Professional Skills Institute

STUDENT HANDBOOK 2025

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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

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.

Resource Center Information

The Resource Center hours are Monday through Friday from 8 a.m. to 8 p.m. to all currently enrolled students for reading and quiet studying.

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.

The Resource Center 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 Any student found misusing the internet will be denied access to the internet, and depending on the misuse, withdrawn from his/her program.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 Resource Center also has Wi-Fi for use with personal laptops. Computers should be used only for school and educational purposes. All Resource Center 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

Students will access their courses through the learning management system. PSI's is hosted through Canvas.

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. Students 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 prior 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
PSI is a tobacco-free facility. Smoking is only allowed in designated outdoor areas of the school buildings. Use of tobacco of any kind, including electronic cigarettes or other vaping mechanisms, is not permitted within the school. Smoking in non-designated areas is a violation of the school's code of conduct.

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. For specific information about attendance in lab and clinicals, please see your syllabus other documents directly related to the course.

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.

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.

Make-Up Testing
PTA Program Make-Up Testing
While the syllabus details the late work policies for courses, the following details policy for make-up testing in the 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).

Pre-licensure Nursing Programs Make-Up Testing
Students are only allowed one missed exam per class per quarter. If there is no documented excuse for the absence of the exam and/or the student fails to notify the instructor of their absence prior to the start of class, the student will receive a 20% reduction on their maximum grade. An alternate testing format may be utilized for make-up exams. The exam must be made up within 1 week of the original missed exam. If not made up within 1 week, a zero will be entered for the exam grade. Exams must be made up in the testing center during the designated times.

Final examinations cannot be made up or taken early. Students experiencing extenuating circumstances must contact their instructor or Program Director prior to exam day. Exceptions will be made for the 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. Questions should be addressed to the specific Program Director.

Bachelor Science in Health Sciences

Goals for the BSHS Program

- The roles and responsibilities of health care clinicians require commitment to ethical practice grounded in research and practiced in the context of a diverse society.

Terminal Objectives for Graduates of the BSHS Program
Graduates of the Bachelor of Science in Health Sciences will demonstrate:

- Foundational knowledge in the biological sciences and social sciences with application to clinical practice.
- Basic research and statistical knowledge to apply clinical reasoning and evidence-based practice to clinical practice.
- Advocacy for culturally relevant health promotion, wellness, and health care for all members of society.

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 Professional Behaviors

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 FUNCTIONS OF A PHYSICAL THERAPIST ASSISTANT

The following information is provided to assist the student in better understanding the demands of the PTA program and profession, and the abilities needed to successfully and safely complete the classroom, laboratory, and clinical competencies of the curriculum.

1. **Communication:** The student must be able to read, write, see, speak, and hear and interpret both written and verbal communication in English. The student must be able to communicate effectively, appropriately, and sensitively with patients and health care providers.
2. **Motor**: The student must be able to perform complex motor skills necessary to provide therapeutic intervention and emergency treatment to patients and possess the necessary physical strength to transfer, ambulate, and reposition patients safely. The student must have sufficient gross and fine motor functions to assess patients through palpation and manual muscle testing.
3. **Observation:** The student must be able to observe and interpret signs and symptoms visually, auditory, and tactilely for the purpose of appropriate assessment and treatment. Appropriate observation skills will enable the student to discern normal from abnormal in order to determine a safe and appropriate course of action.
4. **Intellectual/Analytical:** The student must be able to measure, calculate, reason, analyze and evaluate and synthesize demands of a physical therapist assistant and need to be performed in an efficient and timely manner. The student should also be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.
5. **Behavioral:** The student must be able to function effectively under stress and in changing educational and work environments with appropriate professional behaviors. The exercise of sound, professional judgment and the ability to be flexible are also necessary. Common sense, compassion, integrity, honesty, sincere concern and respect for others, interpersonal skills and self-motivation are all qualities necessary for success in the physical therapy profession.

