” in the *Murray State College Student Handbook*, Section 5). A Grievance Committee will be formed consisting of a random choice of MSC employees, students, and the Vice President of Student Affairs or a designee (Sections 6, 7).

HIPAA Policy

Patients have rights to privacy and confidentiality. Under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the only communication about patients that is necessary to provide, manage, and coordinate care is permitted. To ensure that students and faculty of the PTA program understand the importance of this law the following program policy is enacted:

- I. Students engaged in clinical education are in facilities for the purpose of learning, and function under the direction or oversight of the employees, who are part of the workforce entity. When Murray State College students and functioning within an institution for the purpose of education they are part of the “workforce entity”.
- II. Such activity is covered in the section on Health Care Operations (45 CFR 164.501): “Reviewing the competence or qualifications of health care professionals, evaluating provider and health plan performance, training health care and non-health care professionals, accreditation, certification, licensing, or credentialing activities;”
Under General Provisions (45 CFR 164.506):
“A covered entity may, without the individual’s authorization: Use or disclose protected health information for its own treatment, payment, or health care operations.”
- III. No student will be approved for clinical experiences until the required training and documentation for HIPAA has been completed. Murray State College requires that every student in the PTA Program will:
 - a. View the required HIPAA training information.
 - b. Sign the Murray State College confidentiality agreement.
 - c. Complete specific institutional training as required.
- IV. All faculty must complete the same requirements as students.

Students and faculty will only use patient information as it pertains directly to patient care and student learning. Students will abide by the requirements of confidentiality agreement form. Failure to abide by the HIPAA policy and the confidentiality agreement may result in dismissal from the program.

STUDENT EDUCATIONAL RIGHTS AND PRIVACY

In accordance with the Family Educational Rights and Privacy Act (FERPA—also known as the Buckley Amendment), students of Murray State College (MSC) are guaranteed certain rights with respect to their education records. These rights include:

- 1) The right to inspect and review the student's education records within 45 days of the day MSC receives a request for access. (Exceptions to the right to inspect and review records are (a) confidential letters and statements of recommendation – regarding admission, application for employment, or receipt of an honor or honorary recognition – if the student has waived his or her right to inspect and review those letters and statements and (b) financial records of his or her parents.)
- 2) Students should submit to the registrar, dean, head of the academic department, or another appropriate official, written requests that identify the record(s) they wish to inspect. Positive identification of the student shall be required prior to the examination of records. The MSC official will make arrangements for access and notify the student of the time and place where the records may be inspected. The student is not guaranteed the right to seclusion in examining the records or the right to remove any records. If the MSC official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
- 3) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask MSC to amend a record that they believe is inaccurate. They should write the MSC official responsible for the record, clearly identify the part of the record they want to be changed, and specify why it is inaccurate. If MSC decides not to amend the record as requested by the student, MSC will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 4) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to college officials with legitimate educational interests. A college official is a person employed by MSC in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom MSC has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 5) The right to refuse the release of directory information. If the student chooses to exercise that right, he/she must appear in person in the Office of the Registrar by the tenth class day in the fall or spring semesters, or the fifth class day in the summer term, and sign a form stipulating that information not be released.
- 6) The right to file a complaint with the U. S. Department of Education concerning alleged failures by MSC to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

RELEASE OF STUDENT INFORMATION

In accordance with FERPA, prior consent of the student is not required to release directory information. Directory information is a category of information and does not refer to a publication known as a "Directory." Students have the right to refuse the release of directory information as explained above.

Information that MSC has declared to be directory information is as follows: Student's name, address, telephone number, electronic mail address, date and place of birth, photographs, participation in officially recognized activities and sports, the field of study (major), honors and awards, weight and height of athletes, enrollment status (full-, part-time), dates of attendance, most recent previous school/college attended, classification, degrees, and awards received and dates of receipt, and anticipated date of graduation based on completed hours.

FERPA requires the signed and dated consent of the student for the release to anyone (including parents) with the following exceptions--(a) other college officials within the educational institution who have legitimate educational interests; (b) to Federal, State and local authorities conducting an audit, evaluation, or enforcement of education programs, (c) in connection with a student's application for, or receipt of, financial aid; (d) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (e) accrediting organizations; (f) parents of a dependent student upon proof of dependency (exclusive of international students); (g) to comply with a judicial order or lawfully issued subpoena, (h)) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons, (i) directory information, (j) results of a disciplinary hearing to an alleged victim of a crime of violence, (k) final results of a disciplinary hearing concerning a student who is an alleged perpetrator of a crime of violence and who is found to have committed a violation of the institution's rules or policies, and (l) disclosure to the parent of a student under 21 years of age if the institution determines that the student has committed a violation of its drug or alcohol rules or policies.

Personal information shall only be transferred to a third party, however, on the condition that such party will not permit any other party to have access to the information without the written consent of the student.

READMISSION POLICIES AND PROCEDURES

If a student that has been accepted into the PTA program and approved to be enrolled in PTA Core courses and for reasons other than academic or skill performance reasons must discontinue the program, they may be readmitted to the program in accordance with the following policies:

1. Students will be readmitted into the PTA Program and/or any Physical Therapist Assistant course one time only.
2. Students will be admitted and/or readmitted only if the last satisfactorily completed PTA core course was taken within the past two years. Auditing of previously completed courses may be required to demonstrate continued competence in all prior content and skills.
3. Readmission to the Physical Therapist Assistant Program or courses is in no way guaranteed. Applicants for readmission are carefully considered on an individual basis. Also, student/faculty clinical ratios vary from course to course as well as from class to class and must not exceed established standards of safety.

Procedures

1. Students seeking readmission to the Physical Therapist Assistant Program or any Physical Therapist Assistant course must complete the following guidelines:
 - a. Email the PTA Program Director requesting consideration for readmission, stating reasons for original withdrawal from or failure to complete the Physical Therapist Assistant program, and cite changes that have occurred which will enhance the student's ability to successfully complete the Physical Therapist Assistant Program at the present time.
 - b. Submit updated Physical Therapist Assistant admission and physical examination forms.
2. Students seeking readmission must follow the same procedure as applicants seeking initial admission to the Physical Therapist Assistant Program and be among those candidates selected for admission.
3. The Physical Therapist Assistant Selection and Retention Committee will review applications for re-admission to the Physical Therapist Assistant Program. Applicants are provided written notification of the Committee's decision as soon as possible.

If a student fails (<73%) a course or is unable to satisfactorily perform a skill after remediation, then the student would be considered for readmission on a case-by-case basis and would need to follow the above procedures and if re-admitted they would be required to demonstrate competence on all prior content and skills. This would require the satisfactory completion of all completed content and skills that had been previously completed. The student may be required to re-apply to the program in order to be re-admitted.

APPEAL OF COURSE GRADE and GRIEVANCE PROCEDURE

Refer to the MSC Student handbook available online linked to www.mscoke.edu.

Appeal procedures are subject to change in accordance with college policy.

Section IV

Committees and Organizations

STUDENT-FACULTY LIAISON COMMITTEE

Due to the small class size, students are encouraged to bring suggestions, recommendations, and/or concerns to the attention of the faculty. If the faculty or students desire a more formal process to communicate, the STUDENT/FACULTY LIAISON COMMITTEE can be formed to address this need. The committee is made up of the following:

Chairperson:	Program Director
Standing Members:	PTA faculty
Student Members:	Two PTA class members (class officers)

The Student-Faculty Liaison Committee provides a formal opportunity for the presentation of suggestions, recommendations, and/or mutual concerns within the PTA Program. Student officers are elected during the school year by the class and the class officers serve as the student members of this committee, however, the class may choose the student members. Meetings are conducted only on an as-needed basis.

MSC PTA STUDENT ASSOCIATION

The MSC PTA Student Association serves as the "**Voice**" of the 2nd year PTA students on the Murray Campus. Every student in the technical year (2nd year) is a member of the student association. Like most organizations, the activities of the student association are governed by MSC Student Association by-laws and have officers, a faculty advisor, meetings (time and place to be announced), and specific student-organized standing committees. Through the association, students are able to participate in guest speaker programs, workshops, and conventions, and have a closer working relationship with the APTA of Oklahoma. The MSC PTA Student Association allows for the planning of such fundraising activities, social events such as the "welcome to school" party, Halloween Carnival, and interdisciplinary parties with other organizations and clubs. Officers and committee chairmen are elected in during the spring semester when they begin the technical portion of the program.

American Physical Therapy Association

Student membership in the professional organization of physical therapy is required for students accepted into the technical year of the program. APTA membership provides access to many valuable resources during the time they are in the program. Student membership allows for the transition to active membership as a graduate PTA at a lower cost which makes student membership an excellent investment. Attending at least one APTA meeting is required and student members receive discounted registration to these meetings. Students are assigned to a state chapter based on their address. Students who live in Oklahoma are also members of the APTA of Oklahoma. More information about APTA can be found at <http://www.apta.org/>

SECTION V

Forms

The forms in the following section are provided for your information. Another copy of each form is provided in a packet for your review and signature. Your signed forms will be maintained in the permanent student folders. All students who desire to continue in the program will review all information in the guidebook and acknowledge an understanding of the policies and procedures set forth by the program.

Agreement with the policies and procedures of Murray State College and the Physical Therapist Assistant Program is required to continue in the program. If you have questions, please ask.

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MURRAY STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Policy Agreement

I, _____, have read and understand the following Physical Therapist Assistant Program policies and agree to abide accordingly:

- General Physical Therapist Assistant Policies
- Admission and Progression Policies
- Academic Policies (including clinical attendance)
- Physical Therapist Assistant Student Dress Code Policy
- Readmission Policies
- Student Appeal of Course Grades
- HIPAA Compliance Policy
- Confidentiality Agreement
- FERPA Authorization and Consent for Release

I am aware that each Physical Therapist Assistant course has specific grading and evaluation procedures that must be adhered to by faculty and students alike, and which are provided to me in the course syllabus at the beginning of each semester.

