PSI
Professional Skills Institute

STUDENT HANDBOOK
2022

Table of Contents

This Student Handbook is a source of valuable information regarding the responsibilities, obligations, and privileges of students attending Professional Skills Institute.

Since the programs, policies, and statements contained herein are subject to continuous review and evaluation, the school reserves the right to make changes at any time without notice. This publication is for information only and does not constitute an offer of a contract, either stated or implied.

Students are responsible for being familiar with the provisions of the Student Handbook and all requirements established by the school.

General Information

Ohio Registration Number: 84-11-0916B

Campus Information

1505 Holland Rd.
Maumee, OH 43537

Phone: 419-720-6670
Fax: 419-720-6674

Catalog

The first important source of information for students is the catalog. Official school policies are included in the catalog, which students can access on the school's website. The catalog includes information on attendance, grading, code of conduct, satisfactory academic progress, and resources available to students. Students must be familiar with the catalog. In any instance where the catalog and student handbook are incongruous, the catalog supersedes this handbook.

Library Information

Room 105 is PSI's library.   Library hours are Monday through Friday from 8 a.m. to 8 p.m. to all currently enrolled students and graduates.

Students also have access 24/7 to PSI's electronic library sponsored through the Library and Information Resources Network (LIRN).

To access the LIRN subscription go to: https://proxy.lirn.net/ProSkillsInst

See your syllabus for username and password.

Books may be taken out of the library by signing the required documentation in the Library Sign-in/Sign-Out Binder. To check out a book, students sign the Library Sign-In/Sign-Out binder for Reference Materials binder located in the library. Students can keep materials out of the library for two (2) weeks at a time.

The library also has a collection of journals. These items are to be read in the library and are not circulated. The library has computers used for educational purposes only.

The library has internet access. The internet is to be used only for research projects, job placement, and other education or placement related projects. Any student found misusing the internet will be denied access to the internet, and depending on the misuse, withdrawn from his/her program.

The library also has WiFi for use with personal laptops. Computers should be used only for school and educational purposes. All library rules are posted and should be followed by students.

PSI Email

Both students and instructors are issued PSI email accounts. This email account is used to communicate with students and other school employees. The instructor's email account is printed on the first page of the syllabus. Students who have questions should contact the instructor via the email account. Instructors should respond to the student via email within 24 to 48 hours of the initial email, so students should give instructors time to respond before taking concerns to other staff members. See the section PSI Email – Office 365 for more information. Students are responsible for checking email daily, as the school will not communicate via any other email address.

Learning Management System
Online students will access their courses through the learning management system (LMS) at: www.whyproskills.com. PSI's is hosted through Open LMS.

Student Services
Students should meet with their instructors when having difficulty in courses and with their Program Director when they have questions about the program or resources available. Student may also meet with Career and Student Services for additional advising, tutoring, and access to resources not available on campus.

The Career and Student Services office also has a manual for students to reference for items such as: Crisis/Abuse, Health Insurance/Medical Services, Child Care, Housing, Utilities, Credit/Debit Services, Dislocated Workers, Veteran Services, Disability Services, Government Services/Voting Information, GED/Remedial Classes, Continuing Education, Foreign Services, Employment Resources, and Transportation.

Food Pantry
Students in need of emergency food or basic toiletries have access to a small pantry. Students should check in with the front desk to reach the person in charge of the pantry, who can retrieve a small bag of food. The pantry service is confidential. No questions asked but the school requests you only use the pantry for your own household.

Inclement Weather
The school reserves the right to close during weather emergencies or other emergencies. Notice of closures or delayed openings will be relayed via email notification of any delays or closures via their PSI email. Clinical rotations have a separate weather policy. Refer to student clinical procedures.

Student Safety and Security
To help ensure the safety and security of PSI students and staff, PSI has implemented a door-controlled access system by installing card readers at both the Main (front) Entrance and the Student (side) Entrance located on the east side of the building. Students will be required to use a unique, non-transferable security access card. Students may use either the student (side) entrance for their convenience or the main (front) entrance.

A state issued picture ID and written signature is required to pick up the access card. Access Cards are to a unique individual. Students may not share their cards with anyone. Access cards are to be used by the unique individual only. Students are not allowed to hold the door open to allow others to enter, also known as "piggybacking," and may result in the student's access card being revoked. Students should not alter their access cards in anyway by punching holes, bending, or writing on the card.

Student Responsibility
The school is not responsible for loss of individual property, whether the loss is by theft, fire, or other causes.
PSI encourages students to:
- Keep personal possessions with them or in sight always.
- Not to bring large sums of money or other valuables to school.
- Enhance personal safety by walking with friends or someone when leaving the building and going to their cars.
- Report any suspicious acts where the student may have concerns.
- Report unknown individuals on the main campus grounds or in the building to the appropriate PSI authority.
- Report any tampering with the fire alarms or exit/entry doors.
- Report any bullying, or other student concerns.

School Responsibility
The school is responsible to:
- Collect, classify, and count crime reports and crime statistics.
- Issue campus alerts so students and employees make informed decisions about their health and safety.
- Issue **timely warnings** representing an ongoing threat to the safety of students and employees.
- Issue **emergency notification** upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees on campus.
- Provide educational programs and campaigns to promote the awareness of dating violence, domestic violence, sexual assault, and stalking.
- Publish an annual security report containing safety-and security-related policy statements and crime statistics and distribute it to all current students and employees and to all prospective students and employees.
- Provide a fire safety review every quarter and a fire drill annually.
- To ensure an atmosphere conducive to learning including secured entrances and video surveillance with digital backup.

Weapons and Firearms
Weapons and firearms are prohibited on campus. Any student found to have possession of any type of weapon or firearm in the building will be immediately withdrawn.

Bloodborne Pathogen Exposure Control Plan
All students must comply with the established infection control policies and procedures while they are taking part in laboratory classes. These policies and procedures are critical components of the school's Bloodborne Pathogen Exposure Control Plan. All policies and procedures contained in this plan constitute the prevention and control of possible blood borne and other potentially infectious material contamination.

The Exposure Control Plan incorporates:
1. Proper Use of Equipment
2. Methods of Compliance
3. Personal Hygiene/Eating and Drinking
4. Personal Protective Equipment (PPE)
5. Contaminated Work Surfaces
6. Housekeeping/Environmental Services
7. Possible Infectious Waste Exposure
8. Laundry
9. Post Exposure Evaluation and Follow-up
10. Hazard Communication/Student Training
11. Student Training
12. Record Keeping
13. Yearly Equipment Inspections
14. Maintenance of Crime Awareness Policies

Annual review of the Exposure Control Plan will be accomplished by the administration. Compliance monitoring is the responsibility of the Program Directors.

Methods of Compliance:
1. All students are required to use Universal Precautions always to prevent exposure to blood and/or body fluids.
2. Universal Precautions and the Exposure Control Plan are taught to all students participating in laboratory classes. This information is presented within the first term of each program, and before the students is exposed to laboratory sessions and any clinical experiences at outside facilities.
3. Laboratory instructors are required to ensure student compliance to Universal Precautions and the Exposure Control Plan. The instructor will document noncompliance and counsel to re-educate the student(s) in the policies and procedures.
4. Compliance is monitored by direct observation of lab work practices, review of unusual occurrences and review of student complaints.

Work Practice Controls
1. Hand washing facilities and hand washing solutions are available in the school laboratories.
2. Students are required to wash their hands between each treatment and clinical procedure performed in the laboratory.
3. All students are instructed to immediately wash unprotected skin and flush mucous membranes with water after contact with blood or anybody fluid.
4. Post exposure evaluation and follow up procedures are then implemented.

Personal Protective Equipment (PPE)
1. Disposable gloves, gowns, masks are provided for all students as part of the lab fee.
2. PPE is in the laboratory.
3. All students must wear PPE if there is any possibility of contamination with blood or body fluids.
4. Disposable latex and non-latex gloves are available in small, medium and large sizes and are in the laboratories.
5. Single use disposable gloves must be removed when contaminated, torn, between tasks, and between students.
6. Students must wash hands when gloves are removed.
7. Protective eyewear must be worn whenever the risk of splashing, splattering, droplet dispersion of blood or body fluids.
8. PPE must be removed <u>prior</u> to leaving the laboratory area.
9. Contaminated articles will be picked up by Waste Management for proper disposal.

Contaminated Work Surfaces
1. Equipment and work surfaces are decontaminated after blood or body fluid contact with a "Spill Kit" which contains a solution that deactivates the contaminants. A "Spill Kit" is in each laboratory.
2. Surfaces in the laboratory are cleaned daily with a disinfectant by the cleaning service.

Regulated Infectious Waste
The administration of Professional Skills Institute has defined possible infectious waste as, but not limited to:
1. Liquid or semi-liquid blood or body fluids, i.e. *emesis*.
2. Any blood or body fluid containing visible blood, contaminated student items, or contaminated linens.
3. Laundry is washed and processed outside of the school. Soiled linen/laundry is not sorted or rinsed in the school. Soiled linen is immediately placed in laundry bags, or plastic bags, if wet.

Post Exposure Evaluation and Follow-Up

1. The student, in the event of an injury causing bleeding or contamination from another student, will cleanse the wound immediately with soap and water and notify the laboratory instructor.
2. The student will complete a PSI Incident Report, explaining what happened, clearly noting the circumstances of exposure, the source's name, and what type of contamination occurred.
3. The student should report to the nearest medical facility or their family physician for evaluation and follow-up to the exposure.
4. The laboratory instructor will complete the school's section of the Incident Report documenting the school's response to the exposure event.
5. The laboratory instructor will report the incident to their supervisor as soon as possible.
6. The student will notify his/her personal physician of the incident.
7. The personal physician or emergency department personnel will evaluate the student's exposure.
8. The student will be counseled by the supervisor and arrangements will be made, if necessary, for a confidential HIV and Hepatitis C screening.
9. Results of testing will be forwarded to the personal physician of the student.
10. The student will be provided with copies of all documentation of all aspects of the incident.
11. The school will keep all records as part of the student's academic file.
12. Costs incurred for all medical treatment or testing procedures are the responsibility of the student.

Post Exposure Follow-Up for Clinical or Externship

1. The student, in the event of an injury causing bleeding or contamination from a patient, will cleanse the wound immediately with soap and water. If the exposure is in a mucous membrane, flush with water only.
2. The student will notify the clinical instructor and the clinical facility's nursing supervisor.
3. The student will complete an incident report for both the clinical facility and for the school.
4. The student should report to the nearest medical facility or their family physician for evaluation and for follow-up to the exposure. The personal physician or emergency department personnel will evaluate the student's exposure.
5. The clinical instructor will notify the school's administration of the exposure.
6. Costs incurred for all medical treatment or testing procedures are the responsibility of the student.

Visitors and Children

All visitors to the campus must sign in at the front desk and will be provided a visitor badge to wear while on campus. Former students and employees must report to the reception desk in the main office prior to visiting any other classroom or workspace. To maintain an academic environment, PSI prohibits visitors in the classroom, the student lounges, and the Library without prior approval from the Dean of Education or designee. The policy applies to children of enrolled students. Children are not allowed in the classrooms, student lounges, Library, or any area in the school during business hours to protect the children and eliminate distractions for other students.

Food and Drinks in the Classroom

No food items are permitted in any classrooms. The school has a student lounge available for food consumption. Students may have closed beverage containers in classrooms, but no drinks are permitted in the medical or computer labs.

Smoking Policy

Smoking and use of tobacco and simulated tobacco products are prohibited in the school building at PSI. The designated smoking area is outside the building in the designated student break area, which is at least 25 feet away from any building entrance.

Smoking Violation

Students found smoking in the building or within 25 feet of the building would be suspended for 24 hours for the first violation. The second violation will follow the Student Code of Conduct.

During the student's suspension, the student will not be allowed:
- To attend any class session
- To receive any handouts or notes for class sessions missed
- To take any quizzes or exams during the suspension period
- To make-up any of the missed quizzes or exams during the suspension period
- To do any competencies during the suspension period
- To make-up any competencies scheduled during the suspension period
- To attempt any lab practical during the suspension period

All hours missed during the suspension period will count against the student's attendance record.

Drug and Alcohol Policy

The campus is committed to the development and implementation of a comprehensive drug and alcohol-free program to create a cost-effective, safe, and healthy workplace and school. Therefore, the campus has adopted a "Drug and Alcohol-Free Program" in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 (including Section 22, Drug-Free Schools and Campuses). This program is consistent with guidelines developed by the Substance Abuse and Mental Health Services Administration (SAMSHA) and is intended to cover both employees of the institution and students who are attending classes and working in clinical rotation sites and other campus-arranged workplace experiences. Use or possession of alcohol and illegal use or possession of illicit controlled drugs or being under the influence of these substances while on campus premises or while engaged in institution-sponsored activities is prohibited.

See the PSI Catalog for the full Drug and Alcohol policy.

Academic Affairs

Attendance Policy

The full attendance policy is available in the catalog; however, students are expected to attend every class session for which they are registered. Students with excessive absenteeism may receive a reduced or failing grade for the course and/or be withdrawn from their program. In the event of any absences from class, the student assumes responsibility of immediately notifying the school and for arranging with the individual instructor for work missed. **Students missing fourteen (14) consecutive calendar days may be withdrawn from their program of study by the school.**

Tardiness/Early Departure

Students are required to be on time and stay for the duration of the class session. The student assumes responsibility for arranging with the individual instructor for work missed resulting from being late for class or leaving early. Time missed in class due to a student's tardiness or leaving early is recorded.

