



*Stay Near.*



*Go Far.*

**STUDENT HANDBOOK**  
**July 1, 2022**

# **Student Handbook 2022**

## **Student Handbook Table of Contents**

<b>Chapter 1: General Information .....</b>	<b>21</b>
1.1 – Introduction .....	21
1.2 – About Hodges University .....	21
1.3 – Americans with Disabilities Act (ADA) of 1990 .....	22
1.4 – Notice of Nondiscrimination .....	22
1.5 – Tips for Success .....	22
<b>Chapter 2: Student Services Offices .....</b>	<b>24</b>
2.1 – Office of Admissions.....	24
2.2 – Office of the Registrar .....	24
2.2.2 – General Description .....	24
2.2.2 – Orientation .....	25
2.2.3 – Career Services.....	25
2.2.4 – Student Accommodations.....	25
2.3 – Office of Financial Aid .....	26
2.4 – Office of Student Accounts .....	26
2.5 – Office of Auxiliary Services.....	26
2.5.1 – General Description .....	26
2.5.2 – Student Copy/Printing Services.....	26
2.5.3 – Textbook Solutions.....	27
2.6 – Dr. Peter Thomas Veterans Services Center .....	27
2.6.1 – General Description .....	27
2.6.2 – Veterans Benefits .....	28
2.7 – Library .....	28
2.7.1 – Library Services .....	28
2.7.2 – Tutoring Services.....	28
2.8 – Information Technology Department .....	28
2.9 – Office of Campus Safety .....	29
2.10 – Office of First Impressions .....	29
2.11 – Alumni Network .....	29
<b>Chapter 3: University Policies .....</b>	<b>30</b>

3.1 – ID Card Policy .....	30
3.2 – Student Identification Policy .....	30
3.3 – Address Changes .....	30
3.4 – Tobacco Policy.....	30
3.5 – Drug and Substance Abuse Policy .....	30
3.5.1 – Policy .....	31
3.5.2 – Sanctions .....	31
3.6 – Condolences Policy .....	31
3.7 – Endorsements Policy.....	31
3.8 – Pet Policy.....	31
3.9 – Guests and Children on Campus Policy.....	31
3.10 – Event Policy .....	32
3.10.1 – General Policies.....	32
3.10.2 – Events with Alcohol.....	32
3.11 – Soliciting Policy.....	33
<b>Chapter 4: Student Conduct Policies .....</b>	<b>34</b>
4.1 – Student Behavior Standards .....	34
4.1.1 – General Standards.....	34
4.1.2 – Student Disciplinary Procedures .....	35
4.1.3 – Complicity.....	36
4.1.4 – Failure to Comply .....	36
4.1.5 – False Information .....	36
4.1.6 – Fraud .....	36
4.1.7 – Interference with Investigations and Proceedings .....	36
4.2 – Academic Honesty Policy .....	37
4.2.1 – Introduction .....	37
4.2.2 – Purpose .....	37
4.2.3 – Definitions .....	38
4.2.4 – Sanctions .....	39
4.2.5 – Reporting the Breach .....	39
4.2.6 – Grading Consequences and Sanctions .....	40
4.2.7 – Academic Standing.....	40
4.2.8 – Administrative Sanctions .....	40

4.2.9 – Appeal Process .....	41
4.3 – Sexual Misconduct Policy Statement .....	41
4.4 – Cellular Phone Policy.....	41
4.5 – Personal Appearance, Dress, and Hygiene Policy .....	42
4.6 – Littering Policy.....	42
4.7 – Transportation Policy .....	42
4.8 – Faculty Recommendations Policy .....	42
<b>Chapter 5: Title IX .....</b>	<b>44</b>
5.1 – Title IX Grievance Procedure.....	44
5.1.1-Preamble.....	44
5.1.2- General Definitions .....	44
5.1.3- Prohibited Conduct .....	45
5.1.4-Privacy and Confidentiality .....	46
5.1.5- Where to Report Sexual Misconduct.....	47
5.1.6-Supportive Measures.....	47
5.1.7- Emergency Removal .....	48
5.1.8- Disability Accommodation .....	49
5.1.9- Informal Resolution Process .....	49
5.2-Filing a Formal Complaint .....	51
5.2.1-Dismissal of Charges .....	52
5.2.2-Investigation Procedures .....	52
5.2.3-Hearing Procedures .....	54
5.2.3 Notice of Outcome .....	58
5.2.5 Appeals.....	58
5.2.6-Clery Act Compliance.....	59
5.2.7-Coordination with other policies .....	59
5.2.8-Designation of Authority .....	60
5.2.9-Training .....	60
5.2.10-Policy Enforcement.....	60
<b>Chapter 6: Student Information Technology Policies .....</b>	<b>62</b>
6.1 – Introduction .....	62
6.1.1 – General Description .....	62
6.1.2 – System Abuse .....	63

6.1.3 – Harassment .....	63
6.2– Student Identification Policy .....	63
6.2.1 – General Description .....	63
6.2.2 – Responsibilities.....	63
6.2.3 – Unauthorized Access.....	64
6.2.4 – Termination and Review of Individual Access.....	64
6.3 – Copyright, Intellectual Property, and Software Use .....	64
6.3.1 – General Description .....	64
6.3.2 – Policy .....	65
6.3.3 – Use of Licenses Software .....	65
6.4 – Peer-to-Peer and File Sharing .....	66
6.4.1 – General Description .....	66
6.4.2 – Policy .....	66
6.4.3 – Liability .....	66
6.4.4 – Disruption of Services .....	66
6.5 – Streaming Media .....	67
6.6 – Student Usage of Electronic Communication Resources.....	67
6.6.1 – General Description .....	67
6.6.2 – Acceptable Use of Canvas .....	68
6.6.3 – Acceptable Use of Email.....	68
6.6.4 – Limits .....	68
6.6.5 – Specific Prohibitions.....	68
6.6.6 – Account Removal/Termination .....	69
6.6.7 – Responsibilities.....	70
6.6.8 – Copyright.....	70
6.6.9 – Violation .....	70
6.6.10 – Privacy .....	70
6.6.11 – Risk and Liability.....	70
6.7 – Passwords.....	71
6.7.1 – General Description .....	71
6.7.2 – Policy .....	71
6.7.3 – Password Handling.....	71
6.7.4 – Password Composition.....	71