The working PTA must be capable of long periods of concentration in selecting correct techniques, equipment, and safety measures to assure maximum care and safety of the patient. Therefore, the student must be able to exercise independent judgement under both routine and emergency conditions. A person abusing alcohol or conscious-altering drugs could not meet these criteria. The following core performance standards have been adopted by the PTA program. Admission to and progression in the PTA program are not based on these standards but should be used to assist the student in determining whether accommodations or modifications are necessary. If a student believes that one or more of the standards cannot be met without accommodation or modification, the student should contact the school's Section 504 Coordinator.

In addition to the abilities listed above, the following learning and psychomotor skills will be required to be demonstrated:

Cognitive Learning Skills: the student must be able to demonstrate the following abilities:
1. Retain and use information in the cognitive, psychomotor, and affective domain in order to treat patients.
2. Perform a physical therapy assessment of a patient's posture and movement including analysis of physical, biomechanical, and environmental factors in a timely manner, consistent with the acceptable norms of all clinical settings.
3. Use information to execute physical therapy treatment in a timely manner appropriate for the problems identified and consistent with the acceptable norms of all clinical settings.
4. Reassess the treatment plan as needed for effective and efficient management of physical therapy problems in a timely manner, consistent with the acceptable norms of all clinical settings.

Affective Learning Skills: the student must be able to demonstrate the following abilities:
1. Demonstrate appropriate affective behaviors and mental attitudes in order to not jeopardize the emotional, physical, mental, and behavioral safety of patients and other individuals with whom one interacts in the academic and clinical setting and to follow the ethical standards of the American Physical Therapy Association.
2. Cope with the mental and emotional rigors of a demanding educational program in physical therapy that includes academic and clinical components that occur with set time constraints and often concurrently.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients.

Psychomotor Skills: the student must be able to demonstrate the following skills:
1. Standing and/or walking up to seven hours throughout an eight and/or 12-hour shift.
2. Bending, crouching, or stooping several times per hour.
3. Lifting and carrying a minimum of 30 pounds several times per hour.
4. Lifting and moving up to a 300 lb. patient in a 2 to 3-person transfer.
5. Reaching overhead, above the shoulder at 90 degrees.
6. Pushing and/or pulling objects and equipment weighing up to 300 lbs.
7. Utilizing eyesight to observe patients, manipulate equipment and accessories.
8. Hearing to communicate with the patient and health care team.
9. Utilizing sufficient verbal and written skills to effectively and promptly communicate in English with the patient and healthcare team.
10. Manipulating medical equipment and accessories, including but not limited to switches, knobs, buttons, and keyboards, utilizing fine and gross motor skills.
11. Performing the assigned training related tasks/skills responsibilities with the intellectual and emotional function necessary to ensure patient safety and exercise independent judgment and discretion.
12. Utilizing the above standards/functions to respond promptly to the patient needs and/or emergency situations.

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 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. 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.

Site Coordinator of **C**linical **E**ducation (**SCCE**) 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 SCCE to supervise and evaluate the activities of the PTA students assigned by the SCCE.

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 SCCE.
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.

SCCE
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 SCCE.

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 SCCE 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 Programs Mission Statement

The Nursing Programs at Professional Skills Institute prepare competent graduates to provide safe, quality, ethical, and evidence-based nursing care to diverse populations within healthcare systems in the community and beyond. Through an opportunity for continued baccalaureate education, graduates gain a greater understanding of professional nursing roles within an interdisciplinary, collaborative healthcare system, inspiring a commitment to lifelong learning.

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.

Pre-licensure 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.

Conceptual Model/Threads for the Pre-licensure 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

Nursing Programs Healthcare Requirements

PN Program 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 Immunization record or Titers Influenza vaccination (during flu season)	Week 6 of the First Quarter

LPN to RN Bridge Program Requirements for Clinical

Requirements to be completed	Due Date
Background check BLS/CPR certification 5 panel drug screen Health physical exam PPD Immunization record or Titers Influenza vaccination (during flu season)	Required for acceptance into the program.