Attendance Policy for Online Courses

Attendance for online courses is measured by work submitted within the Learning Management System. Students enrolled in a hybrid program must maintain satisfactory attendance on campus and online to remain active.

Attendance Policy for Nursing Students – Clinical Rotations

Nursing students scheduled to be on the clinical unit must contact the clinical instructor. Nursing students who are a no call, no show for a clinical day will be marked with an unexcused absence, resulting in a failing grade for the clinical. The course must be repeated in its entirety, at an additional tuition charge. **See the Nursing section of this handbook for more information about clinical rotations.**

Late Work and Make-Up Work

Arrangements to turn in late work and/or make-up assignments, projects, tests, and homework missed because of absence must be made with the approval of the instructor following the policy on the syllabus.

Course Syllabi
Students will receive a syllabus for each course at the beginning of the quarter. This syllabus includes important information about the course including grading requirements and late work policies. Students and instructors must follow the school-approved syllabi.

Allied Health and Physical Therapist Assistant Departments Make-Up Testing
While the syllabus details the late work policies for courses, the following details policy for make-up testing in the Allied Health and Physical Therapist Assistant programs. Make-up tests must be taken within one (1) week of the missed test. Students are afforded one opportunity to make-up a test with no point reduction or other penalties. If a student must request a second make-up test, 25% will be deducted from the earned grade; the highest possible grade a student can earn on a make-up test is a 75%. Students may not make-up any other tests after the second make-up test and will receive a zero (0) for any additional missed tests. Students must present a valid ID to the make-up test proctor to be permitted to make-up a test. The same guidelines enforced during testing in the classroom apply when making up a test, including time limits; no books, notes, bookbags or phones used/accessible while testing; and students may not leave the testing room while testing.

Final examinations missed due to absence will not be made up. Exceptions will be made for death of an immediate family member with proper documentation; illness of the student, or the student giving birth, officially documented in writing by the Attending Physician or credentialed health care provider (i.e. Nurse Practitioner, Midwife or Physician Assistant).

Nursing Programs Make-Up Testing
While the syllabus details the late work policies for courses, the Nursing programs maintain a separate policy for make-up testing. Students may only make-up tests on Wednesdays and Fridays between 2:30pm-5:30pm, and tests must be taken within one (1) week of the missed test. Students are afforded one opportunity per course to make-up a test. Students may not make-up any other tests and will receive a zero (0) for any additional missed tests. Students must present a valid ID to the make-up test proctor to be permitted to make-up a test. The same guidelines enforced during testing in the classroom apply when making up a test, including time limits; no books, notes, bookbags or phones used/accessible while testing; and students may not leave the testing room while testing.

Final examinations missed due to absence will not be made up.

Students experiencing extenuating circumstances must contact their Program Director. Exceptions will be made for death of an immediate family member with proper documentation; illness of the student, or the student giving birth, officially documented in writing by the Attending Physician or credentialed health care provider (i.e. Nurse Practitioner, Midwife or Physician Assistant).

Withdrawal

Students who want to discontinue their training for any reason <u>must</u> make every attempt to schedule a meeting with the Campus Director and/or Program Director prior to not attending scheduled courses. This meeting may help the school correct any problems and may assist students with their plans. In many cases, the problem hindering successful completion of the program may be resolved during this session.

Students may also be administratively withdrawn involuntarily for non-attendance, not meeting satisfactory academic progress, or for not following the student code of conduct. Students should refer to the Catalog.

Students with Disabilities

The student is responsible for informing the school prior to needing the reasonable accommodations (academic adjustment) in the classroom/lab/clinical. The school is not required to identify the applicant or student as having a disability or assess the student's needs. Instructors are not permitted to approve accommodations for students without following the process outlined in the Catalog.

Student Code of Conduct

Students are expected to follow behavior and dress code policies in addition to those academic policies such as attendance and academic performance. Students are expected to be professional, courteous, and always show respect for persons, learning, and the learning environment. The entire Student Code of Conduct policy is included in the catalog.

Dress Code

Students must maintain a clean and professional appearance while in class, on site, or out on clinical/externship. Employers may visit the campus, so it is important students always show a professional image. Dress and grooming should be appropriate for the area of study. In general, students should refrain from wearing shorts, tank tops or other sleeveless tops, clothing showing obscenities, sandals or other open-toed shoes, ripped or torn clothing, visible undergarments, jeans, sweatpants, and leggings and/or other athletic attire. Hats, scarves, do-rags, and sunglasses are prohibited unless required for religious reasons or authorized appropriate by a school official for a specific purpose.

Students should maintain clean personal hygiene, and make-up should always be complementary and not distracting. In lab classes, students with long hair may be asked to pull hair off the collar and nails may need to be short, manicured, and without artificial or overlays. In addition, lab classes may require students to wear minimal jewelry and remove facial piercings or hoop earrings.

Students dressed inappropriately will not be permitted to attend school. Those who disregard the dress code will be warned. If the problem persists, the student may receive additional disciplinary action as a part of this Student Code of Conduct. Each program has specific dress code guidelines, detailed in the following section. Questions should be addressed to the specific Program Director.

Class A CDL Programs

Students in the CDL programs will not receive a uniform but should follow instructions from the instructors.

Medical Assisting

Students in the Allied Health programs will receive the following uniform during their first term:

Color: Hunter Green   1 warm-up jacket, 2 scrub tops and pants

Dress Code Expectations:

- Students are expected to wear their school-issued scrubs to all classes. *
- A plain all white T-shirt or white turtleneck may be worn under scrub top.
- Clean, closed-toed, rubber-soled shoes; socks must be worn.
- Undergarments should be worn and should NOT show noticeably through your clothes.
- Baseball caps, hats or head covers are NOT to be worn in the classroom, except for religious reasons.
- No eyebrow, tongue, or nose studs are allowed.
- Perfumes, colognes, aftershave, or any other fragrant items are NOT allowed.
- Nails should be short in length, and nail polish should be pastel or skin-tone colors.
- Hair may not be any bright, unusual or unnatural color (i.e. pink, purple, orange, green, or blue). Long hair should be pulled back.
- Students may wear a maximum of 2 earrings in the lobes only, no larger than the size of a dime, one ring and a watch. Earrings may not dangle to the shoulder.
- Proper dress is important, but just as important is proper personal hygiene and oral care. Daily bathing, hair shampooing, brushing teeth, and using a deodorant are essential.
- PSI photo identification badge is required.
- Externship uniform expectations will be given to the student prior to his/her first clinical experience.

* Prior to the distribution of uniforms during the first quarter, and on approved casual days, students are not required to wear scrubs; however, students are expected to dress in attire appropriate to facilitate learning. Jeans and/or dress clothes are acceptable. Closed-toe/closed-heel shoes must be worn in the labs always due to OSHA regulations.

Unacceptable items include, but are not limited to:

- Any clothing with holes, rips, tears, profanity;
- Extreme, immodest or revealing attire;
- Shorts, pajama bottoms;
- Tank/tube/halter/transparent tops. The stomach and navel must be covered.

Nursing Programs

Students in the Nursing programs will receive the following uniform during their first term:

Classroom/Lab Uniform (issued during the first term):

Color: Black (PN) Burgundy (LPN to RN)   3 scrub tops, 3 scrub pants, 1 warm-up jacket

Supplies (Practical Nurse Only):

1 stethoscope, 1 pair of bandage scissors, 1 hemostat, 1 sphygmomanometer

Nursing Dress Code Expectations in **all** settings:

1. Undergarments should be worn and should NOT show noticeably through your clothes.

2. Baseball caps, hats or head covers are NOT to be worn in the classroom, except for religious reasons.

3. No eyebrow, tongue, or nose studs are allowed.

4. Perfumes, colognes, aftershave, or any other fragrant items are NOT allowed.

5. Make-up should be kept modest, and not be overdone.

6. Nails should be short in length, no artificial, no gel, and nail polish should be clear.

7. Hair may not be any bright, unusual or unnatural color (i.e. pink, purple, orange, green, or blue). Long hair should be pulled back.

8. Students may wear a maximum of 2 earrings in the lobes only, no larger than the size of a dime, one ring and a watch. Earrings may not dangle to the shoulder. No bracelets or necklaces permitted in lab or clinical.

9. Proper dress is important, but just as important is proper personal hygiene. Daily bathing, hair shampooing, brushing teeth, and using a deodorant are essential.

10. PSI photo identification badge.

Nursing Classroom and Lab settings Dress code:

1. School-issued scrubs are to be worn to all classes. *

2. Solid white or black T-shirt or turtleneck may be worn under approved scrub top.

3. Clean, closed-toed, rubber-soled shoes; socks must be worn.

Nursing Clinical Rotation/Lab Dress Code:

1. School-issued scrubs are to be worn at the clinical site.

2. Solid white or black T-shirt or turtleneck may be worn under approved scrub top.

3. Clean, solid white or black closed-toe, closed-heel shoes with white or muted striped shoelaces. Clogs or crocs are not permitted. Socks/hose must be worn.

4. PSI photo ID badge should be visible and adhered to the top, upper part of the scrub top, and must always be in plain view. If a photo ID has been issued by the clinical site, it must also be adhered to the scrub top, on top of the PSI ID.

5. No visible tattoos.

6. No false eyelashes.

7. No dangling earrings, bracelets, or necklaces.

Nursing Clinical Preparation Dress Code:

1. School-issued black scrubs are to be worn at the clinical site.

2. Solid white or black T-shirt or turtleneck may be worn under approved scrub top.

3. PSI photo ID badge should be visible and adhered to the left collar of the lab coat and must always be in plain view. If a photo ID has been issued by the clinical site, it must also be adhered to the lab coat, on top of the PSI ID.

* Prior to the distribution of uniforms during the first quarter, and on approved casual days at the campus, students are not required to wear scrubs; however, students are expected to dress in attire appropriate to facilitate learning. Jeans and/or dress clothes are acceptable. Closed-toe/closed-heel shoes must always be worn in the labs due to OSHA regulations.

Unacceptable items include, but are not limited to:

- Any clothing with holes, rips, tears, profanity;
- Extreme, immodest or revealing attire;
- Shorts, pajama bottoms;
- Tank/tube/halter/transparent tops. The stomach and navel must be covered.

Physical Therapist Assistant

As part of the learning process for all students at PSI, personal appearance is a critical part of professional discipline and commitment. Remember that PSI does not set the standards; the workplace sets the standards, and it is an integral part of the philosophy for training competent medical professionals. Faculty will strictly enforce the rules of the dress code. If you are in violation of the dress code, you will be asked to leave the area immediately. You may return after you adhere to the correct attire. Any time missed will count against the student. It is the student's responsibility to obtain any information given at that time.

The faculty of the Physical Therapist Assistant program has a scheduled time during student orientation in which they fit, and have students order approved shirts and jackets. Just as with any workplace, only standard approved uniforms are acceptable in the classroom. Shirts and jackets will be available within the first four (4) weeks of the quarter.

A clean, neatly pressed shirt or blouse, pants or skirt, cropped or Capri pants; closed toed shoes with socks and ID badge should be worn until uniforms arrive or on casual (dress down) days.

Unacceptable: Items that have frayed edges or contain holes; tee shirts with obscene or inappropriate graphics, halter, crop or low-cut tops, sweatpants, blue jeans, pajamas, or shorts, sandals, flip-flops, slippers, clogs, crocks or any open toed shoe. Undergarments are not to be visible at any time.

Daily Classroom Expectations for Appearance Guidelines:

1. PSI Shirt: Clean, neatly pressed, approved PSI PTA shirt.
   Unacceptable: Any variations to the approved PSI PTA shirt, coats, hoodies, jackets.

2. Footwear: Clean closed-toed tie or slip on shoes, including socks.
   Unacceptable: Sandals, flip-flops, slippers, clogs, crocs, or any open toed shoe.

3. Hygiene: Maintenance of appropriate personal and oral hygiene.
   Unacceptable: Body or dental odor. Fragrances should be kept to a minimum.

4. Hair: Neat and clean. Long hair should be pulled back off the face. Hair should not hang down in front over the eyes.
   Unacceptable: Glitter, spray coloring, or bright color ornamentations in the hair, baseball caps, hat, or head coverings other than for religious purposes.

5. Jewelry: Maximum two (2) small pairs of earrings (no larger than the size of a dime), one (1) ring and a watch.
   Unacceptable: Bracelets, eyebrow, tongue or nose studs or any visible body piercing or tattoos. Sunglasses cannot be worn in the classroom.

6. Make-up: Modest and not overdone.

7. Nails: Short length only and nail polish should be pastel or skin-tone colors.
   Unacceptable: Long nails of any kind, natural, sculptured or acrylic.

8. Pants: Business casual, such as Dockers, pleated slacks, etc.
   Unacceptable: Tight fitting yoga pants or sweats, shorts.

9. Student ID: The PSI issued ID badge (issued the first week of class). PSI official photo ID badges must be clearly visible on each student, faculty member and staff via lanyards or lanyards/clips when on campus or clinical practicum.