6.7.5 – Responsibilities.....	72
6.8 – Requesting Information Technology Assistance .....	72
6.9 – Computer Classroom Usage .....	72
6.10 – Student Wi-Fi Usage.....	73
6.10.1 – General Description .....	73
6.10.2 – Monitoring and Enforcement .....	73
6.11 – Student Laptop Lending Program .....	74
6.11.1 – General Description .....	74
6.11.2 – Policy .....	74
6.11.3 – Laptop Setup .....	75
6.11.4 – Laptop Maintenance .....	75
6.12 – Information Technology Violations.....	75
6.12.1 – General Description .....	75
6.12.2 – Investigation.....	75
<b>Chapter 7: Student Health Policies.....</b>	<b>77</b>
7.1 – Immunization Policy .....	77
7.2 – Illness Policy .....	77
7.3 – Insurance.....	78
7.4 – Substance Abuse Awareness.....	78
7.4.1 – General Description .....	78
7.4.2 – Drug Prevention Program .....	78
7.4.3 – Drug Education and Treatment Programs .....	79
7.4.4 – Fort Myers Area Resources .....	79
<b>Chapter 8: Student Rights and Responsibilities .....</b>	<b>80</b>
<b>8.1 – Student Rights and Responsibilities .....</b>	<b>80</b>
8.2 – Student Rights Concerning Educational Records .....	81
8.3 – Student Rights Concerning General Data Protection Regulation (GDPR).....	82
8.3.1 – General Description .....	82
8.3.2 – What is “Personal Data” and “Processing”? .....	82
8.3.3 – How and When Do We Collect Your Personal Data? .....	83
8.3.4 – The Types of Personal Data We Collect .....	83
8.3.5 – How We Use Your Personal Data .....	83
8.3.6 – Why We Process Your Personal Data.....	84

8.3.7 – How We Share Your Personal Data .....	85
8.3.8 – Your Rights with Respect to Your Personal Data .....	85
8.3.9 – Questions/Concerns/Complaints .....	85
8.3.10 – Relevant Hodges Contacts .....	86
8.4– Student Grievance Policy .....	86
8.4.1– General Definition .....	86
8.4.2 – Grievance Definition .....	86
8.4.3 – Definition of Formal and Academic Grievances.....	86
8.4.4 – Informal Grievance Resolution .....	86
8.4.5 – Formal Grievance Procedure .....	87
8.4.6 – Formal Grievance Committee Procedure .....	88
8.4.7 – Appeals.....	88
8.4.8 – State Authorization Reciprocity Agreement (SARA) .....	88
<b>Chapter 9: Student Financial Resources .....</b>	<b>89</b>
9.1 – Financial Aid .....	89
9.1.1 – General Description .....	89
9.1.2 – Federal Pell Grant.....	89
9.1.3 – Federal Supplemental Educational Opportunity Grant (FSEOG) .....	89
9.1.4 – Federal Direct Student Loans.....	90
9.1.5 – Direct PLUS Loans (Parent & Graduate).....	90
9.1.6 – Federal Work-Study Program.....	90
9.1.7 – Florida Effective Access to Student Education (EASE) Grant .....	91
9.1.8 – Florida Student Assistance Grants (FSAG) .....	91
9.1.9 – Verification Policy.....	91
9.1.10 – Hodges University Department of Defense (DoD) Tuition Assistance Policy .....	92
9.2 – Scholarships .....	92
9.2.1 – General Description .....	92
9.2.2 – General Eligibility Requirements.....	92
9.2.3 – Selection Process.....	93
9.2.4 – ICUF Scholarships .....	93
9.2.5 – Criteria for consideration .....	94
9.2.6 – Named Scholarships.....	94
9.2.7 – Hawks Fund Scholarship.....	94



9.2.8 – Presidential Scholarships .....	95
9.2.9 – Outside Scholarships .....	95
<b>Chapter 10: Student Activities .....</b>	<b>96</b>
<b>Chapter 11: Campus Safety.....</b>	<b>97</b>
11.1 – Fire Drill or Fire Alarms .....	97
11.2 – False Alarm or Endangering the Safety of Others.....	97
11.3 – Severe Weather .....	97
11.4 – Security.....	98
11.5 – Firearms and Weapons .....	99
11.6 – Bomb Threats.....	99
11.7 – Breaking and Entering.....	99
11.8 – Theft or Unauthorized Possession .....	99
11.9 – University Liability.....	99
<b>Appendix 1: Physical Therapist Assistant Program Handbook .....</b>	<b>100</b>
<b>Chapter 1: Program Description, Policies, and Procedures .....</b>	<b>104</b>
1.1 – Program Description .....	104
1.2 – Accreditation.....	104
1.3 – Mission Statements/Program Goals .....	105
1.3.1 – PTA Program Mission Statement .....	105
1.3.2 – Hodges University PTA Program/Faculty goals .....	105
1.3.3 – PTA Program Graduate Goals .....	105
1.4 – Physical Therapist Assistant Program Curriculum Plan Philosophy .....	105
1.5 – Informed Consent/Consent to Participate .....	106
1.6 – Complaints by Students .....	106
1.7 - Changes in PTA Program.....	106
1.8 – Federal and State Level 2 Background/Drug Tests: .....	107
1.9 – Health Requirements .....	108
1.10 – Health Status Change .....	108
1.11 – Pregnancy Policy .....	108
<b>Chapter 2: Academic Standards and Guidelines .....</b>	<b>109</b>
2.1 – Learning Strategies.....	109
2.2 – PTA Program Requirements and Conduct .....	109
2.3 – Program Advancement .....	110