RN to BSN Program Requirements for courses with a clinical component

Requirements to be completed	Due Date
Background check BLS/CPR certification 5 panel drug screen Health physical exam PPD Immunization record or Titers Influenza vaccination (during flu season)	Prior to clinical placement

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.

RN to BSN Degree Completion Program

Program Description

The Bachelor of Science in Nursing Program at Professional Skills Institute will equip current Registered Nurses to meet society's needs in a rapidly changing healthcare environment through the advancement of academic preparation. The requisite coursework, based on principles of constructivism and adult learning theory, will prepare students to function as professional nurses and members of the healthcare team in a variety of settings.

Goals for the RN to BSN Degree Completion Program
- Facilitate integration of liberal education within the framework of professional nursing education.
- Foster the values of respect, integrity, excellence, teamwork, and dedication in the role of the registered nurse.
- Provide graduates who are prepared to safely perform the role of a registered nurse in a variety of healthcare settings and with diverse populations.
- Enhance nursing practice through the development and application of critical thinking, clinical reasoning, clinical judgment, evidence-based practice, leadership skills, and the scholarship of practice and discovery.
- Foster a desire and the responsibility to pursue life-long learning.

Conceptual Framework and Model

Quality and Safety Education for Nurses (QSEN) combined with a liberal education in the arts and science provides the baccalaureate graduate nurse with the tools needed to be leaders in the profession of nursing and provide safe, quality, and holistic care in an ever-changing healthcare delivery system. The QSEN competencies of patient-centered care; teamwork and collaboration; evidence-based practice; safety; quality improvement; and informatics, combined with leadership skills and a commitment to upholding professional nursing values and standards of practice, serve as a basis for consistent performance expectations across academic and practice settings.

RN to BSN Program Outcomes

Graduates of the Bachelor of Science in Nursing program will be able to:

1. Integrate knowledge gained through liberal education to contemporary, professional nursing practice in the context of a diverse society.

2. Provide patient-centered, compassionate, and safe nursing care based on research evidence, clinical expertise, and patient/family values.

3. Assess the role of the nurse leader in quality improvement, facilitation of teamwork and collaboration; and creation of a healthy work environment, to maximize safe and high-quality healthcare.

4. Evaluate information technologies, information management tools, and communication technologies to support clinical decision-making, care coordination, and error prevention.

5. Examine the influence of health care policy, finance, and regulatory environments on quality healthcare.

6. Integrate leadership skills and professional nursing values, including legal and ethical implications, clinical reasoning, evidence-based practice, and commitment to continuous professional development to promote quality health outcomes.

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 Clinical Skills

PSI LPN to RN Bridge 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 Registered 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. The RN scope of practice encompasses all the skills acquired during the PN program, while also delving deeper into areas specific to registered nursing. Key components include:

- Blood administration
- IV push medications
- IV drip management
- Care for complex or unstable patients
- Advanced critical thinking and clinical judgment

This comprehensive approach ensures a thorough understanding and application of essential nursing competencies. The Registered 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.

Practical Nurse

Goals for the Practical Nurse Program

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

Terminal Objectives for Graduates of the Practical Nurse Program (End of Program Outcomes)

- Demonstrates knowledge of nursing concepts based on physical and behavioral sciences.
- 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.
- Demonstrates accountability and responsibility for adhering to the high standards set forth for nursing practice by the Ohio Nurse Practice Act.
- 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.
- Applies Orem's Self-care Deficit theory while delivering patient care that leads to engagement of critical thinking and patient-centered care decisions.
- Applies the nursing process while delivering care to patients and families.
- Demonstrates professionalism 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 patients 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.

Technical Support

Students needing technical assistance should contact support@proskills.edu for questions about email, the PSI website, and on campus technical questions. Students needing technical assistance with online courses may also email support@proskills.edu. If questions are about course content, students should reach out to the instructor first.