10. Clinical Practica: Appearance guidelines will be given to students prior his/her first clinical experience.

PTA Uniform Packet:

2 PTA polo shirts with logo
1 fleece PSI jacket
* Prior to the distribution of uniforms during the first quarter, and on approved casual days at the campus, students are not required to be in uniform; however, students are expected to dress in attire appropriate to facilitate learning. Jeans and/or dress clothes are acceptable. Closed-toe/closed-heel shoes must always be worn in the labs due to OSHA regulations.
Students may wear on these days: jeans, cropped or capri pants, tee shirts, plain street clothes or dress clothes. Clothing must be proper: no halter-tops, shorts or jeans with holes may be worn. PSI does not permit tee shirts with logos or obscene sayings.

Note: The AH, PTA and Nursing divisions, due to the scheduling of classes and final exams may have different casual days.

Class A CDL Driving

PSI program goals and objectives for the Class A CDL Driving program:

- To provide a CDL program from which graduates are prepared to perform the functions of an entry level truck driver, yard jockey, tractor trailer driver, etc.
- To provide a positive innovative learning environment with instruction that keeps current with the demands of the profession.

Graduates of the Class A CDL Driving program will be able to:

- Apply the knowledge gained through lecture and lab to drive safely and use good judgment while utilizing truck driving skills.

Medical Assisting

Goals and Objectives for the MA programs

- To provide an MA program from which graduates are prepared to perform the functions of an entry level medical assistant in both the clinical and administrative areas.
- To provide a positive, innovative learning environment with instruction keeping current with the demands of the profession.
- To encourage the participation in continuing educations courses, workshops, and seminars to keep updated in the profession.
- To provide guidelines on patient confidentiality as stated in HIPAA guidelines when reviewing all patient records and dealing with patients one-on-one.
- To prepare the medical assistant to sit for certification exams, if required by the employer or desired by the individual.

Graduates of the MA programs will be able to:

- Apply the knowledge gained through lecture and clinical to practice safely and to use good judgment while caring for the patient in the work environment.
- Demonstrate both written and verbal communication skills enabling effective communicate with patients, coworkers, and employers.
- Demonstrate proficiency as a medical assistant by passing certification examinations (CMA or RMA).
- Demonstrate adaptability and cultural respect when associating with patients, coworkers, and other professionals in the community.
- Maintain patient confidentiality as stated in the HIPAA guidelines.
- Understand the importance and adhere to the guidelines of professional conduct, appearance and ethics of the medical profession.

Medical Assistant Clinical Skills

- Blood pressures, pulses, respirations, and temperatures.
- Height/length and weight, adults and infants.
- Positioning and draping the patients for various physical exams.
- Assisting the doctor with general physical, pediatric, OB & GYN, and Sigmoidoscopy exams.
- Visual acuity testing using Snellen Eye chart.
- Eye and ear irrigations and installations.
- Instrument sanitization and disinfection, wrapping instruments for autoclaving and basic autoclave operation that assures that the packages are sterile.
- Assisting with minor office surgery including:
  o Application of sterile gloves and setting up and maintaining sterile fields.
  o Proper handling of sterile instruments and supplies.
  o Handing to the doctor instruments in functional position.
- Suture removal.
- Calculation and administration of medications (p.o., IM, SQ, and ID).
- Basic bandaging/tubular bandaging.
- Venipuncture procedures including:
  o Correct order of draw.
  o Correct selection of color tops for specific tests.
  o Correct technique, angle, and patient preparation and identification.
  o Correct handling, processing, and storage of blood specimens after collection.

- EKG procedures:
  - Proper patient preparation, running a standard 12 lead EKG.
  - Mounting a manual, automatic EKG.
- CPR certification through the American Heart Association.
- Urine testing including:
  - Multistix 10SG, specific gravity, Clinitest, spinning urine down and placing it on a slide for microscopic exam, various urine pregnancy tests and urine cultures.
- Blood tests include:
  - Hemoglobin, hematocrit, blood glucose.
- Collection and processing of throat cultures and other specimens taken from the body.
- Universal blood borne precautions and OSHA regulations.

Medical Assistant Clerical Skills
- Basic Computer, keyboarding, and word processing skills.
- Computer skills in setting up insurance company information, entering patient information, scheduling appointments, entering patient's charges, payments and adjustments, creating receipts, billing and creating reports such as day sheets and aging reports.
- Proper use of ICD-9-CM (ICD-10-CM) and CPT insurance coding books.
- Correct preparation of the insurance forms.
- Proper telephone answering techniques, appointment scheduling, and filing.
- Business letter preparation: Block, Modified block letters and USPS style envelopes.
- Professional conduct, appearance and medical ethics.
- HIPAA Regulations.
- Use of www, internet, and email.
- Electronic Medical Records.

AAMA Mission
The mission of the American Association of Medical Assistants is to provide the medical assistant professional with education, certification, credential acknowledgment, networking opportunities, scope-of-practice protection, and advocacy for quality patient-centered health care.

CMA (AAMA) Core Values
- Actively participate in the delivery of quality health care.
- Promote patient safety and well-being.
- Contribute to a positive health care experience for patients.
- Demonstrate integrity and respect and protect patient confidentiality.
- Advocate the essential value of certification and continuing education.
- Embrace change, growth, and learning.

AAMA Medical Assistant Code of Ethics
The Code of Ethics of the American Association of Medical Assistants shall set forth principles of ethical and moral conduct as they relate to the medical profession and the practice of medical assisting.

Members of AAMA dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the public which they serve, do pledge themselves to strive always to:

1. Render service with full respect for the dignity of humanity;
2. Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information;
3. Uphold the honor and high principles of the profession and accept its disciplines;
4. Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues;
5. Participate in additional service activities aimed toward improving the health and well-being of the community.

AAMA Medical Assistant Creed
1. I believe in the principles and purposes of the profession of medical assisting.
2. I endeavor to be more effective.
3. I aspire to render greater service.
4. I protect the confidence entrusted to me.
5. I am dedicated to the care and well-being of all people.
6. I am loyal to my employer.
7. I am true to the ethics of my profession.
8. I am strengthened by compassion, courage and faith.

Refer to the AAMA website at http://www.aama-ntl.org/index.aspx for additional information.

Externship Requirements

The AH Program Director will provide paperwork with the clinical requirement. Clinical requirements are due the quarter prior to going to externship.

The student must stay in compliance with this requirement.

Non-Compliance of Externship Requirements will result in the following:

No externship will be assigned to the student after the due date. If a student misses the due date, the student must wait until the next scheduled externship is available. If a seat is available at that time, the student must re-submit all required clinical externship requirements prior to participating in the externship.

Physical Therapist Assistant

Goals, Objectives and Outcomes of the PTA Curriculum

Graduates from the PTA program will possess and demonstrate capabilities that are a result of the process of becoming a physical therapist assistant.

Graduates of the PTA program will be able to

- Adhere to legal practice standards, both federal and state, and perform duties in a manner consistent with the Guide for Conduct of the PTA and with the Value Based Behaviors for the PTA.
- Communicate effectively, both expressively and receptively, with respect for differences in values, cultures, and needs with patients/clients, family members, caregivers, interdisciplinary team members, consumers, payers, and policymakers.
- Use critical thinking, problem solving, and evidence-based judgement in the protection of the patient, co-workers, and themselves, in the usage of any equipment in performance of the job to determine whether the prescribed procedure should be completed and to determine whether direction by the Physical Therapist should be sought.
- Practice sound PTA clinical skills as specified in the Physical Therapy Plan of Care, demonstrating technical competency.
- Advocate for the health and wellness needs of society, including participation in professional and community service organizations and activities, and demonstrate a commitment to lifelong learning.

PTA Program – Mission Statement and Philosophy

The PTA Program's mission is to educate the student to demonstrate behavioral objectives that are consistent with the role of the Physical Therapist Assistant who provides interventions determined by and performed under the direction and supervision of the Physical Therapist. The program must be inherently beneficial to the educational needs of a diverse PTA student population, offering foundational general education courses integrated with more advanced courses of basic and clinical sciences, physical therapy arts and sciences, and health services administration.

The institution's mission of "Career education for a lifetime of success" signifies that the Institution with its professional core of Faculty will assist the student in achieving his/her goal of a skilled Physical Therapist Assistant but that the student must demonstrate dedication, commitment, motivation, and perseverance to succeed at the opportunity given to become a PTA. By working together, the student and the Institution will achieve the goal of a highly marketable Physical Therapist Assistant who is employable nationwide but who could aspire to other career dreams too.

The Institution, the Advisory Board, the PTA Program Director, the Director of Clinical Education, the Faculty and the many clinical facilities who support and /or are involved with the PTA program believe that each student has a right to try the program, provided all admissions criteria are met and be guided through the program by them, while experiencing an ever-increasing degree of expected, demonstrable competencies in the sequentially planned curriculum. The stated philosophies are in keeping with the PTA Program's mission of educating the PTA student to demonstrate objectives that are consistent with the role of a Physical Therapist Assistant who provides interventions determined by and performed under the direction and supervision of the Physical Therapist.

PTA Clinical Skills

To ensure that a student Physical Therapist Assistant is ready to practice competently at an entry level, the following clinical skills must be demonstrated and evaluated throughout curriculum.

- Perform all tasks in a safe manner that minimizes risk to patient, self, and others.
- Demonstrate professional clinical behaviors and performs all duties under the supervision of the physical therapist.
- Demonstrate accountability for actions with adherence to ethical and legal standards.
- Delivers established care with cultural competence to reflect respect for and sensitivity to individual differences.
- Communicates in ways that are congruent with situations/needs and educates others (patients, family, care givers, staff, students, other health care providers) using relevant and effective teaching methods.
- Implements a self-directed plan for career development and lifelong learning though effective self-assessment.
- Utilizes clinical problem solving and evidence-based practice to identify the need for modifications to the plan of care and properly communicates information to the physical therapist.
- Performs all physical therapy interventions in a technically competent manner. Interventions include, but are not limited to, Therapeutic exercise, therapeutic techniques, physical agents and mechanical modalities, electrotherapeutic modalities, functional training, application of devices, and the use of special patient care equipment.
- Produces quality documentation to support the delivery of physical therapy services.
- Manages resources (space, time, and equipment) and participates in fiscal management of the physical therapy clinical setting.
- Advocate for the health and wellness needs of society, including participation in professional and community service organizations and activities, and identify opportunities for leadership in the profession.

PTA Program – Standards of Ethical Conduct for the Physical Therapist Assistant

APTA - American Physical Therapy Association - HOD S06-09-20-18 [Amended HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard] (EFFECTIVE JULY 1, 2010) (For more information, go to www.apta.org/ethics)

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all Physical Therapist Assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of Physical Therapist Assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical Therapist Assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical Therapist Assistants shall respect the inherent dignity, and rights, of all individuals.

1A.   Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B.   Physical Therapist Assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2:   Physical Therapist Assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
2A.   Physical Therapist Assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.
2B.   Physical Therapist Assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
2C.   Physical Therapist Assistants shall provide patients/clients with information regarding the interventions they provide.
2D.   Physical Therapist Assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical Therapist Assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.
3A.   Physical Therapist Assistants shall make objective decisions in the patient's/client's best interest in all practice settings.
3B.   Physical Therapist Assistants shall be guided by information about best practice regarding physical therapy interventions.
3C.   Physical Therapist Assistants shall make decisions based upon their level of competence and consistent with patient/client values.
3D.   Physical Therapist Assistants shall not engage in conflicts of interest that interfere with making sound decisions.
3E.   Physical Therapist Assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4: Physical Therapist Assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other healthcare providers, employers, payers, and the public.
4A.   Physical Therapist Assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
4B.   Physical Therapist Assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
4C.   Physical Therapist Assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
4D.   Physical Therapist Assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
4E.   Physical Therapist Assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
4F.   Physical Therapist Assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5: Physical Therapist Assistants shall fulfill their legal and ethical obligations.
5A.   Physical Therapist Assistants shall comply with applicable local, state, and federal laws and regulations.

5B.   Physical Therapist Assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
5C.   Physical Therapist Assistants involved in research shall abide by accepted standards governing protection of research participants.
5D.   Physical Therapist Assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
5E.   Physical Therapist Assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical Therapist Assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.
6A.   Physical Therapist Assistants shall achieve and maintain clinical competence.
6B.   Physical Therapist Assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
6C.   Physical Therapist Assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical Therapist Assistants shall support organizational behaviors and business practices that benefit patients/clients and society.
7A.   Physical Therapist Assistants shall promote work environments that support ethical and accountable decision-making.
7B.   Physical Therapist Assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.
7C.   Physical Therapist Assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
7D.   Physical Therapist Assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
7E.   Physical Therapist Assistants shall refrain from employment arrangements, or other arrangements, that prevent Physical Therapist Assistants from fulfilling ethical obligations to patients/clients.

Standard #8: Physical Therapist Assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.
8A.   Physical Therapist Assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and under-insured.
8B.   Physical Therapist Assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
8C.   Physical Therapist Assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.
8D.   Physical Therapist Assistants shall educate members of the public about the benefits of physical therapy.