2.4 – Unable to Advance .....	110
2.5 – Dismissal from the Program.....	111
2.6 – Reinstatement.....	112
2.7 – Remediation/Retention .....	112
<b>Chapter 3: Classroom and Laboratory Guidelines .....</b>	<b>113</b>
3.1 – Competency Assessments.....	113
3.2 – Skills Check .....	113
3.3 – Practical Examination.....	113
3.3.1 – Practical Exam Guidelines .....	113
3.3.2 – Practical Exam Re-Take Guidelines.....	114
3.4 – Classroom and Lab Attendance .....	115
3.5 – Laboratory Safety and Guidelines .....	115
3.5.1 – Informed Consent.....	116
3.5.2 – Lab Attire .....	116
3.5.3 – Lab Safety .....	116
3.5.4 – Laboratory Usage .....	117
<b>Chapter 4: Clinical Education Guidelines .....</b>	<b>118</b>
4.1 – Clinical Internship General Information.....	118
4.2 – Curriculum Timeline .....	118
4.3 – Acquisition of Clinical Education Experiences and Clinical Site Selection.....	118
4.4 – Assignment of Students to Clinical Sites .....	119
4.5 – General Requirements Prior to Clinical Internship .....	119
4.5.1 – Student Level of Performance .....	119
4.5.2 – Safety.....	120
4.5.3 – Medical Requirements and Documents.....	120
4.5.4 – Annual Tuberculosis (TB) Screening.....	121
4.5.5 – Health and Liability Insurance .....	121
4.5.6 – Materials/Supplies .....	122
4.5.7 – Clinical Internship Orientation Meetings.....	122
4.6 – Site Visits/Midterm Conference.....	122
4.7 – Grading Criteria for Clinical Internship .....	123
4.8 – Grading Policies for Clinical Education.....	123
4.9 – Dismissal from a Clinical Site.....	124

4.10 – Responsibilities of Parties Involved in Clinical Education .....	124
4.10.1 – Responsibilities of the Hodges University PTA Program.....	124
4.10.2 – Responsibilities of the Academic Coordinator of Clinical Education .....	126
4.10.3 – Responsibilities of the Student .....	127
4.10.4 – Responsibilities of the Center Coordinator of Clinical Education (CCCE) .....	128
4.10.5 – Responsibilities of the Clinical Instructors (CI).....	129
4.11 – Supervision Guidelines during Clinical Experiences.....	129
4.12 – Safety for Off-Campus Educational Experiences.....	130
4.13 – Dress Code/Uniforms .....	130
4.14 – Attendance/Tardiness.....	132
4.14.1 – Absence from Clinic.....	132
4.14.2 – CI Absence .....	134
4.14.3 – Holidays and Inclement Weather .....	134
4.15 – Compensation .....	134
4.16 – Implementation of Early Warning.....	134
4.17 – Universal Precautions .....	135
4.18 – Exposure to Blood and Body Fluids.....	135
4.19 – Infectious Disease Policy and Informed Consent.....	136
4.20 – Incident/Accident/Exposure Report (other than exposure to blood and body fluids).....	136
4.21 – Health Insurance Coverage .....	136
4.22 – Liability Insurance .....	137
<b>Chapter 5: Behavioral Expectations .....</b>	<b>138</b>
5.1 – Behavioral Expectations and Values .....	138
5.2 – Physician’s Health Release and Functional Capacity Requirements.....	139
5.3 – Letters of Recommendation or References .....	139
<b>Appendix 2: Nursing Program Handbook .....</b>	<b>140</b>
<b>Chapter 1: General Information.....</b>	<b>145</b>
1.1 – Tuition and Fees .....	145
1.2 – Accreditation and Approval .....	145
1.3– Americans with Disabilities Act (ADA) of 1990 .....	146
1.4– Notice of Nondiscrimination.....	146
1.5 – Mission and Vision .....	146
1.5.1 – Hodges University Mission and Vision .....	146

1.5.2 – Nursing Program Mission and Vision .....	146
1.6 – Student Responsibilities .....	147
1.7 – Faculty Responsibilities .....	147
1.8 – Student Learning Outcomes.....	148
1.8.1 – Bachelor of Science in Nursing (BSN) Program .....	148
1.8.2 Practical Nursing Program (PN).....	149
1.9 – Student Opportunities for Participation .....	149
1.9.1 – Nursing Student Participation in Program Governance (NSPPG) .....	149
1.9.2 – National Student Nurses Association (NSNA) .....	150
<b>Chapter 2: Nursing Student Behavioral Standards .....</b>	<b>151</b>
2.1 Student Code of Academic and Professional Conduct.....	151
2.1.1 – Introduction .....	151
2.1.2 – Statement of Nursing Dispositions and Resiliency.....	151
2.1.3 – Applicability.....	152
2.1.4 – Unacceptable Behaviors.....	152
2.1.5 – Reporting Procedures for an Alleged Infraction .....	154
2.2 – Behavioral Expectations .....	155
2.2.1 – Communication .....	155
2.2.2 – Self-awareness .....	155
2.2.3 – Self-Care and Resilience .....	155
2.2.4 – Responsible Learning .....	155
2.2.5 – Professional Image .....	156
2.3 – Nursing Student Rights and Responsibilities.....	156
<b>Chapter 3: Academic Policies and Procedures .....</b>	<b>159</b>
3.1 – Nursing Technical Standards.....	159
3.1.1 – General Description .....	159
3.1.2 – Observation.....	159
3.1.3 – Motor .....	160
3.1.4 – Communication .....	160
3.1.5 – Intellectual-Conceptual Abilities .....	160
3.1.6 – Physical Abilities.....	161
3.1.7 – Behavioral and Social Attributes .....	161
3.2 – Professionalism and Safety .....	162