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.
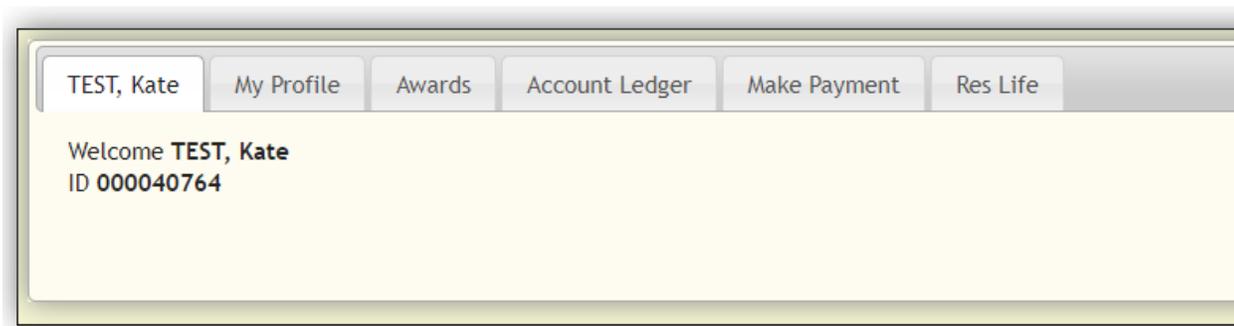
Go to https://proskills.cloud/application.

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.

ACCOUNT LEDGER

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

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.

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.

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

Personal Info:

First Name: Kate   Last Name: TEST
Address: 123 My way
City: Newark   State: DE   Zip: 19802   Country:
Email: bill.lonsinger@educationev
Enrollment: PN - Practical Nurse - Pending Application

Payment:

Credit Card Number:
CVV Code:
Expiration Date: 01 / 2021
Amount:
Term: Select...

Submit Payment

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

The Learning Management System (LMS) is Canvas Instructure. All course materials, including the syllabus, assignments, and learning resources are located in Canvas. You will be enrolled in your courses by the Registrar each quarter. To log in to Canvas, you will use Single Sign-On (SSO) from your Microsoft Office 365 account.

ACCESSING MICROSOFT 365

To get started, from your computer: *(We recommend using Google Chrome as your browser)*
1. Open Google Chrome, type www.office.com and hit enter.
2. You will then be prompted to enter your email and password
3. Once you are logged into Microsoft 365 you will see the school logo and your name
4. Along the left are all your web apps that you will use, ie. Outlook, Word, Excel, Power Point & OneDrive

ACCESSING YOUR CANVAS APP

To access your Canvas app for the first time after logging into Microsoft 365:
1. Select the Apps icon, which is located on the left navigation right above Outlook
2. Select the Canvas icon to launch your Canvas application and access your courses. You may be asked to confirm your Microsoft credentials on your first visit
3. Canvas has now launched and you are ready to work on your courses
4. The next time you log into Microsoft 365, you will see the Canvas app listed with your other apps by selecting the small waffle in the top left
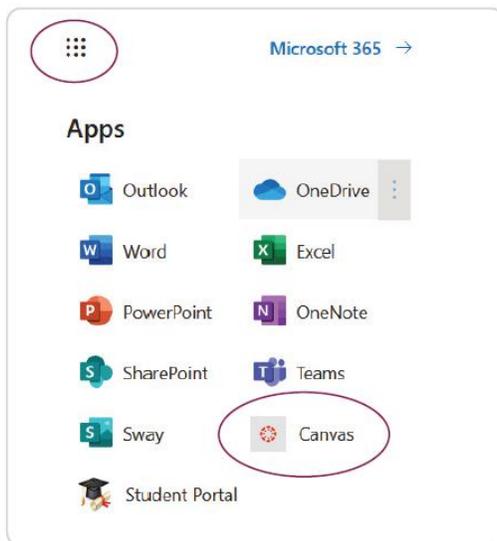
Orientation
All students should complete the orientation prior to taking courses online. The orientation consists of logging in to the PSI Passport - Canvas Student Orientation training course.

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