Professional Development Aspirations

Graduates of the PTA program will be able to demonstrate the following professional development aspirations, should he/she wish to do so:

- Participate in professional and educational experiences offered through the APTA and other allied professional groups.
- Be involved in any legislative action that involves physical therapy and in which the graduate has appropriate interest and knowledge.
- Participate in continuing education courses, workshops and seminars to keep updated in the profession.
- Advance the level of professional achievement to a higher degree or a broader degree, if desired. This is PSI's mechanisms to communicate PTA goals and outcomes to stakeholders.

These expected student outcomes are published and provided to the students

- Published in the Academic Catalog which the student receives prior to signing the enrollment agreement.
- Published in the Student Handbook.
- Both the Academic Catalog and Student Handbook are available electronically on-line at www.proskills.edu under the PTA Program tab.

These expected student outcomes are published and provided to the current faculty, clinical faculty, and advisory board members via the Academic Catalog and PSI's website. Potential employers and the community at large can find the expected student outcomes published on PSI's website at www.proskills.edu.

PTA Generic Abilities

Ten (10) generic abilities were identified through a study conducted at UW-Madison in 1991-92. The ten abilities and definitions developed are listed. These abilities will be used to assess professional behavior while attending PSI and to teach self- assessment skills.

Commitment to Learning: The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community, and to deal effectively with cultural and ethnic diversity issues.

Communication Skills: The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively.

Responsibility: The ability to fulfill commitments and to be accountable for actions and outcomes.

Critical Thinking: The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

Stress Management: The ability to identify sources of stress and to develop effective coping behavior.

Problem-Solving: The ability to recognize and define problems: to analyze the data, develop and implement solutions, and evaluate the data outcomes.

Effective Use of Time and Resources: The ability to obtain: the maximum benefit from a minimum investment of time and resources.

Use of Constructive Feedback: The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

Essential Job Functions of the Student

Students must be able to perform all essential job functions to enter a clinical practicum.

- Learns vast amounts of new information and demonstrates that learning through satisfactory performance on written, oral and practical examinations.
- Instructs/motivates patients, families and others in physical therapy interventions using multiple methods/ modalities, including demonstration, to optimize carry over.
- Operates all physical therapy equipment, which is taught in the program, and correctly apply it to peers and patients.
- Observes peers and patients from all distances to detect movement dysfunctions/disorders and responses to treatment.
- Communicates effectively with all members of the health care team, especially with the evaluating Physical Therapist, regarding patient status and progress, including documentation of treatment sessions.
- Performs appropriate tests and measures which will help the physical therapist to quantify the nature/severity of movement dysfunction or show progress toward achieving treatment goals.
- Physically assists peers/patients in physical therapy treatment interventions, i.e. exercises, transfers, gait training and functional activities/daily living activities.
- Works under the direction of and as assistant to a Physical Therapist.
- Appropriately adapts/adjusts treatment established by the evaluating Physical Therapist per the patient needs/responses to optimize achievement of treatment goals.
- Trains others in the fitting and adjusting of all types of supportive/adaptive equipment, i.e. ambulation aids, braces, orthotic and prosthetic devices, wheelchairs, etc.
- Performs clerical duties such as filing, billing and inventory.
- Monitors treatments administered by physical therapy aides.
- Behaves in a professional manner always, as defined by the PTA program and the physical therapy profession.
- Complies with the Standards of Ethical Conduct for the PTA and Standards of Practice of the American Physical Therapy Association.

Physical Demands of the student Physical Therapist Assistant
The items in parentheses indicate the demands of the professional PTA where they potentially differ from those of the student PTA.

1. Sitting: constant (occasional)
2. Standing: occasional (frequent)
3. Walking: frequent (constant)
4. Climbing stairs: occasional
5. Balancing: not present
6. Stooping: frequent
7. Kneeling: frequent
8. Crouching: frequent
9. Crawling: occasional

10. Twisting:	frequent
11. Reaching overhead:	frequent
12. Handling:	frequent
13. Touching:	frequent
14. Feeling:	frequent
15. Talking:	frequent
16. Hearing:	constant (frequent)
17. Tasting/smelling:	(not present)
18. Near acuity (<20"):	frequent
19. Far acuity (>20'):	occasional (not present) (i.e. to see audio visual)
20. Depth perception:	(not present)
21. Accommodation:	frequent (i.e. focal length change)
22. Color vision:	occasional
23. Field of vision:	occasional (i.e. peripheral vision)

Amount of Weights: (lbs.)

24. Lifting:	frequent
25. Pulling 250 lbs.:	frequent
26. Carrying 50 - 75 lbs.:	frequent
27. Pushing 280 lbs.:	frequent

Strength:

The DOT (Dictionary of Occupational Titles) places this job at the MEDIUM Physical Demand Level. The characteristics which define this level of work include the ability to exert forces up to 50 pounds on an occasional basis, up to 25 pounds frequently and up to 10 pounds on a constant basis in the course of an average 8-hour workday.

Occasional:	0-33% of workday, 1 lift/30 minutes, or 2.5-3 Hours total duration
Frequent:	34-66% of workday, 1 lift/2 minutes, or 3-5 Hours total duration
Constant:	67-100% of workday, 1 lift/15 seconds, or 5-8 Hours total duration

Environmental Exposures:

1. Extreme cold:	occasional	(not present)
2. Extreme heat:	occasional	(not present)
3. Wet and/or humid:	occasional	(not present)
4. Noise intensity:	moderate	
5. Moving mechanical parts:	occasional	(not present)
6. Electrical shock hazard:	occasional	(not present)
7. Exposure to radiation:	occasional	(not present)
8. Exposure to infectious agents:	occasional	

For further descriptors of the current job requirements for the professional Physical Therapist assistant, including the areas of general educational development, aptitudes and temperaments, please refer to the DOT job description and/or sample employer job descriptions.

PTA Lab Policy

If a student scores below an 80% on a lab practical, or they fail a critical element, they must demonstrate proficiency of the skill with the instructor later, prior to the end of the quarter. The original failing grade remains in the grade book, however.

Externship Requirements (Clinical Practicum)

The Director of Clinical Education (DCE) will provide paperwork with the clinical requirements and the due date. The due date will fall during the quarter immediately prior to the clinical practicum quarter.

The student must stay in compliance with this requirement.

Non-Compliance of Clinical Requirements will result in the following:

No clinical practicum will be assigned to the student after the due date. If a student misses the due date, the student must wait until the next scheduled practicum rotation is available. If a seat is available at that time, the student must re-submit all required clinical practicum requirements prior to participating in the practicum.

Clinical Practicum Requirements

For a student to be placed in a Clinical Practicum, that student must maintain an accumulative GPA of 2.0 receive at least a 76.5 percent grade in all courses, have satisfactory attendance, can perform all essential functions as stated in this catalog, meet all physical requirements, have reliable transportation, and can drive up to 90 minutes to a Clinical Practicum.

Students are responsible for the cost of any clinical requirements, such as immunizations, drug testing, physical exams, and criminal background checks that may be required from Lucas county or county of residence. This is not a part of tuition or fees.

The clinical education section of the curriculum includes three (3) practica experience periods during which the student is given opportunities to apply theory and technical skills in a clinical setting under the direct supervision of a licensed PT or PTA. The first and second practica are experienced in the sixth quarter (6th) and the third is experienced in the eighth (8th) quarter.

The first and second PTA2620 and PTA2625 Integrated Clinical Practicum A and B consist of 144 Hours each, for a total of 288 Hours.

The third PTA2820 Clinical Practicum consists of a total of 368 Hours.

Total clinical practicum hours for the PTA program is 656 Hours. It is the student's responsibility to accurately complete his/her timecard and have it signed by the CI.

To ensure proper communication while the student is serving a clinical practicum, several definitions follow for those persons directly involved with the clinical education section of the program.

Clinical Personnel Descriptions

Director of Clinical Education (DCE) --- The person employed by the academic facility who organizes, directs, supervises, and coordinates the clinical education section of the PTA curriculum.

Academic **F**acility (**AF**) The educational institution providing the entry level curriculum in the professional preparation of PTA students leading to an associate degree.

Center **C**oordinator of **C**linical **E**ducation (**CCCE**) The individual employed and designated by the clinical educational facility to organize, direct, supervise, coordinate, and evaluate the activities of PTA students assigned to that clinical educational facility by the program.

Clinical **E**ducational **F**acility (**CEF**) The accredited or approved healthcare facility providing the PTA student with a learning laboratory and patient contact for the development of PTA competencies.

Clinical **I**nstructor (**CI**) The PT or PTA under the supervision of the PT employed by the CEF who is designated by the CCCE to supervise and evaluate the activities of the PTA students assigned by the CCCE.

Qualifications of the Clinical Instructor (CI)
1. Licensed as a PT or PTA in the State of Ohio or in those states without licensure, must be a graduate of an accredited PT or PTA program.
2. Have 12 months' experience since licensure.
3. Willing to take on the responsibility of a PTA student.
4. Have effective interpersonal and communication skills especially in providing and receiving constructive feedback and active listening.
5. Demonstrate professional, ethical and legal behavior.
6. Have a commitment to provide accurate written evaluation of a student in the student's evaluation instrument.
7. Be considered competent by employer in the areas of safety, knowledge, technical skills and delivery of care.
8. Be a credentialed APTA Clinical Instructor would be an asset.

Clinical Personnel Roles
Director of Clinical Education (DCE)
a. To select CEFs that will provide quality clinical educational experiences for the students.
b. To develop and coordinate the selected CEFs with the CCCE.
c. To develop, organize, direct, supervise, coordinate and evaluate the practicum activities of each individual student.
d. To help develop, implement and evaluate clinical faculty development programs.

CCCE
a. To identify, organize and coordinate the specific learning experiences within his/her CEF.
b. To organize, direct, supervise, coordinate and evaluate the activities of the student assigned to his/her facility.
c. To participate in clinical faculty development programs.
d. To maintain communication with the DCE and the assigned student during the practicum (I.e. notification of student problems and progress)

PTA Student
a. To report to the CEF at the assigned time, in proper attire with a PSI issued photo identification, identifying him/her as a student.
b. To abide by the rules and regulations of the CEF.
c. To fulfill the duties required by the CI.
d. To protect the privacy and confidentiality of the individual's medical record and will avoid disclosure of personal identifiable medical or social information, and any professional medical judgments as indicated by HIPAA.
e. To participate in any seminars or workshops offered by the CEFs.
f. To meet with the school representative or the CI as needed.
g. To participate in the evaluation of his/her mastery of the PTA performance criteria.
h. To evaluate the effectiveness of the practicum experience at the CEF and return a copy of the evaluation to the school.
i. To report to the CI, if he/she becomes ill while at the CEF, who will dismiss the student or recommend medical treatment AND
j. To notify the CEF and the school if he/she will not be attending the CEF.
k. To be courteous to the staff of the CEF and offer help if not otherwise occupied.
l. To avoid clinical staff conflicts by staying neutral in any disagreements among the staff.
m. To exhibit the utmost professionalism in the performance of his/her assigned duties.

The DCE screens possible CEFs to ensure high quality learning experiences for the PTA student in a variety of settings.

Clinical Personnel Responsibilities

The DCE is responsible for
1. Determining the interest of possible CEFs.
2. Screening the possible CEFs through:
    a. A tour of the CEF and the Physical Therapy Department.
    b. Total completion of the Clinical Center Information Form including the accreditation status of the CEF.
    c. Formalizing the relationship between the AF and the CEF through a written clinical agreement.
    d. Setting up a system of communication through:
        1) Initial sharing of information between the AEF and the CEF.
        2) Philosophy of the facility.
        3) Objectives of the facility.
            a) Table of Organization of the facility.
            b) Other general information concerning clinical education.
    e. Informal communication on a continuous basis.
    f. As warranted, formal site visits by the academic faculty to the CEF during the practicum experiences.
    g. Maintenance of the Clinical Contracts to assure that the contracts are current and updated as needed.
 Development of the selected CEFs results from interaction between the academic faculty and the clinical faculty. This process is coordinated by the DCE and the CCCE.

A written agreement is made between the AF and the CEF. Within the agreement form, the responsibilities of the AF, the CEF and the student are listed.

The DCE Clinical Complaint Procedure

When a complaint has been received regarding a student the DCE will:

1. Communicate with the CCCE and/or the CI to research and gather information regarding the complaint.
2. Communicate with the student regarding the complaint to research and gather information.
3. Meet with the PTA Program Director and review complaint and gathered information to arrive at a solution and plan of action.
4. Document the results and implement corrective action plan, as appropriate. This may occur by phone or in person.

Nursing Programs

Nursing Philosophy

The faculty of the nursing programs at Professional Skills Institute (PSI) support the mission and goals of the college. It is our intent to educate individuals who are competent to provide service in a variety of health care settings. Competence requires that a nurse be able to integrate and apply a specific knowledge base to the professional execution of nursing services for individuals in accordance with the State of Ohio Nurse Practice Act. The registered nurse bridge program will build upon the practical nurse diploma to produce a competent and safe registered nurse practitioner.

We, the faculty of PSI nursing programs, believe that the concepts of person, health, nursing, and environment are central components to holism in the nursing profession. Using Orem's Self-care Deficit Theory as an organizing framework for learning, holism is explored. This theory includes 1. theory of nursing systems, 2. theory of self-care deficit, and 3. theory of self-care. Orem's Self-care Deficit theory guides students in developing skills assessing human behaviors and interventions across the lifespan.