3.2.1 – Professionalism .....	162
3.2.2 – Safety.....	162
3.3 – Academic Requirements .....	162
3.4 – Program Advancement .....	162
3.5 – Unable to Advance .....	163
3.6 – Dismissal from the Program.....	163
<b>Chapter 4: Compliance .....</b>	<b>165</b>
4.1 – Compliance Requirements .....	165
4.2 – Health Status and Proof of Immunization.....	165
4.3 – Compliance Requirements .....	166
4.4 – Level II Criminal Background Check and Drug Screening .....	168
4.5 – Health Insurance .....	169
<b>Chapter 5: Clinical Placements.....</b>	<b>170</b>
5.1 – Clinical Locations .....	170
5.2 – Onboarding .....	170
5.3 – Infection Control .....	170
5.4 – Clinical Skills .....	171
5.5 – Attendance.....	171
5.5.1 – Classroom and Laboratory Attendance .....	171
5.5.2 – Clinical Attendance .....	171
<b>Chapter 6: Clinical Uniforms and Dress Codes .....</b>	<b>173</b>
6.1 – Professional Appearance and Uniform Guidelines for Clinical Courses .....	173
6.2 – Attire Guidelines for Community Clinical/ Psychiatric Mental Health Placements .....	174
6.2.1 – Professional Business Attire .....	174
6.2.2 – Casual Business Attire .....	174
6.2.3 – Psychiatric Mental Health .....	174
6.2.4 – Inappropriate Attire .....	174
6.3 – Equipment Needed .....	174
6.4 – Accidents During Clinical Experiences.....	175
6.5 – Illness, Injury, or Impairment.....	175
6.5.1 - .....	176
Incident/Accident/Exposure Report (other than exposure to blood and body fluids).....	176
6.6 – Malpractice Insurance.....	176

6.7 – Pregnancy .....	176
6.8 – Inclement Weather .....	177
6.9 – Clinical Evaluation .....	177
6.10 – Use of Technology and Social Media for Nursing Students .....	177
6.11 – Confidentiality .....	177
<b>Chapter 7: Progression within the Nursing Program .....</b>	<b>179</b>
7.1– Compliance Requirements .....	179
7.2– Learning Strategies .....	179
<b>Chapter 8: Bachelor of Science in Nursing (BSN) .....</b>	<b>180</b>
8.1 – Course Load .....	180
8.2 – Transfer Credit .....	180
8.3 – Course Progression for the BSN Program .....	180
8.4 – Grading .....	180
8.5 – Academic Support .....	180
8.6 – Theory .....	180
8.7 – Examinations .....	181
8.8 – Standardized Testing .....	181
8.9 – Written Assignments .....	182
8.9.1 – General .....	182
8.9.2 – Assignment Policy .....	182
8.10 – Online Discussions .....	182
8.11 – Reflective Journals .....	182
8.12 – Presentations .....	182
8.13 – Other Methods of Evaluation .....	182
8.14 – Clinical .....	183
8.15 – Laboratory Proficiency Exams .....	183
8.16 – Returning Students .....	183
8.17 – Medication Administration (Non-Intravenous Medications) .....	184
8.18 – Medication Administration (Intravenous Solutions and Medications) .....	185
8.19 – Nursing Student Program Completion .....	186
8.19.1 – Student Exit Interview and Survey (Prior to Graduation) .....	186
8.19.2 – Faculty Evaluation of Student Final Summary .....	186
<b>Chapter 9: Licensure .....</b>	<b>187</b>

9.1 – Application for Licensure .....	187
9.2 – The NCLEX-RN and NCLEX- PN Application .....	187
<b>Chapter 10: Practical Nursing (PN) Certificate Program .....</b>	<b>189</b>
10.1 – Course Load.....	189
10.2 – Transfer Credit .....	189
10.3 – Course Progression for the PN Program .....	189
10.4 – Grading.....	189
10.5 – Academic Support .....	189
10.6 – Theory .....	189
10.7 – Examinations.....	190
10.8 – Standardized Testing.....	190
10.9 – Written Assignments.....	191
10.9.1 – General.....	191
10.9.2 – Assignment Policy .....	191
10.10 – Other Methods of Evaluation.....	191
10.11 – Clinical .....	191
10.12 – Laboratory Proficiency Exams.....	192
10.13 – Returning Students .....	192
10.14 – Medication Administration (Non-Intravenous Medications) .....	193
10.15 – Nursing Student Program Completion.....	194
10.15.1 – Student Exit Interview and Survey (Prior to Graduation) .....	194
10.15.2 – Faculty Evaluation of Student Final Summary .....	194
<b>Appendix 3: Clinical Mental Health Program Handbook .....</b>	<b>197</b>
<b>Chapter 1: General Information .....</b>	<b>199</b>
1.1 – Mission Statement and Program Objectives.....	199
1.2 – Faculty Advisor and Student Success Coach .....	200
<b>Chapter 2: Program Information.....</b>	<b>201</b>
2.1 – Information for Online Students.....	201
2.1.1 – Synchronous Classes .....	201
2.1.2 – Residencies.....	201
2.2 – Practicum and Internship.....	201
2.2.1 – General Information.....	201
2.2.2 – Insurance.....	202

2.2.3 – Site Supervisor Responsibilities for Practicum and Internship .....	202
2.2.4 – Faculty Supervisor/Clinical Coordinator Responsibilities for Practicum and Internship .....	203
2.2.5 – Student Responsibilities for Practicum and Internship.....	204
2.3 – Licensure .....	204
2.4 – Personal Growth .....	205
<b>Chapter 3: Academic Requirements.....</b>	<b>206</b>
3.1 – Student Suitability for the Counseling Profession Review and Retention Requirement.....	206
3.2 – Progress as a professional counselor .....	206
3.3 – Dismissal.....	207
3.4 – Student Development Plan (SDP) .....	208
3.5 – Opportunities to Join Professional Organizations.....	208
3.5.1 – Professional Organizations in Southwest Florida.....	208
3.5.2 – Professional Organizations in Florida.....	208
3.5.3 – Online students .....	208
3.5.4 – National Professional Organizations .....	208
3.6 – Requests for Faculty Letter of Recommendation .....	209
<b>Chapter 4: Behavioral Standards .....</b>	<b>210</b>
4.1 – Professional Attitude and Behavior .....	210
4.2 – Expected Attitudes and Behaviors .....	210
<b>Appendix 3: Dental Hygiene Program Handbook.....</b>	<b>213</b>
<b>Chapter 1: General Information.....</b>	<b>217</b>
1.1– Tuition and Fees.....	217
1.2– Accreditation and Approval .....	217
1.3 – Americans with Disabilities Act (ADA) of 1990 .....	218
1.4 – Notice of Nondiscrimination .....	218
1.5 – Mission and Vision .....	218
1.5.1 – Hodges University Mission and Vision .....	218
1.5.2 – Dental Hygiene Mission Statement.....	218
1.5.3 – Dental Hygiene Program Curriculum Plan Philosophy.....	218
1.5.4 – Dental Hygiene Program Outcomes.....	219
1.6 – Competencies for Entry into the Profession of Dental Hygiene .....	220
1.7– Dental Hygiene Performance Standards.....	222
1.8– Student Responsibilities.....	223