Student _____

Date _____

Murray State College

Authorization and Consent for Release

As part of my program requirements, I am scheduled for educational opportunities outside of the classroom. These include clinical practicum experiences, volunteer experiences, or other educational requirements outside of Murray State College. The institutions/agencies where I am scheduled to complete my placement may require that Murray State College release the following results before I begin my placement.

Therefore, I authorize Murray State College and any clinical facility to which I am assigned as part of the PTA program to release the following information to any institution/agency that may be required to complete the educational program:

- 1. Criminal Background Check results,**
- 2. Medicare Fraud Check results,**
- 3. Drug Screening results,**
- 4. CPR certification documentation**
- 5. Health & Immunization records**
- 6. COVID Vaccination Awareness Form, and**
- 7. Proof of Professional Liability Insurance coverage**
- 8. Information related to student strengths and weaknesses for the purpose of successful completion of the clinical experience.**

This permission extends for the duration of my enrollment as a student at Murray State College.

I understand that the information disclosed pursuant to this authorization, may be subject to re-disclosure by the recipient institutions.

Print Name

Signature

MSC ID#

Date

MURRAY STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

LIABILITY WAIVER

I, the undersigned student at Murray State College, do hereby release Murray State College, the Board of Regents of Murray State College, its officials, officers, and employees from all claims, demands, damages, actions or causes of action, whether on account of damages to property, bodily injury or death, or from negligence resulting from my participation in learning activities on and off the campus of Murray State College. This includes but is not limited to field trips, professional association meeting trips, and all other learning activities.

I acknowledge and understand that there may be hazards associated with participating in laboratory and clinical rotations as a student in a Physical Therapist Assistant program.

I further acknowledge that I am solely responsible for following standard precautions and other infection control guidelines in the laboratory and clinical facilities, maintaining a safe practice, and providing my own health insurance.

In the event I am injured or become ill during the course of my student activities, I will immediately notify my instructor. The instructor will notify the program director. Not with standing the above, I acknowledge that the decision to seek medical attention and the resulting financial responsibilities are mine alone.

I further acknowledge that I have read the Murray State College Physical Therapist Assistant Program Student Guidebook and will abide by the policies set forth in this guidebook.

The undersigned has carefully read the said release and executes the same in consideration of the student being given the opportunity to participate in and attend activities including learning opportunities and meeting on and off campus through the Physical Therapist Assistant Program at Murray State College.

Signed _____

Date _____

Murray State College
Health Sciences Department
Authorization and Consent for Participation in Instructional Activities
Photo, Video, and Auditory Capture Release

It is understood that I will participate in educational activities and opportunities that may include recording digital video, audio, photographing, or other forms of imaging to be used for instructional purposes. The use of lecture capture technology for class content is used and this will include digital video and audio capture of activities that may occur during class, laboratory, or clinical experiences. The instructor may use this digital information in future classes or continuing education activities sponsored by the program.

I hereby grant permission to the rights of my image, likeness, and sound of my voice as recorded on audio or video in analog or digital formats without payment or any other consideration. I understand that my image may be edited, copied, exhibited, published, or distributed, and waive the right to inspect or approve the finished product wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of my image or recording. I also understand that this material may be used in diverse educational settings within an unrestricted geographic area.

Photographic, audio, or video recordings may be used for the following purposes:

- conference presentations
- educational presentations or courses
- informational presentations
- online educational courses
- educational videos
- program promotion including web page images and other online student recruitment

By signing this release I understand this permission signifies that photographic or video recordings of me may be electronically displayed via the Internet or in the public educational setting.

I will be consulted about the use of the photographs or video recording for any purpose other than those listed above.

There is no time limit on the validity of this release nor is there any geographic limitation on where these materials may be distributed.

This release applies to photographic, audio, or video recordings collected as part of class lecture capture, and laboratory skills performance in both practice sessions and assessment.

By signing this form I acknowledge that I have completely read and fully understand the above release and agree to be bound thereby. I hereby release any and all claims against any person or organization utilizing this material for educational purposes.

Print Name

Signature

MSC ID#

Date

COVID VACCINATION AWARENESS FORM

The Murray State College Physical Therapist Assistant Program recommends students and faculty receive the COVID vaccination for the safety of students, classmates, and faculty and their families. This form is to verify that every student has reviewed CDE guidelines related to COVID infection and the COVID vaccination and has been provided important information about the availability of clinical sites that are requiring vaccination. Please review COVID Information at: <https://www.cdc.gov/coronavirus>

Please check the option below that describes your situation related to COVID and COVID Vaccination and submit it to the program director.

- I received the COVID Vaccination. A scan of your verification card may be added to this form **or** provide the following:
Product name/Manufacturer _____
Date/Dates _____
Healthcare Professional or clinical site _____

OR

- I have determined that I will not take the vaccination for personal reasons, and I recognize that this may delay or impede my completion of the PTA Program.

OR

- I have been told by my doctor that I should not take the vaccination and I recognize that this may delay or impede my completion of the PTA Program.

Clinical facilities may require proof of COVID vaccination to enter and work within their facilities. Murray State College PTA program does not control or have influence over the policies of healthcare facilities that provide opportunities for our students. Facilities that require vaccination will not accept unvaccinated students for clinical experiences.

I understand that I may be required to complete repeated COVID testing to ensure that I am negative for COVID to attend clinical experiences in those clinical sites willing to take unvaccinated students.

My signature below affirms that I have reviewed information related to COVID and COVID Vaccination and understand that if I am unvaccinated, I may not be able to complete the PTA program clinical requirements with my class and my completion of the program may be delayed. The program is committed to working with every student toward successful completion of the program and reaching our mutual goal of the graduate becoming a licensed Physical Therapist Assistant.

Printed Name: _____

Student Signature: _____ Date _____

You may amend this form or complete a new form in the future if you desire to change your status.

MURRAY STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Hepatitis B Vaccine Information

Hepatitis B virus is found in virtually all body fluids and some secretions. Hepatitis B can be transmitted by puncturing of the skin with a contaminated instrument or needle, getting contaminated blood or body fluids in an open wound or on mucous membranes; through sexual contact, and through contaminated blood products.

The Hepatitis B virus can cause chronic cirrhosis, liver failure, and cancer of the liver. Healthcare workers are at high risk of contacting this virus and should be vaccinated.

Hepatitis B has a long incubation period. Hepatitis B vaccination may not prevent hepatitis B infection in individuals who have an unrecognized hepatitis B infection at the time of vaccine administration. Additionally, it may not prevent infection in individuals who do not achieve protective antibody tiers.

Precautions:

Delay vaccination in individuals who have any febrile illness or active infection; in individuals who are pregnant or are nursing mothers.

Adverse Reactions:

The most frequently reported adverse reactions are injection site soreness (22%), fatigue (14%), headache, and dizziness (1-10%)

Dosing Schedule:

The usual immunization regimen consists of 3 doses of vaccine given according to the following schedule.

1st dose:	at the elected date
2nd dose:	1 month later
3rd dose:	6 months after the first dose
Booster:	5 years later

Antibody test one month after the third dose.

I have read and do understand the above information. I understand that if I have not been previously immunized for Hepatitis B, I will need to receive the first dose of the vaccine by the first class day of the fall semester and follow the above schedule for the remaining doses and the antibody test. I further understand that if I do not receive the Hepatitis B vaccine according to this schedule, I may be dismissed from the Physical Therapist Assistant program.

Signature _____

Date _____

**CLINICAL SITE
CONFIDENTIALITY AND SECURITY AGREEMENT**

As a Murray State College student/guest at specific clinical sites, you may have access to confidential information including patient, financial, or business information obtained through your association with clinical sites. The purpose of this agreement is to help you understand your duty regarding confidential information.

Confidential information is valuable and sensitive and is protected by law (HIPAA) and clinical site policies. The intent of these laws and policies is to assume that confidential information will remain confidential, that is, it will be used only as necessary to accomplish student assignments. Your responsibilities for protecting confidential information are outlined below.

Accordingly, as a condition of and in consideration of my access to confidential information, I agree to the following:

1. I will not access confidential information unless I have a legitimate need to know.
2. I will not disclose protected demographic health information that could be used to identify a patient. This includes name, street address, city, county, precinct, zip code, birth date, admission date, discharge date, date of death, telephone number, fax number, email address, social security number, medical record number, and full face photographic images and any comparable images.
3. I will not in any way divulge, copy release, sell, loan, review, alter or destroy any confidential information except as authorized within the scope of my association with any clinical site/
4. I will not reveal my computer access code (if applicable) to anyone for any reason, nor will I utilize another user's password in order to access any system. I accept responsibility for all activities occurring under my password.
5. If I observe or have knowledge of unauthorized access or divulgement of confidential information I will report it immediately to my supervisor.
6. I will not seek personal benefit or permit others to benefit personally by any confidential information or use of equipment available through my work assignment.
7. I will respect the ownership of proprietary software (if applicable) and not operate any non-licensed software on my computer.
8. I understand that all electronic communication systems and all information transmitted by, received from or stored in these systems is the property of the clinical site and should not be used inappropriately or for personal gain. I also understand that all electronic communication may be monitored and is subject to audit.
9. I understand that my failure to comply with this agreement may result in disciplinary action, which might include, but is not limited to, termination from the program and/or my privileges at the clinical sites.

By signing this agreement, I acknowledge that I have read, understand, and will conform to the responsibilities outlined above.

Signature

Date

Printed Name

CLINICAL AFFILIATION AGREEMENT

(This is a sample of the clinical agreement; however, a specific facility may have a slightly different agreement. Each student should be familiar with the specific contract requirements of each facility they are required to attend. Contact the ACCE for specific information.)

This Agreement is made and entered into as of _____, between Murray State College ("School"), and _____ ("Facility").