PSI believes strongly, and is committed to, an obligation to the students enrolled in our nursing programs, to provide quality education to enable each one to meet their professional ideals and goals. We instill in them the belief that the dignity and worth of all individuals is fundamental regardless of race, sex, religious beliefs, age, nationality, or financial status.

Person: A person is defined as a biological, psychosocial, spiritual, holistic being with potential for growth and change. Human beings are individuals who are unique and ever-changing as they move toward their own individual potential. They are accountable for their own actions and decisions and their behavior is influenced by both internal and external factors. Human being are part of families, groups, and communities.

Health: Health is an individual's perception of their physiological and psychological functioning. Health is optimal body and mental functioning. It is a process by which an individual uses available resources to achieve his or her maximum potential in health. This balance is maintained by balancing internal and external systems. The inability to maintain this balance results in illness. Everyone has the right to optimal healthcare from well-trained health professionals.

Environment: Everyone interacts with their immediate and global environment. This interaction develops a cooperative coexistence with other individuals in the context of family, culture, and community. These interactions are dynamic and directly influence an individuals' perception of health.

Nursing: Nursing is a profession which strives to develop interpersonal and caring relationships with the individual and their families. Nursing care directly impacts health promotion, maintenance, and restoration by supporting self-care abilities of the individual and families. Nursing practice is founded on a specialized and shared knowledge-base, with influences from the physiological, psychological and behavioral sciences. This knowledge is acquired through direct study, application, and experience. Nursing process provides a systematic approach to the practice of nursing science. The process of assessment, diagnosis, planning, implementation, and evaluation guides the nurse through all patient care settings.

Core Values

The nursing faculty strongly believe that the need to instill core values into our students is essential to caring for our patients and interacting positively with others. These core values include:

Respect for individual: all people deserve the right to fully exercise their autonomy. Showing respect for persons is a system for interaction in which one entity ensures that another has agency to be able to make a choice. Respecting diverse populations of patients.

Integrity: the act of being honest and having strong moral character; knowing right from wrong.

Teamwork: working alongside other health professionals to provide well-organized and comprehensive care. Teamwork is crucial to facilitating effective communication and promoting positive patient outcomes.

Excellence: reflects a culture of excellence committed to continuous growth, understanding, and professionalism.

Dedication: caring for patients and connecting in a meaningful way, while staying true to core values of nursing to promote positive patient outcomes and promote the nursing profession.

Conceptual Model/Threads for the Nursing Programs

An organizing framework for the programs was chosen to reflect not only a high-quality curriculum, but also one that is innovative in teaching and learning opportunities according to the National Council Licensure Examination (NCLEX-RN and NCLEX-PN) blueprints. A concept-based curriculum (hybrid) creates learners who are critical thinkers and continuous learners. This organizing concept-based framework is based on Gidden's Concepts for Nursing Practice (2017). Gidden's framework is organized into 1. specific overarching units, 2. themes, and 3. concepts. Concepts are integrated throughout the curriculum to meet specific course objectives and student learning outcomes. The progression of knowledge occurs as concepts and exemplars are leveled from basic to complex throughout the concept-based curriculum.

Critical thinking is the ability to question logically and to identify, generate, and evaluate elements of logical argument. The concept of critical thinking allows the idea that utilizing competencies, attitudes, and standards develop clinical reasoning. It recognizes and differentiates between facts and assumptions. It is being able to distinguish relevant from irrelevant, while applying skillful clinical reasoning.

The faculty at PSI have identified concepts that are woven throughout the curriculum critical to a conceptual framework. This framework is built upon the major concepts of the nursing philosophy: person, nursing, environment, and health. This integration of concepts, exemplars, and philosophy is the foundation of the concept-based curriculum to promote critical thinking and clinical reasoning for our students.

Nursing Process

Nursing process is a specific problem-solving method nurses use for decision-making. This process, in conjunction with Orem's Self-care Deficit theory, prepares students to think critically and to make vital decisions in the clinical setting with their patients. It is comprised of five (5) steps:

1. Assessment

2. Diagnosis

3. Planning

4. Implementation

5. Evaluation

Orem's Self-Care Deficit Theory

Theory of nursing systems

The theory of nursing systems proposes that nursing is human action; nursing systems are action systems formed (designed and produced) by nurses through the exercise of their nursing agency for persons with health-derived or health-associated limitations in self-care or dependent care. Nursing agency includes concepts of deliberate action, including intentionality, and the operations of diagnosis, prescription, and regulation. Nursing systems may be produced for individuals, for persons who constitute a dependent-care unit, for groups whose members have therapeutic self-care demands with similar components or who have similar limitations for engagement in self-care or dependent care, and for families or other multi-person units (Alligood, 2014, p. 248).

Theory of self-care deficit

The central idea of the theory of self-care deficit is that the requirements of persons for nursing are associated with the subjectivity of mature and maturing persons to health-related or health care–related action limitations. These limitations render them completely or partially unable to know existent and emerging requisites for regulatory care for themselves or their dependents. They also limit the ability to engage in the continuing performance of care measures to control or in some way manage factors that are regulatory of their own or their dependent's functioning and development. Self-care deficit is a term that expresses the relationship between the action capabilities of individuals and their demands for care. Self-care deficit is an abstract concept that, when expressed in terms of action limitations, provides guides for the selection of methods for helping and understanding patient roles in self-care (Alligood, 2014, p. 248-249).

Theory of self-care

Self-care is a human regulatory function that individuals must, with deliberation, perform themselves or must have performed for them to maintain life, health, development, and well-being. Self-care is an action system. Elaboration of the concepts of self-care, self-care demand, and self-care agency provides the foundation for understanding the action requirements and action limitations of persons who may benefit from nursing. Self-care, as a human regulatory function, is distinct from other types of regulation of human functioning and development, such as neuro-endocrine regulation. Self-care must be learned, and it must be performed deliberately and continuously in time and in conformity with the regulatory requirements of individuals. These requirements are associated with their stages of growth and development, states of health, specific features of health or developmental states, levels of energy expenditure, and environmental factors (Alligood, 2014, p. 249).Clinical Requirements

LPN to RN Bridge

Goals for the Registered Nurse Program

- Provide a graduate who is prepared to safely perform the functions of an entry-level registered nurse.
- Provide a concept-based curriculum based on sciences, humanities, critical thinking, and higher- level nursing concepts which allows the student to make safe, appropriate and logical decisions in the clinical area, while developing high-level clinical reasoning skills.
- Provide a positive and interactive learning environment which fosters students' growth and expected performance to function as a registered nurse.
- Encourage students to continue their education, if desired, and provide information in this area.

Terminal Objectives for Graduates of the Registered Nursing Program (End of Program Outcomes)

1. Integrates knowledge of nursing concepts based on physical and behavioral sciences to provide rationale for nursing practice.
2. Provide safe, quality, evidenced-based, and patient-centered care to patients in a variety of health care settings to diverse patient populations across the lifespan.
3. Demonstrates accountability and responsibility for adhering to the high standards set forth for nursing practice by the Ohio Nurse Practice Act in entry-level registered nurse practice.
4. Participates in collaboration and teamwork with members of the interdisciplinary team, the patient, and support persons, while utilizing professional values and ethical standards of nursing practice.
5. Applies the nursing process while delivering care to patients and families in assisting to meet self-care requisites.
6. Uses the concepts of Orem's Self-care Deficit Theory of Nursing to formulate plans of care for patients across the lifespan.
7. Demonstrates professional, ethical, and legal standards of registered nursing practice.
8. Demonstrate the performance of safe, effective nursing skills in entry-level registered nurse practice.

LPN to RN Bridge Program Clinical Requirements are due prior to the start date of the program.

It is entirely up to the student to stay in compliance with this requirement.

Non-Compliance with any of the Clinical Requirements, including Health Physical Exam, PPD, immunization records, COVID-19 vaccination, annual influenza vaccination, drug screening or BLS/CPR Certification will result in the following:

Students will not be permitted to attend clinical unless all health care requirements have been met, and documentation has been received by the nursing department.

Practical Nurse

Goals for the Practical Nurse Program
- Provide a practical nurse program from which graduates are prepared to perform the functions of a beginning practical nurse.
- Provide a curriculum based on sciences, humanities, and nursing which allows the student to make safe, appropriate and logical decisions in the clinical area.
- Provide a positive learning environment, which fosters students' growth and expected performance.
- Provide information on how graduates can advance their professional education to obtain an associate degree, or higher, for registered nursing through an accredited institution, if desired.

Terminal Objectives for Graduates of the Practical Nurse Program
- Demonstrates knowledge of nursing science and nursing concepts based on physical and behavioral sciences.
- Demonstrates therapeutic communication skills, both verbally and nonverbally, in relationships with patients, families and other health care members.
- Performs safe appropriate nursing skills in the delivery of patient care.
- Applies logical and skillful clinical reasoning while delivering patient care.

- Utilizes Marjory Gordon's Functional Health Patterns as the conceptual framework as the basis for nursing care.
- Applies the nursing process while delivering nursing care to patients and families.
- Acts in a professional manner while conducting nursing care.

Practical Nurse Clinical Skills

PSI Practical Nurse students will care for a variety of patients, including but not limited to patients of different ages, races, color, male or female, marital statuses, disabilities, religions, political affiliations, and national origins. PSI will not be able to accept you as a student unless you can agree to all the preceding information.

The Practical Nurse uses the nursing process to meet the patient's needs by promoting and maintaining health and wellness, preventing illness and disease, and assisting with restoring the patient's health. Examples of skills (but not limited to) performed by the Practical Nurse under the direction of a physician or RN:

1. Obtaining vital signs (temperature, pulse, respiration and blood pressure)
2. Bathing, feeding and performing all needed personal hygiene measures for the patient
3. Calculating intake and output
4. Making an occupied and unoccupied bed
5. Placing patient's in therapeutic positions
6. Performing range of motion exercises
7. Assisting patients with ambulation, using canes, walkers, or crutches.
8. Performing patient transfers (i.e. bed to chair, bed to wheelchair)
9. Performing isolation techniques
10. Maintaining universal precautions
11. Preparing sterile fields and donning sterile gloves
12. Changing clean and sterile dressings
13. Performing oropharyngeal and tracheal suctioning
14. Inserting and maintaining urinary catheters
15. Maintaining nasogastric tubes
16. Maintaining enteral tube feedings
17. Administering various types of enemas
18. Caring for various types of ostomies
19. Administering medications and treatments
20. Providing basic infant care
21. Monitoring, regulating and discontinuing peripheral intravenous therapies
22. Assisting with the patient health assessment and physical examination
23. Charting -documenting
24. Providing patient and family education
25. Maintaining interpersonal skills and therapeutic communication
26. Collecting body fluid samples (urine, sputum, stool, and wound)
27. Starting IVs on adult patients only (18 years or older)

The Practical Nurse will care for patients in a variety of different health care settings, such as hospitals, ambulatory care centers, home care, long-term care settings, specialized care centers, and hospice.

PN Program Quarterly Requirements for Clinical

Quarter	Requirements to be completed	Due Date
Quarter I	Background check, BLS/CPR certification, 5 panel drug screen, health physical exam, PPD and Titers, COVID-19 vaccination, influenza vaccination (during flu season)	End of the First Quarter

It is entirely up to the student to stay in compliance with this requirement.

Non-Compliance with any of the Clinical Requirements, including Health Physical Exam, PPD, immunization records, annual influenza vaccination, drug screening or BLS/CPR Certification will result in the following:

Students will not be permitted to attend clinical unless all health care requirements have been met, and documentation has been received by the nursing department.

Nursing Clinical Rotation Policy Acknowledgment
Clinical rotations are a necessary part of the Nursing Programs'curriculum and passage is necessary for advancement to the next course level in this program. The following criteria pertains to the attendance requirements which must be met to obtain a satisfactory completion of the clinical portion of the Nursing programs, which entitles the student to advance to the next level:

A. Clinical site placement is at the discretion of the Clinical/Lab Coordinator in consultation with the nursing course instructor. The instructor may ask for student preference, but this is not a guarantee the student will be assigned that clinical site. Students must notify the nursing course instructor of past and present health care facilities in which they have worked. Students must also include with this written documentation any family members who presently work in any of PSI's assigned clinical sites, regardless of what job they may hold. Students will be placed in other facilities to prevent any conflicts. If any student does not disclose this information to the nursing course instructor, prior to clinical assignments being made, the student may be withdrawn from the Nursing program.
B. Students on clinical may have schedules that vary as to the times and days of the week of the experiences. Students taking courses in the evening may be required to complete clinicals during the day and/or on the weekend.

C. There can be no more than one (1) tardy per clinical rotation. If a student is tardy a second time, this will result in an automatic fail or unsatisfactory for the clinical rotation. Tardy is defined as not being present, on the floor, and ready to work, at clinical shift start time, which includes the beginning of the shift, returning from all lunch/dinner breaks, and any other break. This is directed and set forth by the instructor and facility and will clearly be made known to each student prior to beginning clinical rotation.

The definition of tardy is further defined as:

Tardy but allowed to stay on the clinical unit is allowable up to 15 minutes beyond the start time. After 15 minutes, the student will be dismissed from the experience. This is considered an unexcused absence, and the student will earn a failing grade/unsatisfactory for Clinical.

- The student must contact the clinical instructor as soon as the student foresees the possibility of being tardy. If a student arrives within 15 minutes late to a clinical site, but does not contact the instructor, the clinical instructor has discretion to allow the student to remain at the site.
- No excuse will expand this time frame. If the student is in an emergency, the clinical absence policy should be enacted to allow for these situations.