1.9– Student Opportunities for Participation .....	223
1.9.1 – American Dental Hygiene Association (ADHA) Student Membership .....	223
1.10 – Code of Ethics for Dental Hygienists .....	224
Standards of Professions Responsibility .....	224
To Ourselves as Individuals .....	224
To Ourselves as Professionals .....	224
To Family and Friends .....	224
To Clients .....	224
1.11 – Notice of Opportunity and Procedure to File Complaints with the Commission on Dental Accreditation .....	225
<b>Chapter 2: Dental Hygiene Behavioral Standards .....</b>	<b>226</b>
2.1 – Student Code of Academic, Ethical, and Professional Conduct .....	226
2.1.1 – Expected Behaviors .....	226
2.2 – Informed Consent/Consent to Participate .....	227
2.3 – Complaints by Students .....	227
2.4 – Federal and State Level 2 Background/Drug Tests .....	227
2.5 – Health Requirements .....	228
2.6 – Continuing Student Dental Hygienists .....	229
2.7 – Health Status Change .....	229
2.8 – Pregnancy Policy .....	229
2.9 – Attendance .....	230
2.10 – Recommended Study Hours/Student Employment .....	230
2.11 – Dress and Appearance .....	231
2.11.1 – For Clinic .....	231
2.11.2 – Personal Care .....	231
2.12 – Smoking Policy .....	232
<b>Chapter 3: Academic Standards and Guidelines .....</b>	<b>233</b>
3.1 – Learning Strategies .....	233
3.2 – BSDH Program Requirements and Conduct .....	233
3.3 – Program Advancement .....	234
3.4 – Unable to Advance .....	234
3.5 – Dismissal from the Program .....	235
3.6 – Reinstatement .....	235

3.7 – Remediation/Retention .....	236
<b>Chapter 4: Infection Control and Risk Management Protocols .....</b>	<b>237</b>
4.1 – Goals.....	237
4.2 – Infection Control Protocol.....	237
4.2.1 – Standard Precautions .....	237
4.3 – Engineering and Work Practice Controls .....	238
4.4 – Environmental Surface/Equipment Cleaning and Disinfecting.....	240
4.4.1 – Identification of dental environmental surfaces include .....	240
4.5 – Daily Infection Control Protocol.....	241
4.5.1 – Unit Preparation and Pre-Treatment Set-Up .....	241
4.5.2 – Patient Treatment .....	241
4.5.3 – Clean Up After Patient Treatment .....	242
4.5.4 – Instrument Recirculation .....	243
4.5.5 – Renewal.....	243
4.6 – Biohazard or Medical Waste Disposal.....	244
4.7 – Exposure Incident/Accidents .....	244
<b>Chapter 5: Dental Hygiene Chemical Hazard Control Policy .....</b>	<b>247</b>
<b>Chapter 6: Incidents Protocol .....</b>	<b>248</b>
6.1- Incidents that occur on-campus will be handled as follows.....	248
6.2 – Medical Emergency Procedures.....	248
6.2.1 – Serious Injuries/Medical Emergencies .....	248
6.2.2 – Serious Injuries to Patient/Medical Emergencies in the Clinical Setting .....	249
6.2.3 – Emergency Equipment: Locations.....	250
6.2.3.1 – Evaluation of Emergency Inventory .....	250
6.3 – Foreign Object Policy .....	255
<b>Chapter 7: Radiology Policies.....</b>	<b>256</b>
7.1 – General Policies Regarding the Use of Ionizing Radiation .....	256
7.1.1 – Maximum Permissible Dose .....	256
7.1.2 – ALARA Concept.....	256
7.2. Pregnancy and Radiation .....	257
<b>Chapter 8: Clinical Sessions .....</b>	<b>259</b>
8.1 – Clinical Assignment .....	259
8.1.1 – Jeopardizing health .....	259

8.3 – Patient Appointments .....	259
8.4 – Patient Cancellations.....	259
8.5 – Patient Recare/Recall Appointments .....	260
8.6 – Student Appointment Responsibilities .....	260
8.6.1 – Punctuality .....	260
8.6.2 – Clinic absence Notification.....	260
8.6.3 – Students Scheduling Patients.....	260
8.6.4 – Confirming and Obtaining Medical Clearance .....	260
<b>Chapter 9: The Dental Hygiene Process of Care .....</b>	<b>261</b>
9.1 – Outline of Patient Care.....	261
9.2 – The Clinical Evaluation .....	262
<b>Chapter 10: Licensing .....</b>	<b>263</b>
<b>APPENDIX FORMS .....</b>	<b>264</b>
<b>Appendix 5: Student Accommodation Handbook .....</b>	<b>281</b>
<b>Chapter 1: General Information .....</b>	<b>284</b>
1.1 – Purpose and Scope.....	284
1.2 – Confidentiality .....	284
1.3 – Definitions .....	284
1.3.1 – Disability .....	284
1.3.2 – Accommodations .....	285
1.3.3 – Americans with Disabilities Act (1990) .....	286
1.3.4 – Section 504 of the Rehabilitation Act (1973) .....	286
<b>Chapter 2: Policies and Procedures .....</b>	<b>287</b>
2.1 – Request for Accommodations.....	287
2.2 – Academic Accommodations.....	287
2.2.1 – Accommodations for Documented Disabilities .....	287
2.2.2 – Accommodations for Medical Conditions or Pregnancy .....	288
2.2.3 – Temporary Accommodations.....	288
2.2.4 – Other Accommodations .....	288
2.2.5 – Documentation Policy .....	289
2.2.6 – Documentation Guidelines .....	289
2.3 – Appeal Process .....	290
2.3.1 – Students .....	290