1. **Clinical Affiliations.** The School shall arrange clinical rotations/fieldwork experiences ("Clinical Affiliations") for Allied Health Students including Physical Therapist Assistant and/or Occupational Therapy Assistant ("Students") at the Facility.
2. **Term.** The term of this Agreement for Clinical Affiliations shall be for the period commencing _____, and shall continue for three years unless terminated earlier as provided in this Agreement. After the initial term, this Agreement shall continue in effect for additional periods of one year each unless one party notifies the other at least 90 days prior to the end of the initial term or any extended term of its intent to terminate this Agreement at the end of such term, in which event this Agreement shall terminate at the end of the then-current term. Notification by a party of its intent not to renew shall not affect students currently enrolled and participating in Clinical Affiliations.
3. **Responsibilities of the School.**
 - a. The School shall designate a School employee or another individual retained by the School (the "School Coordinator") to serve as the coordinator for the Clinical Affiliations to work directly with Facility personnel and coordinate all the activities of Students.
 - b. The School shall provide the names of the student(s) and the School Coordinator along with an affiliation schedule, to the Facility before the Clinical Affiliations begin.
 - c. For each Student who will participate in the Clinical Affiliations, the School shall provide to the Facility verification of the following immunizations and tests: (i) a complete Hepatitis B vaccination series (series of three or waiver); (ii) negative PPD or chest x-ray; (iii) MMR vaccination(s) or positive titer(s), including two doses of the mumps vaccine or positive mumps titers; (iv) a written verification of varicella history, varicella vaccination or a varicella titer by a physician or a physician's designee; (v) a criminal background check; and (vi) a negative drug screen.
 - d. The School shall require that each Student, before beginning the Clinical Affiliations, have current CPR certification that meets standards acceptable to the Facility.
 - e. The School shall instruct Students that they are not permitted to accept orders from physicians or other health care professionals in person or by telephone or call a physician or physician's office to obtain an order. The Students will be instructed that all activities of the student are done under the direction and supervision of the Facility Coordinator or designee (*qualified facility employee*) who serves as the Clinical Instructor/Fieldwork Instructor ("CI") and who works with the School Coordinator to plan and coordinate the Clinical Affiliation.
 - f. The School shall require Students to have transportation to and from the Facility, to arrive and depart promptly, and to park in areas designated by the Facility.
 - g. The School shall be responsible for planning the educational program, including administration, programming, curriculum content, books and materials, faculty appointments, eligibility and admission criteria, Student selection, matriculation, promotion, graduation, Student performance evaluation, references, and all academic aspects of the Clinical Affiliation programs.
 - h. The School will inform Students they are required to wear appropriate dress and name badges issued by the School, be well groomed, and make a neat appearance while at the Facility.
 - i. The School will inform Student to perform duties and procedures only for which he or she has been prepared academically and for which he or she has received direction by the Facility Coordinator or designee but not any others.

- j. The School will continuously monitor and evaluate the competence and performance of each Student through communication with the CI. The School Coordinator and/or CI shall remove from a Clinical Affiliation any Student who is not competent or qualified to participate in the Clinical Affiliation.
4. Responsibilities of the Facility.
 - a. The Facility shall designate a Facility employee to serve as its coordinator (the "Facility Coordinator") for the Clinical Affiliation and to work directly with the School Coordinator to plan and coordinate the Clinical Affiliation. The Facility Coordinator or designee (*qualified facility employee*) will serve as the CI.
 - b. The Facility shall provide the School Coordinator with copies of the Facility's policies, rules, regulations, and procedures that are applicable to Students' participation in the Clinical Affiliations.
 - c. The CI will assist the School Coordinator in program and student performance evaluation.
 - d. The Facility shall provide an orientation to the Students that includes a tour of the Facility and addresses any facilities or procedures of a particular Facility department pertinent to the Clinical Affiliations.
 - e. The Facility shall permit Students to assist in the provision of allied health care services (physical or occupational therapy as appropriate to the student) to Facility patients under the supervision of CI, but the Facility may restrict their activities, including any patient care activities, at the Facility.
 - f. The Facility shall provide parking in designated areas for Students.
 - g. The Facility shall permit the School and its accreditation agencies to visit, tour, and inspect the Facility's facilities and records relating to the Clinical Affiliations on reasonable notice during the Facility administration's regular business hours, subject to requirements of patient confidentiality, legal compliance requirements of the Facility, and minimizing disruption or interference with Facility operations, including patient care activities.
 - h. The Facility shall make its classrooms, conference rooms, and library facilities available to the School for the Clinical Affiliations, without charge, subject to availability and Facility policies regarding use of its facilities.
 - i. The Facility shall make available emergency care and treatment to Students, as necessary, subject to its usual charges.
 - j. The Facility shall maintain insurance in amounts sufficient to cover its responsibilities under this Agreement.
5. Conflicts and Removal of Students. If a conflict arises between an employee of the Facility, on the one hand, and a Student, on the other, the School Coordinator and Facility Coordinator shall intervene in an attempt to resolve the matter. The Facility may require that the School immediately remove a Student from a Clinical Affiliation when the Facility believes that the individual exhibits inappropriate behavior, is disruptive, does not comply with Facility rules or policies, or poses a threat to the health, safety, or welfare of a patient, employee, or any other person. In addition, upon receipt of the name(s) of student(s) or at any time after a Clinical Affiliation begins, the Facility may terminate any Student from participation in the Clinical Affiliation if the individual has an unfavorable record with the Facility from previous employment, another clinical Affiliation, or any reason agreed to by the School and the Facility.
6. Representations and Warranties of the School. The School represents and warrants to, and covenants with, the Facility as follows:
 - a. Each Student is currently enrolled at the School. Students who are under 18 years of age have obtained written permission of a parent or guardian to participate in the Clinical Affiliation; if the Student is an emancipated minor, then the Student has furnished written authorization to participate in the Clinical Affiliation.
 - b. The School Coordinator is duly licensed in Oklahoma to practice Occupational Therapy for OTA students or Physical Therapy for PTA students as appropriate to the Clinical Affiliation.
 - c. The School has provided the Students with training on policies and procedures with respect to protected health information that is necessary and appropriate for them to carry out the activities contemplated by this Agreement as required by applicable provisions of the Health Information Portability and Accountability Act of 1996, as amended, and its regulations.
 - d. All information that has been furnished to the Facility concerning the School and Students is true and correct to knowledge of school following appropriate inquiry.
 - e. All representations and warranties in this Agreement shall remain true and correct to the knowledge of the school during the term of this Agreement. If any of the representations and warranties changes during the term of the agreement, the School shall immediately notify the Facility.

- f. The Facility, the School, and Students shall not discriminate on the basis of race, color, creed, sex, age, religion, national origin, disability or veteran's status in the performance of this Agreement. The Facility and the School each further represent that all services are provided without discrimination on the basis of race, color, creed, sex, age, religion, national origin, disability or veteran's status; that they does not maintain nor provide for their employees any segregated facilities; and that they do not permit their employees to perform services at any location where segregated facilities are maintained.
7. Employees of the School. The School, and not the Facility, is the employer of the School Coordinator. The School shall be responsible for (a) the compensation and benefits payable and made available to the School Coordinator and (b) withholding any applicable federal and state taxes and other payroll deductions as required by law.
8. Insurance Coverage. The School represents that it and its faculty are covered by the Oklahoma Governmental Tort Claims Act. The School agrees to furnish verification of professional liability insurance covering the participating Students. The Facility shall maintain insurance in amounts sufficient to cover its responsibilities under this Agreement. During the term of this Agreement, the School shall require Students to maintain, and each Student shall continuously maintain professional liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and with such coverage as may be acceptable to the Facility. Upon request, the School shall arrange for the Students to provide a certificate of insurance to the Facility evidencing such coverage and shall notify the Facility immediately if any adverse change in coverage occurs for any reason. The policies shall provide that they may not be cancelled or terminated without giving the Facility at least 30 days advance notice of cancellation or termination.
9. Termination
- a. Termination of Agreement for Cause. The Facility may immediately terminate this Agreement for cause upon notice to the School upon the occurrence of any of the following events: (i) the failure of the School to maintain insurance coverage as required by this Agreement; (ii) the failure of the School to bar a Student from participating in a Clinical Affiliation after the Facility has informed the School to remove a Student for reasons permitted under this Agreement in Section 4; or (iii) the failure of the School to renegotiate the Agreement in good faith, where changes to state or federal statutes or regulations affect the terms and conditions under which this Agreement was made.
- b. Termination for Material Breach of Agreement. If either party defaults by the failure to comply in all material respects with the terms of this Agreement, the other party may terminate this Agreement by giving at least 30 days prior written notice to the defaulting party, specifying in reasonable detail the nature of the default, unless the defaulting party remedies the default within the 30 day period. This provision shall not constitute an election of remedies by either party, and each party shall have and retain all rights and remedies that may be available at law or in equity in the event of breach or default by the other party.
10. Disclaimer of Intent to Become Partners. The Facility and the School shall not by virtue of this Agreement be deemed to be partners or joint ventures. Neither party shall incur any financial obligation on behalf of the other.
11. Notices. Any and all notices, consents or other communications by one party intended for the other shall be deemed to have been properly given if in writing and personally delivered, transmitted by electronic means, or deposited in the United States mails, certified mail, return receipt requested, to the addresses or numbers set forth below the signatures of the parties.
12. Confidentiality. The School shall require Students and School Coordinator to acknowledge they shall not divulge to anyone else any of the proprietary, confidential information of the Facility, including patient information, unless such information (a) is or becomes generally available to the public other than as a result of disclosure by the School or any of the Students, or (b) is required to be disclosed by law or by a judicial, administrative or regulatory authority. The School, School Coordinator, and Students shall not use such information except as required to provide patient care services in the Clinical Affiliations.
13. HIPAA Compliance.
- a. The School shall require the School Coordinator and Students to keep confidential protected health information of patients, in accordance with applicable provisions of the Health Insurance Portability and Accountability Act of 1996, as amended, and its attendant regulations (collectively, "HIPAA"). Students may use and disclose protected health information solely for the education and treatment purposes contemplated by this Agreement.
- b. With respect to information obtained or received from the Facility, the School shall: (i) not use or further disclose the information other than as permitted or required by this Agreement or as required by law; (ii) use appropriate safeguards to prevent use or disclosure of the information other than as provided for by this Agreement; (iii) report to the Facility any use or disclosure of the information not provided for by this

Agreement of which the School becomes aware; and (iv) require that any agents, including a subcontractor, to whom the School provides protected health information received from or created or received by the School on behalf of the Facility agrees to the same restrictions and conditions that apply to the Facility with respect to such information.

c. Each student shall be required to sign the confidentiality form attached hereto as Exhibit A.