D. The following circumstances will constitute an excused clinical absence. The clinical day will need to be rescheduled.
- A death in the immediate family.
- Overnight hospitalization of a member of the immediate family. (Immediate family member must be hospitalized at the start of the clinical day.)
- Immediate family is defined as student's parents, spouse, domestic partner, child, sibling, grandparents, grandchildren, and/or the spouse's parents, children or sibling.
- Overnight hospitalization of a student. (Student must be hospitalized at the start of the clinical day.)
- Vehicle accident immediately prior to clinical.
- Student arrives at clinical but is too ill to remain at the site.
- Student has a mandatory court date. Documentation must be submitted prior to and after the court appearance.

No more than one (1) clinical day per nursing course can be missed based on the above circumstances. More than one (1) clinical day missed will be equal to an unsatisfactory completion grade or failure. The student will need to repeat the entire course and clinical at an additional tuition fee.

The preceding circumstances must be accompanied by written documentation from an authorizing individual within one week of the absence. If documentation is not received within one week of the absence, the student will fail clinical, resulting in failure of the course. If the absence is deemed acceptable based on the documentation submitted, a make-up clinical will be scheduled.

E. A "no call no show" to Clinical may result in an unsatisfactory grade or failure of the nursing class. The student will need to repeat the entire course and clinical at an additional tuition fee.
F. Students are not permitted to take breaks/lunch/dinner outside of the clinical facilities during clinical experiences.
G. Inclement Weather and Clinical Only:
If there is a level III snow emergency issued in Lucas County, the clinical will be cancelled and rescheduled when the clinical site is available.

*If a student is convicted and sentenced to any type of probation by a court while the student is actively enrolled at PSI, all court papers must be shared with the Nursing Programs Director immediately. Failure to disclose these papers within one week of conviction/sentencing will result in immediate termination from the Nursing program. Furthermore, these papers may be shared with clinical sites, who determine if the student is eligible to complete Clinical at the facility. If all clinical sites deny the student access, then the student will be withdrawn from the nursing program.

Importance of Nursing Skills Lab

The nursing skills lab is important as it allows the student to acquire the necessary nursing skills to care for clients with illnesses across the age-spectrum and provides additional opportunities for practice. Attendance helps the student build confidence and mastery of the content not only of the skills but the theoretical principles

the skills were based upon. It is therefore the belief of the Professional Skills Nursing Faculty that lab attendance be mandatory.

Lab Attendance and Participation:

If the student misses their scheduled lab day, the student is responsible for making up the hours AND the skills for that lab. For example, the lab is five hours in length, the student must make up the five hours in open lab. The lab/course instructor will place the required content for the missed lab in the Remediation Binder found in the lab.

Attendance and participation are required for the lab. The skills missed related to tardiness, lack of participation, and leaving early will result in the loss of 80% in participation points and the student will be required to make-up the hours/skills in open lab.

Prior to going to open lab, the student must come prepared to review and practice the skills. Open lab instructors are there to provide support and guidance.

The student must have completed all required hours/skills for the lab prior to going to clinical. Course failure will result If the student does not complete all required hours/skills.

All students in lab must be dressed appropriately, including closed-toed, hard-soled shoes. Students must be in proper uniform for all checkoffs including black (for PN students) or burgundy (for RN Bridge students) scrub tops and pants. Professional dress is part of the check-off rubric

If a student fails a competency, they must go to open lab to remediate. The lab instructor must sign off that the student is competent to complete the second attempt. This paperwork is their ticket to the second attempt. If they do not remediate before the second attempt, they will not be allowed to complete it and they fail their competency.
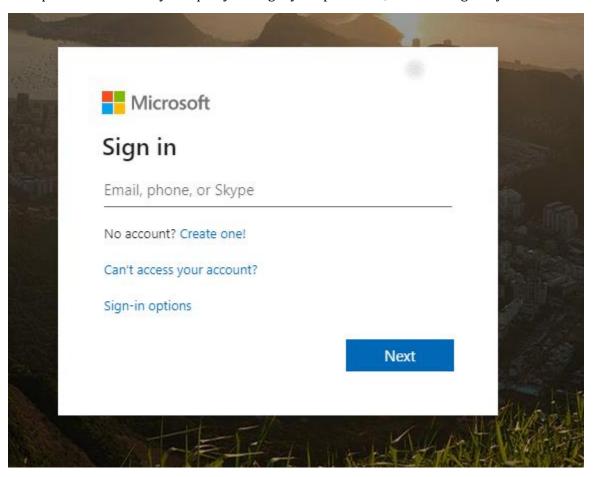
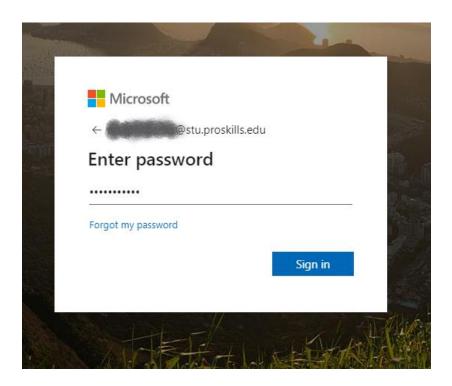NO cell phones may be used in the lab.

PSI Email – Office 365

Students should check their PSI email often; daily is recommended. To access, students go to the following URL: https://login.microsoftonline.com.
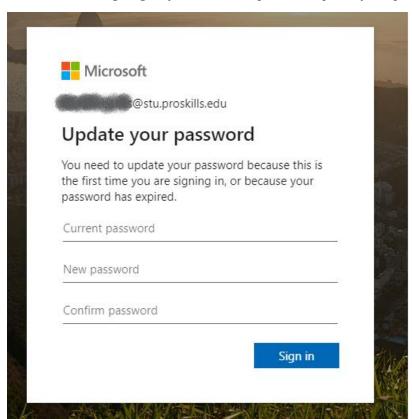
The username is your firstname.lastname@stu.proskills.edu.

Your password is already setup. If you forget your password, use the Forgot My Password area.

Your first time signing in, you will be required to update your password:

Once signed in, you will have access to applications, including Outlook – your email!

Office 365

If you do not have Microsoft Word, Excel, PowerPoint, or other Microsoft applications already, you can use Office 365 to use online versions of all applications you see. Once you start accessing documents, your home screen will start to fill with recommended documents and recent documents to help you pick up from where you left off with a project. These applications all open in a web browser, giving you access to many of the tools you need to complete assignments – especially if you have any online courses or assignments needing turned in via email.

The link below includes video tutorials on how to use Office 365:

https://support.office.com/en-us/article/office-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb
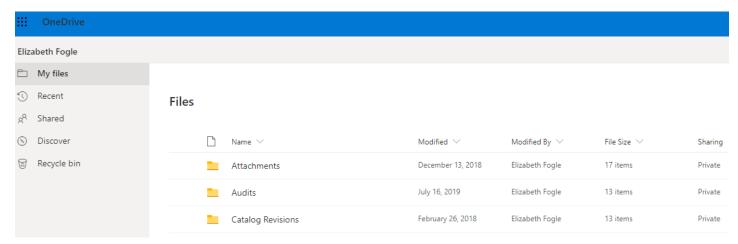
Outlook

Outlook it where you find your school emails! Once you click on the icon, a tab will open with your emails. If you do not know how to navigate email, please reach out to your instructor or Program Director with questions.

OneDrive

Make sure you save any documents you create in your OneDrive, so you always have access to them.

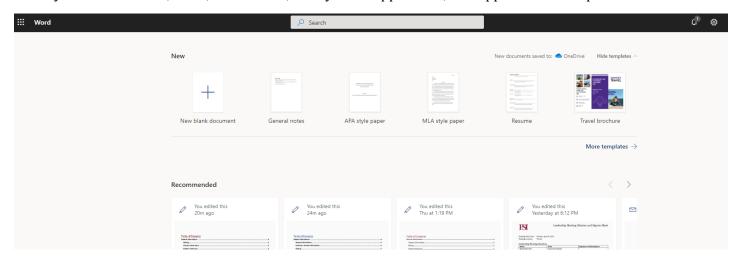Your OneDrive is important for saving documents you may need to create for your coursework.

When saving, you should name your documents something other than *document* so you can find them later.

Best practice: save your documents with your course name or code, the quarter, the assignment, and the date you create it.

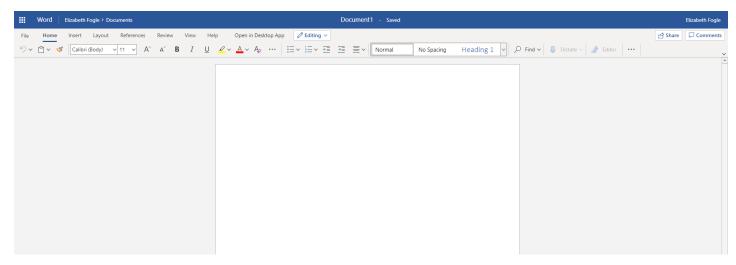Example: COM1100 April 2020 Final Project 4-7-2020

Other Office 365 Applications

When you click on Word, Excel, PowerPoint, or any other application, that application will open in another tab.

By clicking the + (plus sign) New blank document, you can start a new document. If you already started a document, you can find it in your OneDrive or in the Recent or Recommended sections below the new area.

Once you click for a New blank document, a new tab opens with what looks like Microsoft Word. Now, you can complete your assignment!

TIP: When you start any document, change the font to Times New Roman and 12 – as that font is the easiest for your instructor to read and provides consistency across documents!
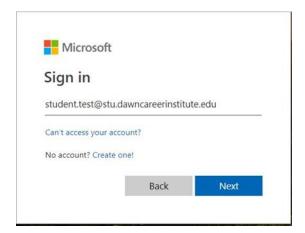
Passwords

Students needing assistance with forgetting passwords or resetting passwords should use the correct section below. If additional assistance is needed, students should email the support@proskills.edu.

Forgotten Passwords

Navigate to https://login.microsoftonline.com
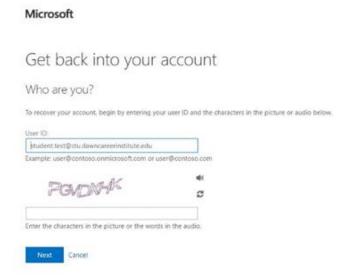
Select: Can't access your account?   Then select: Forgot my password

Enter your email and the code in the box below. Then select Next.
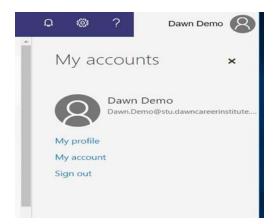

Students will then be prompted to reset the password.

Password Reset

Navigate to https://login.microsoftonline.com

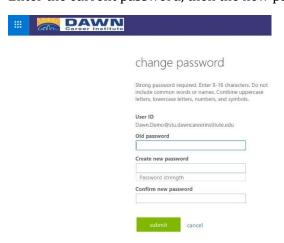Log in using the current username and password.

Select: My Account

Select: Password

Enter the current password, then the new password two times. Select: Submit.

Technical Support

Students needing technical assistance with online courses should contactsupport@proskills.edu. If questions are about course content, students should reach out to the instructor first.

Students may also email support@proskills.edu for technical questions about email, the PSI website, and on campus technical questions.

Student Portal

The student portal uses Campus Cloud, our student information system, to provide students access to information like their student account, grades, billing, and much more. In addition to understanding how to log in to your Office 365 for your email and access to Microsoft products like Word, Excel, and PowerPoint, you should be familiar with logging in to the portal for information.
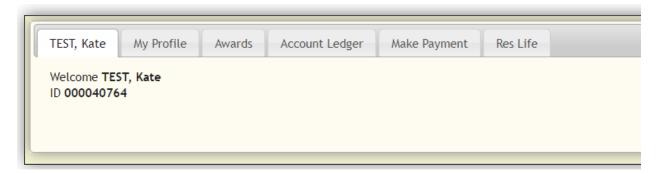
Go to https://proskills.cloud/application.

Log in with your school email address and the password emailed to you.

Making Your School Payment   **Account Ledger & Make Payment from the Student Portal.**

Once you have logged into the student portal. You will be at the main screen. It will look like the image below but will display your information.
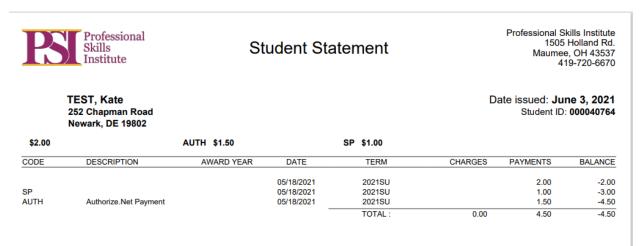
TEST, Kate	My Profile	Awards	Account Ledger	Make Payment	Res Life

Welcome **TEST, Kate**
ID **000040764**

ACCOUNT LEDGER

You can view your Account Ledger to see any balance due along with previous transactions.