2.3.2 – Faculty .....	290
2.3.3 – Rights and Responsibilities .....	290
2.4 – Process to Request Accommodations .....	291
<b>Chapter 3: Guidelines and Resources for Students and Faculty .....</b>	<b>293</b>
3.1 – Guidelines for Students .....	293
3.1.1 – Self-Advocacy .....	293
3.1.2 – Student Responsibilities .....	293
3.2 – Faculty Information .....	293
3.3 – Chronic Medical Conditions and Attendance Accommodations .....	294
3.3.1 – Chronic Medical Conditions .....	294
3.3.2 – Attendance as an Essential Element of the Course .....	295
3.4 – Student Resources .....	295

## **Chapter 1: General Information**

### **1.1 – Introduction**

This Handbook represents current information, requirements, and policies of Hodges University at the time the text in the Handbook was prepared. The provisions of this Handbook do not constitute an offer for a contract that may be accepted by students through registration and enrollment.

The Student Handbook is in effect until the next edition is published or updates are otherwise made available. Students are advised, however, that the University, in its sole discretion, reserves the right to alter any policy when necessary to preserve the welfare of its students, personnel, and/or Hodges University at any time with or without notice to the student.

Changes in University policies and guidelines will take precedence over information described in the Student Handbook, effective on the date the change is adopted, or on the date specified in the change.

It is the individual student's responsibility to inform themselves about University matters. Failure to read the Student Handbook does not excuse students from the rules, policies, and procedures contained in it. Please consult the current Hodges University Catalog which contains other information and expectations pertaining to student obligations.

The Student Handbook is available online in the student portal, <https://myhugo.hodges.edu/> and on Hodges' website, [www.hodges.edu](http://www.hodges.edu).

### **1.2 – About Hodges University**

Hodges University, a regionally accredited, private nonprofit institution founded in 1990, prepares students to leverage higher learning in their personal, professional, and civic endeavors. With over 10,000 graduates, Hodges is recognized for developing programs that are uniquely designed and delivered to serve a diverse adult learner population. Hodges provides flexible day, evening, and online classes taught by world-class faculty for undergraduate and graduate degrees.

There are five schools that comprise Hodges University: Fisher School of Technology, Johnson School of Business, Nichols School of Professional Studies, School of Health Sciences and School of General Studies. The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelors, and master's degrees, in addition to professional certifications.

Hodges University has been recognized locally, regionally and nationally for program excellence. This includes many of the online degree programs being nationally ranked for excellence and affordability. Hodges University is ranked in Florida's top three safest campuses, and in the top three percent nationally. Additionally, Hodges University is one of only a few in the state of Florida named a Gold Military Friendly School. Scholarships, internships and articulated credit award opportunities are available for students.

Hodges University develops and implements programs of study that will prepare its socio-economically and ethnically diverse student body to fill the workforce needs of the local community and to become contributing members to the growth of the Southwest Florida region.

In addition to its undergraduate and graduate degree programs of study, Hodges University facilitates a comprehensive English as a Second Language (ESL) program, which offers English language immersion to non-native speakers of English who want to increase their fluency. This intensive program is designed to enhance students' existing knowledge, training and job skills; further their ability to communicate in English; and allow them an opportunity to pursue employment opportunities in the United States.

### **1.3 – Americans with Disabilities Act (ADA) of 1990**

Hodges University is dedicated to the principle of equal opportunity for qualified persons without regard to race, color, religion, gender, sexual orientation, national origin, age or disability in its educational programs. Inquiries concerning the Americans with Disabilities Act should be directed to the Student Accommodations Coordinator at [ADA@hodges.edu](mailto:ADA@hodges.edu). Mail inquiries should be sent to the following address: Hodges University, Attn: Student Accommodations Coordinator, 4501 Colonial Blvd., Fort Myers, FL 33966.

### **1.4 – Notice of Nondiscrimination**

Hodges University does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, or disability in the provision of educational opportunities or employment opportunities and benefits. All members of the University community are valued equally. Hodges University does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of all applicable federal and state legislation and regulations including, but not limited to, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. This policy extends to both employment by and admission to Hodges University. Inquiries concerning Title IX, Section 504 should be directed to the Title IX Coordinator, Kelly Gallagher at [TitleIX@hodges.edu](mailto:TitleIX@hodges.edu) or by mail at the following address: Hodges University, Attn: Title IX Coordinator, 4510 Colonial Blvd., Fort Myers, FL 33966. Inquiries concerning the Americans with Disabilities Act should be directed to the Student Accommodations Coordinator at [ADA@hodges.edu](mailto:ADA@hodges.edu). Mail inquiries should be sent to the following address: Hodges University, Attn: Student Accommodations Coordinator, 4501 Colonial Blvd., Fort Myers, FL 33966.

### **1.5 – Tips for Success**

The staff and faculty of Hodges University are committed to your success. Please don't hesitate to contact your Advisor if you need help. Listed below are thirteen tips that will aid in your success:

1. Review and adhere to the University Catalog, Student Handbook, and Terms and Conditions for enrolling in a course.
2. Complete the university's online orientation.
3. Familiarize yourself with the Hodges University website.
4. Meet regularly with your Advisor. Regular communication with your Advisor can often reduce stress and help you prioritize tasks in order to be successful.

5. Check your Hodges email daily, and only use your hodes.edu email for university communication (no personal emails).
6. Your Advisor can help you connect with our Financial Aid and Student Accounts Departments to help you understand your financial aid obligations, learn money management skills, and explore scholarship opportunities.
7. Connect with library services and build relationship with librarians to aid in your academic success and learn how to use the library database.
8. Familiarize yourself with your student portal, MyHUgo, and your online learning platform before your first day of classes.
9. Come prepared to class, ask questions and participate.
10. Communicate regularly with your professors and let them know when you experience difficulty.
11. Engage with your classmates and form study groups for academic success.
12. Use the academic calendar to plan for important dates including deadlines, activities, and university events.