14. Rights in Property. All supplies, fiscal records, patient charts, patient records, medical records, X-rays, computer-generated reports, pharmaceutical supplies, drugs, drug samples, memoranda, correspondence, instruments, equipment, furnishings, accounts, and contracts of the Facility shall remain the sole property of the Facility.
15. Facility Policies and Procedures. The School shall require Students to comply with the policies, rules, and regulations of the Facility as provided to the School by the Facility.
16. Severability. The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision.
17. Non-Assignment. Neither party may assign its rights or delegate its duties under this Agreement without the prior written consent of the other.
18. Binding Effect. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective legal representatives, successors, and permitted assigns.
19. Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Oklahoma without regard to its conflict of laws provisions.
20. Rights Cumulative; No Waiver. No right or remedy conferred in this Agreement upon or reserved to the Facility is intended to be exclusive of any other right or remedy. Each and every right and remedy shall be cumulative and in addition to any other right or remedy provided in this Agreement. The failure by either the Facility or the School to insist upon the strict observance or performance of any of the provisions of this Agreement or to exercise any right or remedy shall not impair any such right or remedy or be construed as a waiver or relinquishment with respect to subsequent defaults.
21. No Third-Party Beneficiaries. This Agreement is not intended to confer any right or benefit upon, or permit enforcement of any provision by, anyone other than the parties to this Agreement and, to the extent set forth, the signee of the Student Agreement.
22. Entire Agreement. This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties. This Agreement supersedes any prior agreement between these parties covering the Clinical Affiliations.

Signatures would include the college president and an administrator authorized to sign for the facility.

(This is a sample of the standard clinical agreement. Each student should be familiar with the contract requirements of each facility they are required to attend. Contact the ACCE for specific information.)

EXHIBIT A

**(This is a part of the clinical contract between MSC and Clinical Sites)
STUDENT AGREEMENT**

Clinical Affiliation Agreement: Student acknowledges that he or she has received a copy of the Clinical Affiliation Agreement between School and Facility and that he or she will abide by the terms and conditions of the Clinical Affiliation Agreement which apply to him or her.

Confidentiality: Student acknowledges that as a result of the Clinical Affiliations, he/she may have access to confidential information, including the identities of patients. To the extent allowed by law, Student shall hold confidential all patients and Facility information obtained as a participant in these activities and not to disclose any personal, medical, or related information to third parties, family members, other students, or teachers. Student is committed to protect and safeguard from any oral and written disclosure all confidential information with which he/she may come in contact. Student shall not be permitted to copy and/or have access to patient medical records except as permitted by Facility. Except as permitted or required by this Agreement or by law, Student will not use or disclose patient information in a manner that would violate the applicable requirements of the Privacy and Security Standards contained in the Health Insurance Portability and Accountability Act of 1996 and its regulations ("HIPAA"), which are incorporated herein by reference. Student expressly agrees to comply with the applicable provisions of HIPAA in all respects, including the implementation of all necessary safeguards to prevent such disclosure. Student acknowledges that any breach of confidentiality or misuse of information may result in termination of Student's access to Facility, the potential termination of Facility's relationship with Student's school and/or legal action. Unauthorized disclosure may give rise to irreparable injury to the patient or the owner of the confidential information, and accordingly the patient or owner of such information may seek legal remedies against the Student.

Fitness: Student shall provide documentary evidence that Student is fit for participation in the Clinical Affiliations as required by Facility policy, including, but not limited to the following: (i) a complete Hepatitis B vaccination series (series of three or waiver); (ii) negative PPD or chest x-ray; (iii) MMR vaccination(s) or positive titer(s), including two doses of the mumps vaccine or positive mumps titers; and (iv) a written verification of varicella history, varicella vaccination or a varicella titer by a physician or a physician's designee. Student shall immediately notify Facility should any illness or other health condition arise that may limit Student's participation in the Clinical Affiliations.

Compliance with Policies and Rules: Student shall abide by all written applicable rules and policies. Students shall abide all instructions provided by Facility, whether verbal or written, while participating in the Clinical Affiliations. Student shall review information provided by Facility, which includes information regarding bloodborne pathogens, hazardous chemicals, TB prevention, fire safety, electrical safety, and emergency preparedness. Student agrees to wear appropriate attire, including an identification badge identifying him/her as a student, if requested by Facility.

Limitation: Student understands that by signing this Agreement, Student is not guaranteed participation in any clinical activities at Facility. Facility in its sole discretion shall determine eligibility to participate.

Termination of Student: Termination of Student shall be governed by the terms and conditions of the Clinical Affiliation Agreement.

Assignment: This Agreement and/or rights, duties or obligations hereunder, may not be assigned by any party hereto without written consent of all other Parties to the agreement.

Entire Agreement: This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties. This Agreement supersedes any prior agreement between these parties covering the Clinical Affiliations.

Date: _____ Student: _____

MSC PTA Program Acceptable Use Agreement

Name: _____

Date: _____

This Acceptable Use Agreement has six conditions or facets of being a **Digital Citizen**.

1. **Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.
2. **Protect Yourself.** I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.
3. **Respect Others.** I will show respect to others. I will not use electronic mediums to flame, bully, harass or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas.
4. **Protect Others.** I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations, and not visiting sites that are degrading, pornographic, racist or inappropriate.
5. **Respect Intellectual property.** I will request permission to use resources. I will suitably cite any and all use of websites, books, media etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
6. **Protect Intellectual Property.** I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.

By signing this agreement, I undertake to always act in a manner that is respectful to myself and others, to act appropriately in a moral and ethical manner. I agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to follow these tenets will have consequences that may include dismissal from the program.

Signed: _____ Date: _____

MSC PTA PROGRAM STUDENT UNDERSTANDINGS

Read and initial following each statement only after you fully understand each item.

1. I understand that I must submit items listed under program policies to the Certified Background and be cleared by the specific date required. These include but may not be limited to; Physical Exam form, CPR certification, immunization records, COVID Vaccination Awareness Form, OSBI check, Drug check, and Medicare Fraud check.

2. I understand this program will assist me to think and functioning as a team member, and as a student; I must share responsibility with the faculty for the learning process. This includes asking questions and communicating concerns and areas of weakness to the instructor. If I do not ask questions and participate actively in the learning process, I will not be successful. _____
3. I understand I must successfully demonstrate skills in front of my classmates and instructors in the laboratory before being allowed to progress to a clinical environment. _____
4. As a student, I am expected to take full advantage of skills lab opportunities and materials in studying and practicing physical therapy techniques and measures, which includes out-of-class time. _____
5. I understand that I will learn skills in the skills lab by practicing with my peers and will also serve my peers by allowing them to practice skills on me. I also understand that I am to inform my classmate and instructor if I have a pre-existing problem/injury/condition that could be irritated or made worse by the practice of the skills. _____
6. I understand that if I develop an injury or any condition that prevents me from safe participation in each PTA course, lab skill, and clinical course, I may not be able to complete the program. I will not complete the program if I am unable to safely complete all program's physical and mental requirements. *(I have reviewed and signed the Physical & Mental Requirements as part of the application to the program.)* _____
7. I have read and understand the program outcomes and that I must participate in the course and overall program evaluation. As a graduate of the program, I will participate in a graduate survey that will allow me to provide input/feedback to the program with the purpose to enhance the ongoing improvement of the program. _____
8. I understand that upon completion of the MSC PTA program, I will need to apply to the [OK Board of Medical Licensure](#) to sit for the PTA license exam and I must successfully pass that exam before being licensed as a PTA in OK. *(The mission of this program is to prepare students for OK license. To be licensed in another state, I will have to meet the requirements of that state.)*

9. I understand the general & academic policies for the PTA Program as stated in the Student Guidebook and will abide by them. _____
10. I understand that I must maintain at least a "C" in each class in order to continue in the PTA Program, including scoring at least 73% on each unit test. If I make below 73% on any unit exam, I will complete a test review form.