TEST, Kate	My Profile	Awards	Account Ledger	Make Payment	Res Life

▾ PN - Practical Nurse - Pending Application - 07/12/2021   **TEST, Kate**

LEDGER CARD

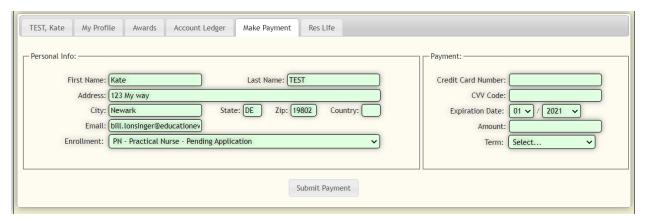| CODE	DESCRIPTION	AY	AWARD	DATE	CHARGES	PAYMENTS	BALANCE
				05/18/2021		2.00	-2.00
SP				05/18/2021		1.00	-3.00
AUTH	Authorize.Net Payment			05/18/2021		1.50	-4.50
				TOTAL:	0.00	4.50	-4.50

You can print your statement from the Account Ledger screen by selecting the Print Statement link at the bottom of the screen. The statement will appear like the document listed below.

PSI Professional Skills Institute   Student Statement   Professional Skills Institute
1505 Holland Rd.
Maumee, OH 43537
419-720-6670

TEST, Kate
252 Chapman Road
Newark, DE 19802

Date issued: **June 3, 2021**
Student ID: **000040764**

$2.00   AUTH $1.50   SP $1.00

CODE	DESCRIPTION	AWARD YEAR	DATE	TERM	CHARGES	PAYMENTS	BALANCE
			05/18/2021	2021SU		2.00	-2.00
SP			05/18/2021	2021SU		1.00	-3.00
AUTH	Authorize.Net Payment		05/18/2021	2021SU		1.50	-4.50
				TOTAL :	0.00	4.50	-4.50

MAKE PAYMENT

To make a payment select the Make Payment tab. It will appear like below.

Enter all the information in the fields listed above and select submit payment. Once your payment has been processed and approved. You will get the following dialog.

proskills.cloud says

Successfully created transaction with Transaction ID: 42717691911
Auth Code: 046938
Description: This transaction has been approved.

OK

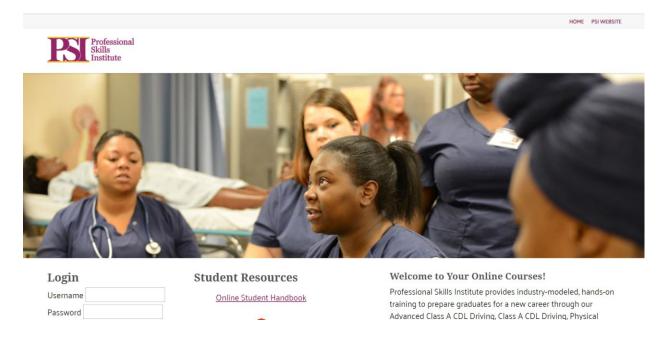You have made a successful payment. This can then be viewed in the Account Ledger section.

The Learning Management System

Students must log into their courses using the following address:

www.whyproskills.com

We HIGHLY suggest you use Google Chrome for all website discussed throughout this handbook.

Students will log in using their PSI email address and password. For assistance with resetting a password, see the section on Passwords.
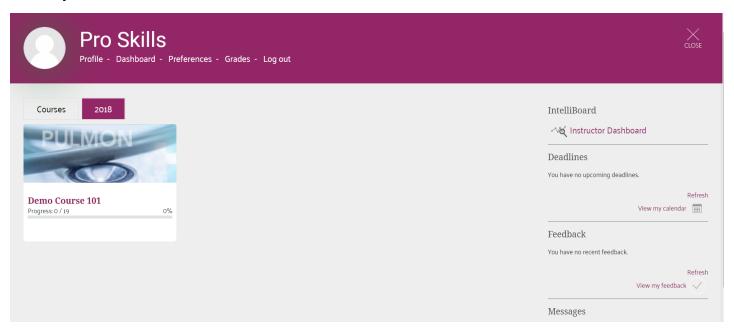

After logging in, you will see the home page. You will click My Courses in the upper right-hand portion of your screen.
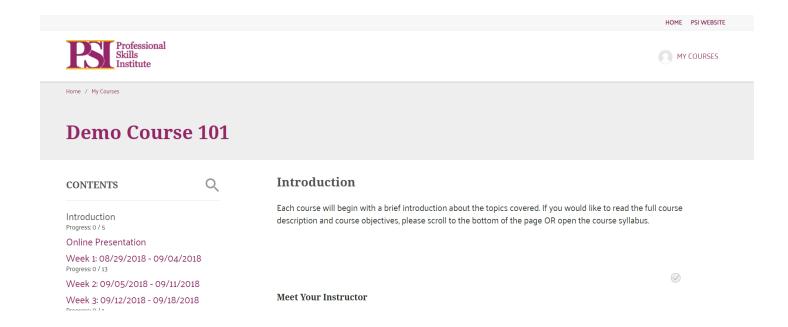

My courses

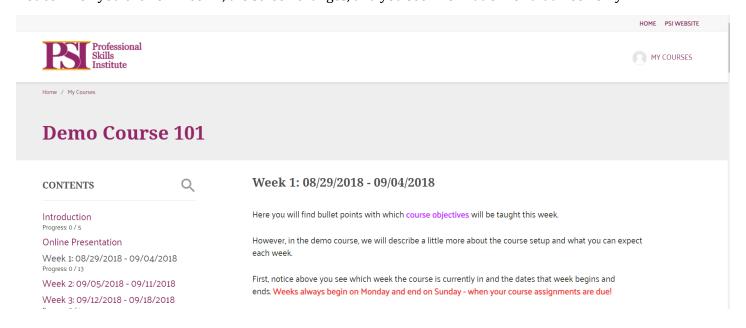Click on your desired course:

General Use

The following screenshots will show you what to expect in your courses. Once you click in your course, you will see the Introduction page. In the below screenshot, you will see an example Introduction and the highlighted link shows the page we are on:
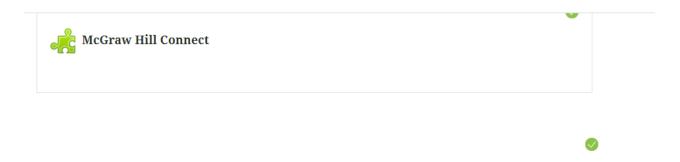

In the above, you will see the content is in the main part of the screen, and to the left, there are links to get to each week.

Notice when you click on Week 1, the screen changes, and you see information for that week only.

Use the links to the left side to navigate week by week. In the main section of the screen, you will scroll down to see the tasks you need to complete during the week. Most courses will have a similar setup.

McGraw Hill Connect

Discussion Questions will be next. Also called DQs or discussions, this area is where you complete the Attendance/Participation part of your grade. DQs require you to post a response to a question your instructor posts, then you will also post replies to other students each week.

Your first initial DQ post should be done by Tuesday evening, then you can start replying to two or more of your peers afterwards.

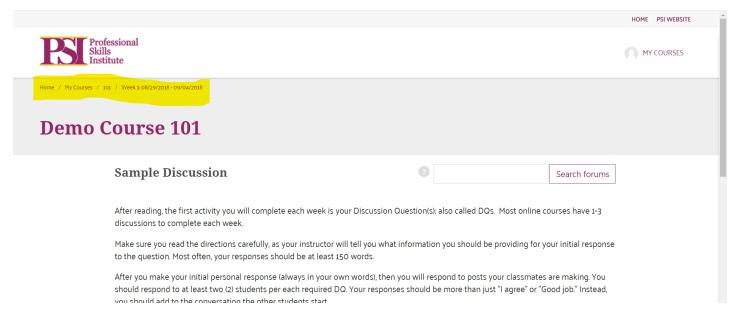OPEN FORUM

Sample Discussion

Recent forum posts

In the above, you can see each week will have an area for announcements pertaining to just that week. You will then find information about textbook pages to read and/or PowerPoint presentations to review prior to starting your Discussion Questions and other assignments. In some cases, there will be links to publisher materials like McGraw-Hill Connect, Elsevier Evolve, ATI, or potentially just an eBook for your course.

Make sure to complete items in order, as that is how they make the most sense. After completing the readings and discussion questions, you can then move on to the Quizzes and Assignments. – However, many of these activities MAY be in the publisher materials instead of the LMS itself.

Your assignments must all be completed by Sunday night to be considered for full credit, unless otherwise stated by your instructor.

While within each weekly task, you can also use the breadcrumbs (shown highlighted below) to navigate back to other pages:

Orientation

All students should complete the orientation prior to taking courses online. The orientation consists of logging in to the Demo Course 101 found on the main page of the PSI LMS. You can access this orientation by using the username proskills and password PSI2020! This orientation will help show you how to navigate the platform.

Successful Approaches to Taking Online Courses

For each week, students should follow these steps for best chances at success:

1) Read and study the presentations provided in courses <u>before</u> completing any assignments, discussions, or assessments. These presentations are the same as the lessons or lecture students would be provided in the classroom setting.
    a. Also check the *Meet Your Instructor* forum for additional information from the instructor. Depending on the course, instructors may provide flashcards or web links.
    b. Reading involves more than "skimming" the information. Students should spend at least a couple hours a week reading the information provided to help with comprehension.
2) After reading the presentations, go to the Discussion Questions (DQ) for the week.
    a. Your first DQ post is due by Tuesday evening.
    b. Your second DQ (if your course has two (2) per week) is due by Thursday evening.
    c. See the section below on Substantive Initial DQ Responses and Substantive Peer Replies for more information.
3) Complete assignments, labs, or other required papers. All work must be submitted in the online classroom. No exceptions. Coursework emailed to instructors does not count as submitted, will not be graded, and will not count towards the final grade.
    a. See the section below on Plagiarism.
    b. Also see the section on Grading.
4) At the end of each week, take the assessment(s). Assessments are typically the largest percentage of the grade, and students will have only one (1) attempt at taking the assessments.
    a. Make sure to set aside time in a quiet area to fully concentrate on the assessments.

Sample Weekly Schedule

To assist students with planning, PSI suggests the following schedule:

Day of the Week	Activity
Monday	Read textbook pages or other given materials and study presentations
Tuesday	Respond to DQ 1
Wednesday	Respond to 2 of your peers within the DQ 1 forum
Thursday	Courses with 2 DQs: Respond to DQ 2 Courses with 1 DQ: Complete Assignment
Friday	Respond to 2 of your peers within the DQ 2 forum
Saturday	Complete Assignments and/or Labs
Sunday	Finish Assignments and/or Labs Take Assessment

Plagiarism

Good study habits and discipline help to make a successful student, but one of the most important elements to becoming successful lies in academic honesty. Creating your own coursework originally and honestly is the best way to exercise and exhibit what you have learned; for the successful student, plagiarism must be avoided always. After all the time spent listening to lectures, reading, and researching, why not ensure all your written work is original? Creating your own work gives you the opportunity to express yourself authentically and allows you to showcase all you have learned.

When students hear the term "plagiarism," they might be quick to think of the illegal nature of a crime or of a devious or lazy student. For example, a student might look to copying a friend's paper or supplementing her own work with selections from an online source in a time crunch or when she may not have done enough research. This is clearly plagiarism. However, students may also commit plagiarism unknowingly.

What exactly is plagiarism? During your time as a student and throughout your life as a professional, you will probably write papers, presentations, and other projects that will include a host of the source material, which is work written by other authors, helping you illustrate your point. Including outside sources in addition to your own thoughts within your work helps lend credibility to your work and demonstrates your research ability.

Whether you are using information from books, articles, websites, or even movies, you must provide a proper citation for each source you use. It is your obligation – legally and ethically to give credit to the original author of each source you work from. Citation means giving the original author credit for their ideas and words.

Plagiarism can take many forms, including the failure to cite quotations and borrowed ideas, the failure to enclose borrowed language in quotation marks, and the failure to put summaries and paraphrases in your own words. Let's examine each of these examples and look at a few others.

Paraphrasing is the act of putting an author's words into your own words. Usually, this is done in the hope of simplifying or shortening the original information. Good paraphrasing demonstrates your understanding of the material, goes beyond inserting synonyms for original words, and includes a citation of the original work. A citation gives credit to your original source either by listing the author's name, the work from which the material came, and the page number, or a combination of this information, depending on which style guide you're working with (style guides include APA, CMS, and MLA format).

While paraphrasing can be useful, try not to use it as a crutch in your own writing. Remember your instructor wants to know what you have learned, so thoughtful commentary on the author's work is probably better than rephrasing what he or she has already said. Assignments are designed to showcase your knowledge, so put your knowledge in your own words and show us what you've got!

While turning in an old paper for a new course is not the same as taking someone else's material from the Internet and passing it off as your own, you're still plagiarizing. Some constructive ways to handle this situation include writing a fresh paper in which you cite your previous document or by talking with your instructor about how you might rework the first paper to create a new paper.

Keep the lines of communication open with your instructors so if you do have any doubts about the integrity of your work, he or she can point you in the right direction.

A word to the wise – plagiarism is a serious offense! Depending on the policy of your company, instructor, or school, it could result in failing the assignment, suspension, or termination from school or work.

In addition, technological advances have made it much easier for instructors to detect plagiarized work. For example, some instructors use fraud detection applications such as Turn It In, which instantly scans written work for violations. Avoid the trouble and stick to your own work!