Start thinking about what you would like to do with your degree. Field experiences, internships, mock interviews, networking and job search assistance, resume building, and career events are just a few ways you can ready yourself for a competitive job market. Hodges University designs its programs to fit the needs of employers, and we offer a variety of career services through our Office of the Registrar. Deciding on a targeted career is a process which involves discussion with several professionals and career specialists, as well as volunteer experiences and current employment. Students may talk with their professors about their career goals or stop by the Office of the Registrar which offers career counseling, career assessment, help with resume and cover letter development, mock interviews, and networking and job search assistance.

Email <mailto:studentsuccess@hodes.edu> if you need advice or resources to promote your success.

## **Chapter 2: Student Services Offices**

The Student Services offices offer programs which provide students with lifelong learning opportunities and services to make the university experience a positive memory of involvement. From the initial contact in the Office of Admissions to the continuing support network of the Alumni Association, the Student Services offices furnish encouragement and information to the students of Hodges University.

The Student Services offices and University Administration have an “open-door” policy and staff are available to help answer questions. Appointments are not necessary, but strongly recommended due to the volume of students seeking assistance on a daily basis.

### **2.1 – Office of Admissions**

The Director of Admissions is responsible for enrollment and providing informational support to new and re-entry Hodges University students. The Director of Admissions is assisted by the Admissions Office staff who have the responsibility of advising, interviewing and recruiting prospective students. The Office of Admissions assists students new or returning to the university throughout the intake process until they are registered for courses.

The Admissions Office promotes interaction with a prospective student on an individual basis, realizing that each student’s background, education, work experience and personal needs differ. Communication may take place via personal interview, by phone, by email and/or by text message with the purpose of educating a student to help select the program that fits their needs. The admissions team leads the prospective student through the process of admission to the university and works closely with the Office of the Registrar, the Office of Financial Aid, the Office of Student Accounts, and the Office of First Impressions.

### **2.2 – Office of the Registrar**

#### **2.2.2 – General Description**

The Director of Student Records/Registrar is responsible for student records and providing informational support to current Hodges University Students. The Director of Student Records/Registrar is also responsible for the supervision of the Office of the Registrar. It is the responsibility of the Director of Student Records/Registrar to monitor student academic records for accuracy to ensure that the records are current. The Director of Student Records/Registrar is responsible for the implementation, administration, security, and monitoring of the student database as it pertains to student records.

Student services available online under Self-Service in the MyHUGO portal include online registration, schedule changes, updating personal information, applying for graduation, accessing grades, requesting a transcript, and more. Students may email [registrar@hodges.edu](mailto:registrar@hodges.edu) with additional questions. The Office of the Registrar provides imperative services regarding academic status to all students in a customer service atmosphere, while maintaining accurate records.

The Office of the Registrar also provides a welcoming and informative environment where students receive support to reach their educational and career goals. The department offers resources and support in the following areas: career advising, career services, orientation,



scholarships, student accommodations/ADA, student volunteer opportunities, clubs and organizations, and other student retention initiatives. The Associate Dean of Students supervises the staff along with evaluating strategies and initiatives that promote student success. The office will also offer referral resources in the community, educational seminars and workshops. Students may email [registrar@hodges.edu](mailto:registrar@hodges.edu) with questions or request for services.

### 2.2.2 – Orientation

New students, as well as those returning to the University after three consecutive sessions of nonattendance, are encouraged to complete the online orientation. Completion of the online orientation will introduce students to resources available for academic success and navigating the university experience. Students are also introduced to administrators, faculty, and staff of the University.

### 2.2.3 – Career Services

The Office of the Registrar provides a variety of career resources to registered students and graduates, including opportunities for students to explore career options through skills, values, interests and personality assessments. Students who are unsure about their career are encouraged to schedule an appointment for one-on-one career counseling. Career Services can be contacted via email at [registrar@hodges.edu](mailto:registrar@hodges.edu).

Staff help with resume and cover letter preparation, managing the job search process, building strong networking skills using social media and in person networking meetings, professional attire, information about job fairs, preparing for interviews, salary negotiation, and managing the interview follow-up process and employment acceptance process.

The Office of the Registrar maintains a list of top employers in the area, and positions are posted on [Hodges University's online job board](#). Because information pertaining to job opportunities is time sensitive, students should check the online job board frequently. Students may wish to participate in special employer events such as career fairs that provide opportunities for networking with employers. These events are highly beneficial in exposing the student to legitimate career options, but also in facilitating skill-building in networking, communication, presentation, self-awareness, and self-confidence.

The Office of the Registrar also compiles annual career outcomes for each program, and requests employment information from every graduate. Individuals who need job assistance should schedule an appointment. Employment information will be used to prepare a Career Outcomes Report on every class following graduation.

### 2.2.4 – Student Accommodations

Recognizing its commitment to providing equal access and equal opportunity, Hodges University provides student accommodations that assist individuals with special needs in accessing and making use of campus services and facilities. Students in need of any type of reasonable accommodations are encouraged to contact the Office of the Registrar at [registrar@hodges.edu](mailto:registrar@hodges.edu) to make arrangements for appropriate assistance, to receive an orientation to the campus, and to discuss the support requested to complete their academic program. Anyone requiring reasonable

accommodations in order to participate in campus events should contact the Office of the Registrar four weeks prior to scheduled activities.

It is the responsibility of the student with special access needs to inform the University of these special needs and to provide the requisite supporting documentation.

### **2.3 – Office of Financial Aid**

The Director of Financial Aid & Auxiliary Services is responsible for customer services and processing operations in the administration of federal, state and institutional financial assistance, including compliance related to all federal and state financial aid regulations. Its mission is to be student financial success-focused while providing the highest level of service and equal opportunity in the awarding of funds.

The Financial Aid team provides financial information to students regarding federal/private student loans, federal/state grants, FAFSA, and financial aid verification. Please remember that most financial aid funding is based upon student financial need, institutional costs, and the availability of funds. Students may email the Office of Financial Aid at [finaid@hodges.edu](mailto:finaid@hodges.edu) with additional questions.