11. I understand the PIO - Disciplinary Action process and if I do not complete the required action steps or if I am written up five (5) times then I could be dismissed from the PTA Program. I also understand that despite this process, even one action could be deemed severe enough to lead to dismissal from the program. _____
12. I understand that attendance and participation are important to my success in the program and I understand all policies concerning attendance and that each course will have online components that I must access through [Blackboard](#). I understand that I must complete a Missed Class Form if I miss class for any reason. _____
13. I understand that each course has an online component and the use of email and online resources is required. If I do not have high-speed computer access to the internet at home, I must locate access or complete assignments on the MSC campus. This includes having a daily high-speed computer *(not just a tablet or smartphone only)* access to online assignments & resources. _____
14. I understand that it is suggested that I open and check my MSC email account and Blackboard courses to check for program-related communication/assignments on a daily basis but at a minimum, I am to check my MSC student email at least every 48 hours. _____
15. I understand that cell phone use in class is prohibited unless prior arrangements have been made with my instructor and if permission has been granted, I must use a non-audible setting and leave the classroom to use the phone for voice or text communication. _____
16. I understand the PTA skills lab rules and will abide by them. _____
17. I understand the policies regarding inclement weather. _____

(continued on next page)

STUDENT UNDERSTANDINGS (continued from the prior page)

- 18. I understand that policies regarding evaluation will be set out in each course syllabus and may include both formative and summative assessments including, but not limited to: examinations, quizzes, skill checkouts, written papers, active learning, demonstrations, and group projects. _____
- 19. I understand policies regarding the posting of grades in Blackboard and that I must keep up with my grades. _____
- 20. I understand that written papers/assignments prepared by students become the property of the PTA Program and I should make a copy (electronic or hard) of everything before I turn it in. _____
- 21. I understand the use of the PTA Program skills lab and the hours that this space will be available for group work. _____
- 22. I understand the methods of evaluation for written examinations and for laboratory skills performance and that if I turn in any assignments after the due date, a 10% late penalty may be assessed for each day the work is late at the discretion of the instructor. _____
- 23. I understand that clinical instructors working with academic instructors evaluate my clinical education performance and I must satisfactorily complete each clinical and clinical assignment. _____
- 24. I understand and will comply with the appropriate dress code for each academic and clinical situation. _____
- 25. I will comply with the personal hygiene and grooming requirements of this program and recognize that failure to do so could lead to dismissal from the program. _____
- 26. I understand the policies and procedures pertaining to re-admission to the PTA Program if for some reason I should withdraw. _____
- 27. I understand the appeal process available to me concerning decisions made by program faculty (grade appeal) and the use of the Issues/Concern Form. _____
- 28. I understand that I will provide my own transportation and/or housing in each clinical experience. If I am unable to provide transportation or housing, I may be unable to complete the experience and be dismissed from the program or be delayed in completing the program. _____
- 29. I understand the importance of maintaining confidentiality in all clinical situations and understand that violating confidentiality by discussing any patient information outside the clinical setting or with anyone other than my clinical instructor for academic faculty may result in my dismissal from the program and potential civil liability. _____
- 30. I have read the HIPAA information in this document and I understand my responsibilities related to HIPAA in the program and prior to any clinical experiences. _____
- 31. I understand the photo/video release form that explains that I will participate in recorded class, laboratory, and clinical experiences that may be recorded and used later for instructional and/or promotional purposes. _____
- 32. I understand that I will participate in Program Evaluation activities that occur at various times during the program and after graduation. During these times I will participate in inter-class activities, assessments, and program evaluation activities that are a required part of the program. _____
- 33. I understand that I am required to pass two comprehensive exams pass prior to completion of the program. If I do not pass these exams, I will develop a plan of study that must be completed in order to complete the program. If I fail one or both of the comprehensive post-tests it is likely that I will be delayed in completing the program and sitting for the NPTE. _____

My initial next to each of the listed statements above indicate that I have read each statement and understand the statement. My signature below indicates that I understand that I can be dismissed from the PTA program for failure to comply with program policy and procedures.

Signature

Date

Printed Name

VI
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Students should use their MSC Student email address as the email address for log-in with CastleBranch.

Order Instructions for **Murray State College - Physical Therapist Assistant**

1. Go to <https://mycb.castlebranch.com/>
2. In the upper right hand corner, enter the Package Code that is below.

Package Code **MU02**: Background Check - Drug Test - Medical Document Manager

About

About CastleBranch

Murray State College - Physical Therapist Assistant has partnered with CastleBranch, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements. After you complete the order process and create your account, you can log in to your account to monitor your order status, view your results, respond to alerts, and complete your requirements.\n

\nYou will return to your account by logging into castlebranch.com and entering your username (email used during order placement) and your secure password.

Order Summary

Payment Information

Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

How to Place Order

Welcome to **my** 

Students should use their MSC Student email address as the email address for log-in with CastleBranch.

To place your order go to:






Package Name (if applicable):

PLACE ORDER

SELECT PROGRAM

SELECT PACKAGE

To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:

-  View order results
-  Manage requirements
-  Complete tasks
-  Upload documents
-  Place additional orders

Please have ready personal identifying information needed for security purposes.

The email address you provide will become your username.

Contact Us: **888.914.7279** or **servicedesk.cu@castlebranch.com**

MURRAY STATE COLLEGE PTA PROGRAM
Documentation Verification Form

This form is provided to help guide students to know the requirements they will need to include in Castlebranch. To verify that each student has completed all required activities the following must be completed by the date indicated in the Student Guidebook.

Name _____

Date of Birth _____

Please Provide Documented Immunity to the Following:	Submitted in Castlebranch
1. Proof of PPD (TB Skin Test):	
a. Documentation of 2 skin tests separated by 1 week (within a two-week period) within the last 365 days or	
b. Documentation of annual skin test within the last 365 days and submit current and the last year	
c. Evidence of Chest X-Ray if positive reactor	
2. Proof of Rubella (3-day) Measles:	
a. Laboratory evidence (positive serological titer) or	
b. Documented evidence of Rubella vaccination on or after 12 months of age.	
3. Proof of Rubeola (Hard) Measles:	
a. Laboratory evidence (positive serological titer) or	
b. Documented evidence of Measles vaccination on or after 12 months of age. (2 doses separated by 28 days)	
4. Mumps Immunity:	
a. Laboratory evidence (positive serological titer) or	
b. Documented evidence of Mumps vaccination on or after 12 months of age	
5. Varicella Immunity:	
a. Documented evidence on/after 12 months (1 yr) to 13 yr	
b. Documented evidence of 2 doses separated by 28 days after 13 yrs	
c. Laboratory evidence (positive serological titer)	
6. Hepatitis B Vaccine:	
a. Laboratory evidence (positive serological titer)	
b. Documented evidence of at least 2 vaccinations	
7. Pertussis Vaccine (Tdap):	
a. Laboratory evidence (positive serological titer)	
8. Influenza vaccine (completed prior to Flu season ~ October)	
9. COVID Vaccination awareness form completed	
10. CPR – Attach copy of card with expiration date after August of graduating year.	
11. Physical Exam – Attach copy of exam with date	
12. Drug Screen –	
13. Professional Liability Insurance – Paid \$20 to PTA Office	
14. STUDENT UNDERSTANDING FORMS PACKET	
15. Certified Background Check – (All areas required by CBC completed)	

SIGNATURE; _____ **DATE** _____

These criteria must be met & documentation provided prior by date identified in Student Guidebook.

CRITICAL (EFFECTIVE) READING STRATEGIES

Effective reading is a very important skill to have as you enter the PTA program. There is a lot of material to cover and the better you are at reading and understanding what you are reading the more successful you will be.

- What does it mean to be an effective critical reader?
- Is this the same as just being a “good” reader?

You certainly need to be able to get through the material, so it does mean that you need to be able to read relatively well. It also means that you must be able to understand what you are reading. To understand, you must use active learning and be able to think about and discuss what you are reading. It involves the ability to ask questions about what you are reading.

This handout is presented to help you understand some basic critical reading strategies. These are strategies that you can make a habit of and apply not only to the reading selections in this class, but also to your professional reading as you leave the program. Reading should not stop as you finish school; it really is only beginning if you desire to remain current and effective in the profession of physical therapy. Although mastering these strategies will not make the critical reading process an easy one, it can make reading much more satisfying and productive and thus help you handle difficult material well and with confidence. The better you read the material, the less you will feel like you need to CRAM before exams! CRAMMING is not effective learning. Because there is so much material it is really important that you really learn it as you go, there is simply not enough time to CRAM before exams, especially the licensure exam that you will take upon successful completion of the program.

Fundamental to each of these strategies is taking notes (annotating) as you read. Text books are not only made to read, they are also made to write on! Most, if not all, of your text books will be reference books for you for years to come. Annotating (note-taking) directly on the page includes: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or raises a question. This may begin simple with a pencil and highlighter, then add further annotations on second and third readings.

The following are critical reading strategies:

1. **Preview:** *Learn about a text before really reading it.*
Scan the reading assignment. Previewing helps you to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the outline or other introductory material, skimming to get an overview of the content and organization. Most reading you will do comes from textbooks that have outlines with bolded titles and subtitles with excellent organization. Look over the chapter and see the “outline” first. If there is no clear outline, then develop one as you read. Identify unfamiliar words then check the meaning later. If they seem to be key words, i.e., if the author uses them more than once, scribble a brief definition at the bottom of the page or at the end of the reading.
2. **Put the reading in Context:** *What does this mean to you?*
Now read the text. When you read a text (or anything else), you read it through the eyes of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know or have experienced. Review the learning outcomes for the class/unit the reading was assigned. As you read apply this to what you already know and check your understanding of words. If you have limited experience your understanding will also be limited. You will need to spend time looking up words that you are not familiar. After you think about the context, prepare to discuss this with others as well as on the discussion boards.

- 3. Questioning to understand and remember:** *Ask questions about the content.*
As students, you should be used to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. You need to develop the skill of “question asking” of yourself. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.
- 4. Reflecting on challenges to your beliefs and values:**
The reading that you do for a class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark in the margin each time you feel a personal challenge to your understanding, attitudes, or beliefs. Make a brief note in the margin.
- 5. Outlining and summarizing:** *Identifying the main ideas and restate them in your own words. Think about how you would respond if you were asked, “What do you think this means?”*
Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- **in your own words and in a condensed form** -- shows how reading critically can lead to deeper understanding of any text.
- 6. Evaluating an argument:** *Test the logic of what you are reading.*
All writers make assertions that want you to accept as true. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion -- an idea, an opinion, a judgment, or a point of view -- that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.
Often we must begin by learning basic facts about a subject. You will be asked to learn facts and may be told, “This is just the way it is!” or “This is the way it has always been.” Unfortunately, we must accept many basic foundational facts that will be used to build our knowledge. This does not mean that you should not ask questions about a particular set of facts, but you may not be satisfied with the answer all of the time.
- 7. Comparing and contrasting related readings:** *Explore the similarities and differences between reading assignments to understand them better.*
You will read more than one author on many subjects we must cover. Often there is more than one right way or one source of information. When you read two or more different texts that are concerned with the same issue(s), you should question and compare.