To recap, the best policy for avoiding plagiarism is better safe than sorry. If you think you might have paraphrased something too closely, stay on the safe side and cite the author and text. Make sure you always understand the assignment and the guidelines your instructor wants you to follow, such as style manual practices for citing references. Also, remember to proofread carefully and make sure all your quotations are properly punctuated.

Your instructor is more interested in discovering what you have learned – your thoughts are what make your work important! If caught plagiarizing, the punishment may be severe, so stay on track to becoming a successful student and expressing yourself authentically.

Citation Assistance

If you are unsure of how to cite your sources or materials from which you are paraphrasing or quoting information, there are many websites that can help.

Purdue Online Writing Lab (OWL)

The Purdue OWL is one of the most popular, and instructor approved, website for citation. DCI encourages students to use APA format when citing work. Below is the link to the site to help with both in-text citations (those in the body of your paper and are simpler in format) and references (full citation of referenced material).

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Knight Cite

Calvin College has a website where you can input information from a website, book, or other materials and it will help generate the citation you need to use.

https://www.calvin.edu/library/knightcite/?standard=APA

Substantive Initial DQ Responses

<u>The following is an example of grading discussion questions if each DQ is worth 20 points.</u> The first 10 points are for your initial response to each discussion. The next 10 points are for your comments/responses to your classmates' responses. One original post explaining and answering the discussion questions and two substantive replies are required for each discussion posted.

Make sure all posts are in full sentences, use capital letters at the beginning of your sentences, and watch out for spelling!

Make sure to read the directions for each DQ, as what will be required to answer the DQ changes question by question and course by course. Sometimes, you may have to refer to the reading you completed. Other times, you may have to go to a website or look up additional information on the topic. Some DQs may have multiple parts, so make sure you answer all aspects of the DQ. Good DQs are often a minimum of 150 words to fully answer the question.

Examples of how to reply include:

- Share a related experience

- Offer a different perspective

- Describe an interesting idea from the lessons or presentations and what you learned

- Disagree, respectfully, with a point other have made

- Apply the topic to your personal or professional life

- Describe additional information you have learned about the topic from your own research

- Share current events based on the topic but make sure you cite the information

- Share other resources or organizations you have found discussing the same topic

Sample DQ Directions

In your reading for this week, you learned what plagiarism is and how to avoid plagiarizing others' work. In 150 words or more, discuss why avoiding plagiarism is important and what steps you will take when writing papers to ensure you do not plagiarize.

Sample DQ Response

I knew plagiarizing was using someone else's words or ideas and stating them as if they were my own, but one new thing I learned about plagiarism was that you can plagiarize yourself! I had no idea that if I wrote a paper for one course and then used the same paper in another course that I was

plagiarizing myself. Although I have never done so, I do know others who have used the same paper twice and now I can talk to them about how doing so is a form of cheating.

I do think I may have committed "accidental plagiarism (paraphrasing someone else's words too closely and not realizing credit needed given since it isn't a direct quote)" (Textbook Author, Year). I know I have read something and put it in my own words thinking I was correct, but I didn't know that even if I wasn't directly quoting information that I needed to cite the author's information. In the future, I know to include a citation any time I am using ideas I found somewhere else.

To ensure I do not plagiarize in the future, I will write down the website or book information from sources I research so I can include them in my assignments. If I do paraphrase something, I will compare what I wrote against the original information I found to make sure I am not directly quoting and make sure I have paraphrased the information well enough. If I find I need to add quotation marks I will do so, or I will paraphrase the information more in my own words.

Understanding what plagiarism is is important for both the rest of my schoolwork to make sure I am not cheating, but it is also important in my career for my own credibility.

Understanding why this is a "good post"

The post above is over 150 words and addresses what I learned about plagiarism, why it's important to avoid plagiarism, and steps I will take in the future. Since this meets the minimum, addresses all aspects of the directions, and is written in full sentences and spell-checked, this response would receive FULL CREDIT.

Substantive Peer Replies

A substantive reply is a well thought out statement or response to your peers pertaining to the subject. The reply should be 2 - 3 sentences and should be more than "good job" or "I agree." You should point out specific ideas to respond to your peers.

In order to see what good peer replies may be, see the below examples of students replying to the sample DQ written by the first student in the prior section.

Sample Substantive Responses

Peer 1: Your description of how you will avoid plagiarism was well written. I hadn't thought about comparing what I wrote to the original source to make sure I wasn't plagiarizing. I will take your advice and make sure I compare my assignments where I cite information to the original source as well to make sure I don't plagiarize.

Peer 2: Good job. Ur response was nice.

Peer 3: I have also known friends who have plagiarized but have done so knowingly. I know it can be "easier" to copy/paste information from a website instead of writing your own responses but doing so doesn't show what we have learned. I think instructors want to know what we learned and not what we can find, so making sure we don't copy/paste is also important.

Understanding Good Posts

Notice how Peers 1 and 3 add to the conversation, have at least 2-3 sentences, and are spell-checked. Peer 2 may have two sentences but notice how the first is "good job" which is a no-no like "I agree." The second sentence doesn't add to the conversation and includes a misspelled word: "ur" should be "you are."

Grading

While each course will include specific rubrics or scoring guides for assignments, in general, the below will help you understand how different parts of your grade are calculated. The overall grade weights differ slightly for courses with lab work versus courses without, so make sure you know if your course includes lab hours or not.

*Please always look at the syllabus for your course for the official grade weights for your courses. The below are examples.

Participation and Attendance

For online courses, your Discussion Questions fulfill the participation and attendance part of your grade. For lecture only courses, this part of the grade is 40% of the overall grade. For courses with lab work, this part of the grade is 20% of the overall grade. Either way, notice how important completing your DQs will be.

DQs are worth up to 20 points each.

DQ Criterion	Total Points = 20
Original Response: To receive full credit must be posted on time, answer all parts of the directions, and be well written. Your post must also be original	Up to 10 points
Substantive Peer Response 1: To receive full credit you respond to at least one other peer with 2-3 sentences and with more than "Great Idea" or "I Agree."	Up to 5 points
Substantive Peer Response 2: To receive full credit you respond to at least a second peer with 2-3 sentences and with more than "Great Idea" or "I Agree."	Up to 5 points

In addition to DQs, you may also have synchronous (at the same time) video calls using Collaborate. These sessions are mini-lectures and help answer questions you and other students may have. These sessions are mandatory and count toward your grade as well.

Assessments

Assessments are usually quizzes and/or tests found in your courses or in the publisher materials linked to your course. For lecture only courses, this part of the grade is 40% of the overall grade. For courses with lab work, this part of the grade is 45% of the overall grade. These assessments are often scored by the website, as they include multiple choice, matching, or other types of questions with answers that are either right or wrong. In some cases, you may have to respond to short answer or essay questions your instructor will grade. In these instances, you instructor will post on how grading will occur.

Homework

Homework comes in many forms: papers, essays, research reports, worksheets, and many other types of work that may be requested. For lecture only courses, this part of the grade is 20% of the overall grade. For courses with lab work, this part of the grade is 10% of the overall grade. Students may use the following as a guideline for how assignments may be graded. More specific grading rubrics or scoring guides may be found in individual courses. The exact points are not listed below as each assignment may be worth a different number of points.
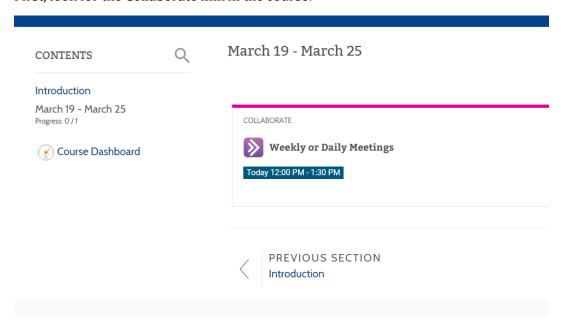
Assignment Criterion	% of Points Earned
Composed Correctly: To receive full credit must be posted on time, grammar and spelling correct, citations included if needed, and formatted properly.	10% of points
Demonstration of Thought: To receive full credit you show depth and scope of writing by thinking through the topic carefully and thoroughly.	40% of points
Conceptual Understanding: To receive full credit you use terms and concepts from textbook and lecture and demonstrate and understanding of the material. You make sure you do not plagiarize and cite work where appropriate.	50% of points

Labs

In some courses, you will complete either online lab activities, or, if you are in the online version of Medical Assisting or in a hybrid program, you will come to campus for hands-on labs. For lecture only courses, this part of the grade is 0% of the overall grade – as there are no labs in lecture courses. For courses with lab work, this part of the grade is 25% of the overall grade. Labs are either graded in the system itself or by an instructor using a competency guide.

Collaborate

Instructors will use a feature called Collaborate to host synchronous (everyone at the same day/time) video calls. First, look for the Collaborate link in the course:

You will then see a green box with Join session: click this green link. If there is no green link, you may be logged in too early or too late to join the session. If you are there at the correct time and you do not see a green link, contact your instructor.
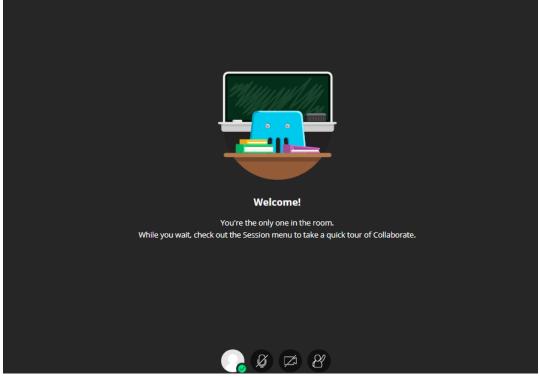

Once you are in Collaborate, buttons are located at the bottom of the screen:

- The Microphone allows you to mute or unmute yourself.
- The Video Recorder allows you to show your camera or turn it off.
- The Person with the raised hand allows you to show your instructor you have a question.

Frequently Asked Questions

How do I improve my grade?

The biggest task for online students is merely turning in work and turning it in on time. Students are encouraged to set aside time each day as if they were attending class at the school to work on their online assignments and discussions. Submitting assignments by the deadline is the best way to ensure success. However, students who find themselves behind may benefit from the following ways of improving grades:
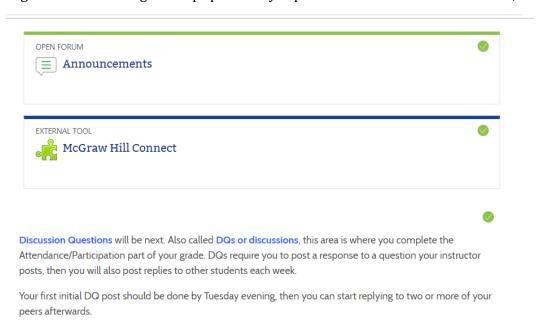
- Submit all work by Sunday at 11:59pm to avoid point deductions.
- Contact your instructor to open closed assignments to receive partial credit within seven (7) days of the original due date.
- For each required Discussion Question, respond to your peers at least twice with substantive posts (more than just "I agree").

How do I check my grades?

Go to the LMS gradebook for current term grades and in your Student Portal to look at your transcript for prior terms.
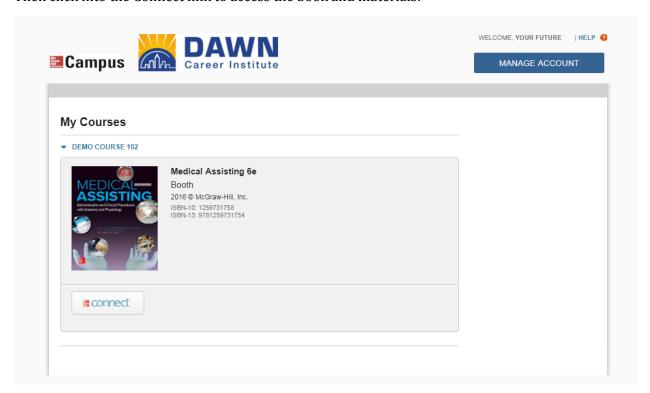
How do I access Connect and Other McGraw-Hill Content?

Log into the LMS using the steps previously explained. Once in the course desired,

OPEN FORUM
☰ Announcements ✓

EXTERNAL TOOL
🧩 McGraw Hill Connect ✓

✓

Discussion Questions will be next. Also called DQs or discussions, this area is where you complete the Attendance/Participation part of your grade. DQs require you to post a response to a question your instructor posts, then you will also post replies to other students each week.

Your first initial DQ post should be done by Tuesday evening, then you can start replying to two or more of your peers afterwards.
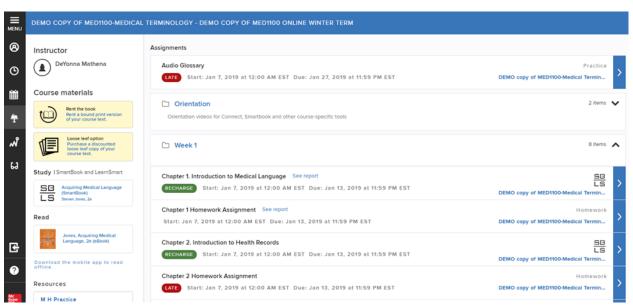
Click on the external tool – looks like a puzzle piece!

Then click into the Connect link to access the book and materials:

You should now see your McGraw-Hill course information:

If this is your first time going into Connect, you may be asked to sign up for a McGraw-Hill account. After you sign up, you will be able to access the course and see the above.

Success