Murray State College - Physical Therapist Assistant Program
Professional Behaviors Assessment Tool

Student Name _____ Class of _____

Date: _____ (Date of your initial self-assessment completed early in the program)

Date: _____ (Date of 2nd self-assessment completed toward the end of the program.)

- Directions:
1. This tool will be used two times during the program. Read the description of each professional behavior.
 2. Become familiar with the behavioral criteria described in each of the levels.
 3. Self-assess your behavior/performance relative to the professional behaviors, using the behavioral criteria.
 4. At the time identified by your instructors, complete this form. You will complete it at least two times during the program
 - a. Using a Highlighter pen, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
 - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted in the space provided. You may attach an additional page(s) as needed.
 - c. Place an "x" along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from others who know you, your instructors, or your CIs when appropriate.
 5. Be prepared to share your self assessment with your instructors. Use feedback to make positive changes in each area.
 6. Complete one of the Goals/Actions pages for each self-assessment, sign, and turn in as instructed.

When completing the tool the 2nd time, you will use a different color highlighter pen and add specific examples in a different color ink or on separate page as needed. Be sure to date and indicate the specific behavior you are referring to with each example provided.

<p>1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</p>		
<p>Beginning Level: Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience</p>	<p>Intermediate Level: Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions</p>	<p>Entry Level: Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected</p>
<p>Specific Example:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>		
<p>2. Communication: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>		
<p>Beginning Level: Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic communication appropriately</p>	<p>Intermediate Level: Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and electronic)</p>	<p>Entry Level: Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently</p>
<p>Specific Example:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>		

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

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

<p>5. <u>Responsibility:</u> The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</p>		
<p><i>Beginning Level:</i> Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility</p>	<p><i>Intermediate Level:</i> Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence-based patient care</p>	<p><i>Entry Level:</i> Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings</p>
<p>Specific Example:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>		

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

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

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

Initial self-assessment completed early in the program

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

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

Student Signature: _____ **Date:** _____
Date of initial self-assessment completed early in the program

Second self-assessment completed toward the end of the program.

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

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

Student Signature: _____ **Date:** _____

Date of 2nd self-assessment completed at toward end of program

Murray State College

Physical Therapist Assistant Program

Performance Improvement Opportunity Policy

It is expected that all PTA students will exercise maturity and sound judgment in the process of becoming productive members of the physical therapy profession; there are occasions when it becomes necessary to address matters of behavior and conduct. The program faculty desire to help each student be aware of and improve their behavior. The program utilizes a progressive discipline process to make the student aware of and to learn ways to enhance their behavior to change in order to be successful. The type of Performance Improvement Opportunity (PIO) and the action that follows will depend on the seriousness and nature of the offense, and the student's history.

A PIO/Disciplinary Action occurs when a student demonstrates an action/behavior that is inconsistent with institution and/or program expectations as outlined in the MSC Student Handbook or the program policies provided in the PTA Program Student Guidebook. Students are informed of these policies and acknowledge their understanding of program policies at the beginning of the program. When a faculty member identifies that a student's actions/behaviors are inconsistent with program expectations, then the following will occur:

- Student will meet with the faculty member and receive a written PIO notice which will become part of the student's permanent file. (*see Performance Improvement Opportunity Form*)
- If the action/behavior occurs during class or clinical, the student may be required to leave class/clinical until such time that the student can be provided written notice and given permission to return to class/clinical.

Any PTA student who receives five (5) disciplinary actions will be dismissed from the PTA program. If the violation is such that the faculty determines that progressive discipline is not an option, the student may be dismissed as a result of a single event.

The following are considered just cause for dismissal from class/clinical education and may result in dismissal from the PTA program according to program policy:

1. Unprofessional or unethical behavior on the part of the student in accordance with the APTA Code of Ethics.
2. Actions or behaviors that are inconsistent with the Standards of Professional and Student conduct outlined in the Murray State College Disciplinary Rules and Regulations. (*see MSC Student Handbook*)
3. Actions or behaviors that are inconsistent with the program policies outlined in the MSC PTA Program Student Guidebook.
4. Failure on the part of the student to meet academic requirements.
5. Behavior that is criminal.
6. Use of alcohol, drugs, or other toxic or foreign agents, which limit or adversely affect the student's abilities.
7. Any behavior which violates a clinical site regulation and/or results in denial by the hospital/clinical site of clinical participation by the student.
8. Any infraction of the Oklahoma Physical Therapy Practice Act or the Rules and Regulations Relating to Physical Therapy in the State of Oklahoma. (*If the clinical site is in another state, then the student is required to abide by laws of that state.*)
9. Action which endangers the health or wellbeing of the student, a fellow student, patient, clinical staff, or others.
10. Mishandling, vandalism, or abuse of college or clinical equipment.

Due Process and Grievance Procedure

Please refer to the college's student handbook for an explanation of student due process procedures.

PTA Program

Performance Improvement Opportunity / Disciplinary Action Form

The aim of the process is to make the student aware of behaviors or actions that are not consistent with the expectations of the program or profession. The desire of the faculty is to help the student to align their actions and behaviors with program expectations.

Record of Communication:

Student: _____

Faculty Member: _____

Meeting Date: _____

Nature of offense:

Recommended changes in behaviors or actions:

This copy serves as your written notice that a desired behavior has not been achieved.

Further demonstration of behaviors/actions that are inconsistent with program expectations may result in further disciplinary actions and/or your removal from the class/clinical site/program.

Student Signature: _____

Faculty Signature: _____

Notice Date: _____

A copy of this page will be emailed to the student and the original signed form will be placed in the student's permanent file.

Murray State College
Physical Therapist Assistant Program
Test Review Form

Course: _____
Test: _____
Date of Test: _____
Grade: _____

Name: _____

Instructions: Upon learning your grade on a Unit Test is below 73%, you are to complete this form and review the exam. Focus not only on the items you missed but also the ones in which you were correct. Strive to understand why you missed the items and look up content or ask questions if you do not understand the material. The form is to be turned in to the instructor following your review of the exam. Typically this should be done within one week of the posting of the grade. Answer each of the following questions:

1. I critically read all of the assigned reading material for this unit? Yes No
2. I attended all classes during this unit? Yes No
3. I completed all assigned additional learning activities?
(If applicable) Yes No
4. I felt the time I spent in study of this unit was adequate prior to taking the test? Yes No
5. I felt the quality of my study of this unit was adequate prior to taking the test? Yes No
6. I studied? Alone Group Combination
7. I asked questions regarding material I did not understand? Yes No
 If yes, whom did you ask? Instructor Classmate Other
8. The following influenced the outcome of this test:
Detailed specific response after reflection is required.
9. I will make the following changes to enhance my success on the next exam:
Detailed specific response after reflection is required.

I have reviewed the above exam and understand why I earned this grade. I understand the material after this review and I will not make similar mistakes in the future.

 Student Signature

 Date of Test Review

Murray State College
Physical Therapist Assistant Program

Missed Class Form

Student Name: _____

Date of Missed Class: _____

Date Form Due: _____

This form is to be completed whenever a student misses all or part of a class session. It is the responsibility of the student who missed class (for any reason) to complete the following activities. The scanned form will be submitted in Blackboard **by the end of the first class day following the missed class.**

- | | | | |
|----|--|-----|----|
| 1. | Complete all assigned reading identified in syllabus for the class period. | Yes | No |
| 2. | Watch recorded session(s) if available for the class or portion of class. | Yes | No |
| 3. | Participate in any Blackboard related activities for the class. | Yes | No |
| 4. | Meet with class members to discuss content delivered during the class. | | |

(Print student(s) name and have them initial and date)

5. Meet with class members to complete practice of lab skills missed if applicable. List the specific activities you practiced here. *Class members should not sign off until the skills have been practiced.*

(Print student(s) name and have them initial and date)

6. Outline the content that you missed and include key items and lab activities that you missed.

Student Signature

Date

Discussion - TOPIC forum grading

The instructor will provide opportunity for students to participate in topic related discussion forums prior to the class in-which the topic will be discussed. Students will respond by the due date (typically the day before class) and will not be able to see classmates posts until after they contribute their first post.

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Timing	<p>0 Points Initiates no post or it is after the class day in which the topic is presented.</p>	<p>1 Points Initiates their first post on the day of the class.</p>	<p>2 Points The student initiates their first post in the forum before class in which the topic is presented.</p>
Depth of Initial Post	<p>0 Points Posts only brief response that does not indicate review of material or critical thought.</p>	<p>1 Points Posts address the forum topic but does so with superficial thought and preparation.</p>	<p>2 Points Posts demonstrate critical thinking and include a well thought out answer(s) to the question(s)/ topic(s) posed in the forum by the instructor. Post is supported by assigned reading or other sources that the student cites in their post. (ie: page # from text or url link, detailed personal experience)</p>
Follow-Up Postings	<p>0 Points Posts no follow-up responses to others.</p>	<p>1 Points Posts follow-up contribution to discussion (e.g., agrees or disagrees) or answers with short answers without expansion of the discussion.</p>	<p>2 Points Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Responds to the replies of others to their posts. Answers questions asked of them in appropriate and nonjudgmental ways.</p>
Clarity and Mechanics	<p>0 Points Posts are unclear or unorganized and may contain errors or be off topic. Does not add new subject line.</p>	<p>1 Points Communicates in a friendly, courteous and helpful manner. Include errors in clarity or mechanics. Is not fully clear and doesn't stand alone. Does not include new specific subject line.</p>	<p>2 Points Communicates in a friendly, courteous and helpful manner that can stand alone and does not require the reader to go back to the original post. Contributes to discussion with clear, concise, comments formatted in an easy to read style that is free of grammatical or spelling errors. Includes a new and clear subject line in each post.</p>

Murray State College

STUDENT ISSUE/CONCERN FORM

Murray State College recognizes that issues/concerns between are bound to occur from time to time. An "issue/concern" is a student's timely (normally within 10 working days) written expression of dissatisfaction with a specific area within the institution's control, but is outside the student's control.

Informal Process for Issue/Concern Resolution

An issue/concern must be brought to the attention of the student service's representative (Director of Student Life), who will respond within 10 working days, and if it is not resolved at that level, it will be referred to the next administrative level according to the organizational chart. That level will respond within 10 working days.

Please provide information regarding the issue/concern on this form and attach additional pages if necessary.

Date submitted: _____ Date incident occurred: _____ Student ID Number _____

Contact Information:

Name: _____ Telephone Number _____

Email: _____

Please Check Appropriate Type of Issue/Concern:

Table with 3 columns and 8 rows of issue/concern categories, each with a radio button for selection.

Please give a brief description of the issue/concern (use additional pages if necessary):

Person/People involved:

Have you discussed the issue/concern with the people involved? ___yes ___no
If yes, what was the response?

For Administrative Purposes Only:

Date Received: _____ Forwarded to: _____ Follow up with Student: ___email ___call
Outcome: _____

APPLICATION INSTRUCTIONS FOR LICENSURE
PHYSICAL THERAPIST/ PHYSICAL THERAPIST ASSISTANT

GENERAL:

Applicants for licensure as a physical therapist or physical therapist assistant must be of good moral character and have graduated from an accredited physical therapy or physical therapist assistant program acceptable to the State Board of Medical Licensure and Supervision. Applicants must have passed a competency examination acceptable to the Board.

Any person who is licensed by examination as a physical therapist or physical therapist assistant in another state of the United States, District of Columbia or Puerto Rico and is graduated from a program approved by the Board, is eligible for consideration for licensure by endorsement provided the written examination and grade standard upon which such license is based is acceptable to the Board

All applications are reviewed by the Physical Therapy Advisory Committee, which meets three (3) times per year. The Committee makes recommendations to the Board regarding issuance of licenses. The Board issues licenses. The length of time it takes to issue a license depends on when an application is received and when the Committee and Board meet. Applications must be accompanied by the appropriate fee and submitted at least 30 days prior to a Physical Therapy Advisory Committee meeting. All completed forms and documents should be forwarded as they become available. Applications completed in the interim between meetings may be presented to the Board Secretary who, upon administrative review, may issue a letter authorizing practice.

EDUCATION:

GRADUATES OF CAPTE ACCREDITED PROGRAMS IN THE UNITED STATES

Applicants who graduated from programs accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) must submit Form #1, Verification of Education, accompanied by an official transcript of grades with the degree posted.

GRADUATES OF UNITED STATES ARMED FORCES PROGRAMS

An applicant for a license to practice as a physical therapist or a physical therapist assistant who has been educated through a program or school which is or has been sponsored by a branch of the armed forces of the United States may be licensed if the Board determines that the education of the applicant is substantially equivalent to, or exceeds, the requirements of accredited educational programs.

FOREIGN EDUCATED APPLICANTS

A. Foreign educated applicants who graduated from programs not accredited by CAPTE must submit:

1. Evidence that education is equivalent to a CAPTE accredited program. Assessment of equivalence may be performed by the following credentialing agency:

Foreign Credentialing Commission on Physical Therapy
124 West Street South, 3rd Floor
Alexandria, VA 22314-2825

Ask the service to send their evaluation directly to our office at the following address: P. O. Box 18256, Oklahoma City, OK 73154-1256. Evaluations that have been sent to the applicant and forwarded to us will not be accepted.

2. Notarized copies of diploma and transcript and notarized translations if the original documents are not in English.

3. Written proof that the Physical Therapy program completed is recognized by its own ministry of education at the time of graduation.

4. Written proof of authorization to practice as a physical therapist without limitations in the country of graduation.

5. Proof of legal authorization to reside and seek employment in the United States.

6. If native language is not English, evidence of having passed the Test of English as a Foreign Language (TOEFL) with a score of at least 560, the Test of Spoken English (TSE) with a score of at least 50, and the Test of Written English (TWE) with a score of at least 4.5.

7. Verification of having successfully completed eight-hundred (800) hours (at least 120 days) interim supervised clinical practice under the continuous and immediate supervision of an Oklahoma licensed Physical Therapist. (The Board must issue an interim permit for this purpose.) See additional requirements/information at Oklahoma Administrative Code Section 435:20-3-1(b).

This requirement may be waived if:

- a. The applicant for licensure is able to verify the successful completion of one (1) year of clinical practice in the United States or District of Columbia; or
- b. The applicant is able to document exceptional expertise acceptable to the Board in the field of research, education, or clinical practice.

B. Foreign educated applicants who graduated from programs accredited by CAPTE must submit:

1. Form #1, Verification of Education, accompanied by an official transcript of grades with the degree posted.

2. Written proof of authorization to practice as a physical therapist without limitations in the country of graduation.

3. Proof of legal authorization to reside and seek employment in the United States.

4. If native language is not English, evidence of having passed the Test of English as a Foreign Language (TOEFL) with a score of at least 560 (220 if computerized examination), the Test of Spoken English (TSE) with a score of at least 50, and the Test of Written English (TWE) with a score of at least 4.5.

OTHER LICENSES:

Evidence of all current or previously issued licenses or certificates must be verified on **FORM #3**. The applicant is responsible for forwarding a copy of Form #3 to the appropriate state licensing boards and paying any applicable fees.

EXAMINATIONS:

Applicants who took the examination in another jurisdiction must request scores from The FSBPT Score Transfer Service, 509 Wythe Street, Alexandria, VA 22314 or at <https://www.fsbpt.net/pt/>. Scores achieved in other jurisdictions are determined to be passing by the standard set for the examination given in Oklahoma when the applicant is considered for licensure.

Applicants who wish to sit for the examination in Oklahoma may register on-line at <https://www.fsbpt.net/pt/> or submit the scannable application forms and appropriate fees with their application for licensure. The Board must approve all applicants to sit for the examination. Upon completion of the application file, and approval by the Board, the scannable application forms and fee will be forwarded to the Federation of State Boards of Physical Therapy (FSBPT) or your on-line application will be approved. FSBPT will forward your name to the Computer Based Testing Company and send you a letter explaining how to schedule a time for the examination. After you take the test, FSBPT forwards your scores to this office and we send you the results.

If an applicant fails one examination, the Physical Therapy Advisory Committee may review the application to determine if a letter authorizing practice under supervision may be issued/extended and/or if the applicant may retake the examination. If an applicant fails two examinations, he/she **will not be allowed to practice** and must contact the Board office for additional requirements for re-examination.

EXTENDED BACKGROUND CHECK: All applicants for licensure must request an **Extended Background Check (EBC)** by completing the online EBC Authorization Form.

SWORN AFFIDAVIT:

If you answer "Yes" to any of the questions (A-O) on the application you must write a statement of explanation, sign it, and have your signature notarized. If you answer "Yes" to any of the questions regarding previous arrests you must additionally submit copies of all police reports/court records. If you have previously obtained an assessment and/or been treated for the use of any drug or chemical substance (including alcohol), please submit copies of the assessment and treatment records.

TEMPORARY LETTER:

A letter authorizing practice under the supervision of a licensed physical therapist may be issued provided **all** requirements for licensure have been met and verified. This permits legal practice during the interim from the time the application is complete and the time at which the Board grants a license. Form #5, Verification of Supervision, must be submitted in order for a letter to be issued. **(A physical therapist can sign the Form #5 to be the primary supervisor for no more than three (3) licensed physical therapist assistants and/or applicants for licensure regardless of the type of professional licensure or level of training.)**

A letter authorizing practice under supervision may also be granted to a recent graduate who has applied to take the examination. This letter permits legal practice in a graduate physical therapist/physical therapist assistant status until passing scores are received. Practice during this period must be under the direct, on-site supervision of a Physical Therapist licensed in Oklahoma.

PRACTICE MAY NOT BEGIN UNTIL A LETTER GRANTING PERMISSION TO PRACTICE IS ISSUED BY THE BOARD SECRETARY OR A FULL LICENSE IS GRANTED BY THE BOARD

RENEWALS:

Licenses are renewed annually by application PRIOR to February 1 for the subsequent year beginning February 1 and ending January 31. A licensee who fails to apply for renewal for five (5) years must reapply for licensure.

TO FACILITATE THE RENEWAL PROCESS, KEEP THIS OFFICE INFORMED OF YOUR CURRENT MAILING ADDRESS AT ALL TIMES.

FEES: (ALL FEES ARE NON-REFUNDABLE)

PT LICENSE/PROCESSING FEE	\$150.00 (paid on line – do not resubmit)
PTA LICENSE/PROCESSING FEE	\$135.00 (paid on line – do not resubmit)
PT RENEWAL/PROCESSING FEE	\$ 90.00
PT LATE RENEWAL/PROCESSING FEE (after January 31)	\$110.00
PTA RENEWAL/PROCESSING FEE (\$ 60.00
PTA RENEWAL/PROCESSING FEE (after January 31)	\$ 75.00

I, the undersigned, have read the instructions and understand their content. I swear/affirm the contents of my application are true. The Oklahoma State Board of Medical Licensure and Supervision may verify all information. I have read and understand the Physical Therapy Practice Act which I received with my application."

Date

Printed Name

Signature

MAIL THESE SIGNED INSTRUCTIONS WITH ALL REQUIRED FORMS AND DOCUMENTS TO:

**Oklahoma State Board of Medical Licensure and Supervision
P. O. Box 18256
Oklahoma City, OK 73154-0256**

OR BRING TO:

**Oklahoma State Board of Medical Licensure and Supervision
101 NE 51st Street
Oklahoma City, OK 73105**

Form: "Program Evaluation Survey"

Created by: Gary Robinson

This is an example of the "End of Program" survey that students are required to complete during the Post Clinical Seminar that is part of PTA 2253. This may change but it gives the new student the idea of the importance of student participation in program improvement.

This is provided at the beginning of the program so that students may keep in mind that they will have an opportunity to express ideas to make positive changes in the program.

*** = Response is required**

MSC PTA PROGRAM EVALUATION

Assessment is part of a systematic and formal approach to continuous improvement. The program has in place an ongoing process to determine the effectiveness of the program. Student input into the assessment process is very important. Your response to this survey helps to improve the program. Thank you for your honest and thoughtful response to each item on this survey.

Post Clinical Seminar

This is the program evaluation to be completed by all students following completion of the clinical portion of PTA 2253. Your input is appreciated and is used to improve the program. Please take your time and read each item. This is very important and your input is needed.

*** Program Evaluation**

When you score a 3 or 4, you will need to provide additional specific comments., so as you go through the survey, make a note of the topic you disagree with and provide specific examples and suggestions for ways to improve. Thank you.

Response Legend:				
1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree				
	1	2	3	4
I understood the policies and procedures identified in the student guidebook that were presented to me at the beginning of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program policies and procedures supported the mission and philosophy of the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program policies and procedures supported my progression in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program resources including equipment and learning aids provided adequate learning opportunities for me to progress in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program Goals, Outcomes, Course Objectives, and Unit Objectives were clearly linked together to provide effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum (overall program of learning) was well organized and provided a logical progression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum progressed so that I could learn more basic information first and progress to more difficult information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional objectives (outcomes) were comprehensive and covered the material expected of the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
The instructional objectives required in courses were beneficial in preparing me for clinical experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty utilizes a variety of effective methods to measure students' achievement of the objectives (ie: tests, assignments, checkouts).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty determined that I was competent and safe to progress through the curriculum before going to a clinical education experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I felt that the general education courses I took prior to begin accepted into the program helped me be successful in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course work is designed to prepare the student to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program prepared met to be an entry-level PTA and to work under the direction and supervision of the PT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program included learning experiences to prepare me to be an entry-level PTA and to communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program included learning experiences to prepare me to be an entry-level PTA and to recognize individual and cultural differences and responds appropriately in all aspects of physical therapy services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
The program included learning experiences to prepare me to be an entry-level PTA that exhibits professional conduct and meet the expectations of patients and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program curriculum included learning experiences to prepare me to be an entry-level PTA that exhibits conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to exhibit conduct that reflects practice standards that are legal, ethical and safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To ensure that students are reading these questions, please answer "C" on this question, no additional comments are required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Additional Comments

If you disagreed with any of the above comments by answering a 3 or 4, please provide additional comments and let us know what we could have done to better address the item you disagreed with. Please be as specific as possible.

No answer specified

* Physical Therapy Interventions

The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Please respond on each intervention by indicating your level of agreement with the following:

Response Legend:

1 = Strongly agree that the curriculum prepared me for entry-level competence **2** = Agree that the curriculum prepared me for entry-level competence. **3** = Disagree that the curriculum prepared me for entry-level competence. **4** = Strongly Disagree that the curriculum prepared me for entry-level competence.

	1	2	3	4
1. activities of daily living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. assistive / adaptive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. body mechanics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. developmental activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. gait and locomotion training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. prosthetics and orthotics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. wheelchair management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Infection Control Procedures - isolation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
9. sterile technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Manual Therapy Techniques - passive range of motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. therapeutic massage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ultrasound and other athermal agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. biofeedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. compression therapies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. cryotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. electrotherapeutic agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
17. hydrotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. superficial and deep thermal agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. traction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Therapeutic Exercise - aerobic conditioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. balance and coordination training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. breathing exercises and coughing techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. conditioning and reconditioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. posture awareness training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
25. range of motion exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. stretching exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. strengthening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Wound Management - application and removal of dressing or agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. identification of precautions for dressing removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Additional Comments

If you disagreed and felt that the program did not prepare you adequately with any of the above interventions and you answered a 3 or 4, please provide additional comments and let us know what we could have done to better address the item you disagreed with. Please be as specific as possible. Just saying spend more time on something is not helpful. If you feel that more time is needed, please indicate what area needs to be reduced to allow for more time.

No answer specified

* Data Collection Skills

The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to demonstrate competency in performing components of data collection skills essential for carrying out the plan of care. Please respond to each data collection skill.

1 = Strongly Agree that the curriculum prepared me for entry-level competence. **2** = Agree that the curriculum prepared me for entry-level competence. **3** = Disagree - Curriculum did not prepare student for entry-level competence. **4** = Strongly Disagree - Curriculum did not prepare student for entry-level competence.

	1	2	3	4
1. measures standard vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. recognizes and monitors responses to positional changes and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. observes and monitors thoracoabdominal movements and breathing patterns with activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. measures height, weight, length and girth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Arousal, Mentation and Cognition - recognizes changes in the direction and magnitude of patient's state of arousal, mentation and cognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices - identifies the individual's and caregiver's ability to care for the device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. recognizes changes in skin condition while using devices and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. recognizes safety factors while using the device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
9. Gait, Locomotion, and Balance - describes the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Integumentary Integrity - recognizes absent or altered sensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. recognizes normal and abnormal integumentary changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. recognizes viable versus nonviable tissue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. recognizes normal and abnormal joint movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Muscle Performance - measures muscle strength by manual muscle testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. observes the presence or absence of muscle mass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
17. recognizes normal and abnormal muscle length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. recognizes changes in muscle tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Neuromotor Development - recognizes gross motor milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. recognizes fine motor milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. recognizes righting and equilibrium reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Pain - administers standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Posture - describes resting posture in any position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
25. recognizes alignment of trunk and extremities at rest and during				

activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Range of Motion - measures functional range of motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. measures range of motion using a goniometer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Self-care and Home Assessment - inspects the physical environment and measures physical space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. recognizes safety and barriers in home, community and work environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. recognizes level of functional status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. administers standardized questionnaires to patients and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Ventilation, Respiration and Circulation Examination 82. recognizes cyanosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
33. recognizes activities that aggravate or relieve edema, pain, dyspnea, or other symptoms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. describes chest wall expansion and excursion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Answer 4 to this question (no comments are required)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. describes cough and sputum characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Additional Comments

If you disagreed and felt that the program did not prepare you adequately with any of the above data collection skills and you answered a 3 or 4, please provide additional comments and let us know what we could have done to better address the item you disagreed with. Please be as specific as possible. Just saying spend more time on something is not helpful. If you feel that more time is needed, please indicate what area needs to be reduced to allow for more time.

No answer specified

* Additional PTA Skills Expected of the Entry-Level PTA

Additional PTA Skills Expected of the Entry-Level PTA

Response Legend:				
	1	2	3	4
I can appropriately adjust interventions within the plan of care established by the physical therapist in response to patient clinical indications and report this to the supervising physical therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can effectively recognize when intervention should not be provided due to changes in the patient's status and report this to the supervising physical therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can report any changes in the patient's status to the supervising physical therapist through appropriate communication and documentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can effectively recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can participate in educating patients and caregivers as directed by the supervising physical therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can effectively provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the program has prepared me to take appropriate action in emergency situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can effectively participate in discharge planning and follow-up as directed by the supervising physical therapist within the appropriate role of the PTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read and understand the health care literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Additional Comments**

If you disagreed and felt that the program did not prepare you adequately with any of the above statements and you answered a 3 or 4, please provide additional comments and let us know what we could have done to better address the item you disagreed with. Please be as specific as possible.

No answer specified

*** Education - Administration - Social Responsibility**

Response Legend:
1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

	1	2	3	4
Under the direction and supervision of the physical therapist, I can instruct other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The PTA program has prepared me to effectively educate others about the role of the physical therapist assistant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can interact with other members of the health care team in patient-care and non-patient care activities effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can provide accurate and timely information for billing and reimbursement purposes as required by the clinical facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand and can describe aspects of organizational planning and operation of the physical therapy service in a variety of settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can participate in performance improvement activities, such as quality assurance activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the program has prepared me to demonstrate a commitment to meeting the needs of the patients and consumers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities. The program prepared me for this by placing emphasis on the three roles of provider, member of team, and member of profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
I can identify career development and lifelong learning opportunities and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognize the role of the physical therapist assistant in the clinical education of physical therapist assistant students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to participate in clinical education of students in the future as I grow in confidence, skill, and experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical education component of the MSC PTA program curriculum included organized and sequential experiences coordinated with the didactic component of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical experiences selected by the program provided me with appropriate role modeling and an opportunity to interact with individuals with impairments common to the clinical setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize the value of professional membership in the APTA and plan				

to maintain membership in the professional organization as my duty to the profession.

*** Additional Comments**

If you disagreed and felt that the program did not prepare you adequately with any of the above statements and you answered a 3 or 4, please provide additional comments and let us know what we could have done to better address the item you disagreed with. Please be as specific as possible.

No answer specified

*** Which of the following statements best matches your thoughts about your choice to attend the MSC PTA program?**

- I am very glad that I attended the MSC PTA program. The program has exceeded my expectations and I can't wait to be a licensed PTA!
- I am glad I attended and know that I made the right choice.
- I hope that my decision to attend this program was a good one.
- I regret my choice to attend this program.
- I am not sure that I really want to be a PTA.
- None of these fit me. This is what I would say. . . :

THANK YOU!

This is a long survey and we appreciate your time. You will receive a link to a graduate survey in 12 months, please watch for the link to complete that survey. YOUR FEEDBACK IS VERY IMPORTANT and APPRECIATED!!