### **2.4 – Office of Student Accounts**

The Director of Student Accounts & Veterans Services is responsible for providing customer service regarding the application and collection of all University tuition and fees. The Student Accounts team provides financial information to students regarding account/billing inquiries, tuition/fee charges, and third-party sponsor billing and payments. This team assists students with payment arrangements and enrolling in qualified payment plans to ensure financial obligations are met. Students may email [sas@hodges.edu](mailto:sas@hodges.edu) with additional questions regarding their student account.

### **2.5 – Office of Auxiliary Services**

#### **2.5.1 – General Description**

Auxiliary Services is a diverse group of units offering goods and services to the University community that are essential to academic and administrative success. By providing convenient, user-friendly, customer driven and cost-effective goods and services, Auxiliary Services supports the University's mission and enhances the student experience; minimizes the impact on cost of attendance; and provides competitive, customer-focused businesses. Auxiliary Services is available to help and support the University with the following needs.

#### **2.5.2 – Student Copy/Printing Services**

In order to encourage responsible printing and copying and to be conscious concerning use of resources, Hodges University implemented an institutional policy regarding student copying and printing on campus. The policy states that all users are required to utilize our

pay-for-print system which allows users to pay a reduced rate per sheet. Please see the guide below regarding cost of printing, per sheet.

- Regular Paper (8.5 x 11)
  - Black & White – \$0.15 per sheet
  - Color – \$0.40 per sheet
- Special Paper (11 x 14)
  - Black & White – \$0.20 per sheet
  - Color – \$0.45 per sheet
- Special Paper (11 x 17)
  - Black & White – \$0.20 per sheet
  - Color – \$0.45 per sheet

The cost of printing is subject to change without notice and in the University's sole discretion.

### 2.5.3 – Textbook Solutions

Hodges University strives to provide course materials (textbooks/e-books) to students at a rate that is less than what a student would pay to purchase the same course materials independently. A Resource Fee will be charged for each course that a student is registered for per session, if there are course materials required. The resource fees vary per course, depending on the number of required course materials for a course and the type of material (e-book vs. physical textbook) and are published in advance of registration for student reference.

Some Hodges University courses are designated as having zero textbook cost (ZTC). This means that the students do not have a cost for books, access links, or any other associated course costs. ZTC courses are designed with Open Educational Resources (OER) and / or include learning materials such as links to scholarly and professional websites, resources from library databases, or materials created by Hodges University professors (e.g. digital handouts and recorded presentations).

Students may opt out of the Resource Fee if they prefer to purchase all course materials externally, if applicable to their chosen program of study. The opt-out process must be completed prior to the start of a student's courses. The opt-out process will be for all courses for the requested session; students will not be permitted to choose between which Resource Fees they would like to opt out of. Students should be aware that if they opt out, they will be required to purchase all course materials on their own and may not use Title IV financial aid funding.

## **2.6 – Dr. Peter Thomas Veterans Services Center**

### 2.6.1 – General Description

The Dr. Peter Thomas Veterans Services Center is committed to supporting military Veterans, active duty service members, members of the reserve and guard in reaching their academic and career goals. Full-time staff provide a variety of support services within the Veterans Services Center as well as a dedicated space for Veteran students. Support services focus on the special needs of all military Veterans, service members and their families. Referrals may be made to appropriate offices and/or outside resources that share our passion for Veterans.

### 2.6.2 – Veterans Benefits

Hodges University's participates in all VA education programs, including Tuition Assistance program and the MySECO program for active duty service member's spouses. Hodges University also offers a tuition discount to qualified active duty military personnel and Veterans not eligible for any VA education benefits or other discounts. Please refer to the Registration Terms and Conditions for details.

For more information regarding the Dr. Peter Thomas Veterans Services Center, please email [vets@hodges.edu](mailto:vets@hodges.edu).

## **2.7 – Library**

### 2.7.1 – Library Services

The Terry P. McMahan Library offers access to computers and study spaces. The library's Web page [Library](#) gives online access to electronic databases, books, open access resources, and research guides. Librarians are available for personalized research assistance in person and online through [Ask A Librarian](#).

### 2.7.2 – Tutoring Services

It is the responsibility of the student to identify their need for tutoring and to discuss this need with either the professor or their Advisor to determine available resources.

## **2.8 – Information Technology Department**

The information technology department is dedicated to providing the highest industry standards for technological resources in a collegiate environment, while maintaining a friendly, flexible and first-class experience to the university community as a whole.

Hodges University provides electronic mail services to students and alumni to use as their primary e-mail address. Communication between Hodges University and Students will take place via this account. Hodges University encourages the use of e-mail in support of instruction, research and public service. Students are urged to make extensive use of e-mail to communicate with their instructors, support staff, and fellow students. In support of email usage, Hodges University provides students with instructions for accessing student email using mobile devices. As the University cannot secure personally owned devices, students use mobile devices to access University email at their own risk. Students are expected to use e-mail services responsibly to comply with all applicable local, state, and federal laws, and with other University policies. A full explanation of the electronic mail services of Hodges University can be found via MyHUGo.hodges.edu "Student Help Desk." Detailed policies concerning the use of University technology resources are outlined in this Student Handbook.

## **2.9 – Office of Campus Safety**

The Office of Campus Safety is comprised of two main sections: campus security and building management. The University provides a number of security measures including, but not limited to: armed security officers on campus, security cameras, emergency notification systems, card access on multiple doors along with panic and intrusion alarms. The building management team maintains the buildings.

## **2.10 – Office of First Impressions**

The Office of First Impressions oversees the University's front desk operations including reception services, switchboard operations, greeting visitors, and mail services. Led by the Director of First Impressions, it is the responsibility of this office to ensure that faculty, staff, students, and guests are greeted in a manner in keeping with the University's commitment to unparalleled customer service whether they arrive to our institution in person or on the phone.

The Office of First Impressions is responsible for issuing all employee ID badges, HodgesConnect student ID badges, and collaborates with external vendors requesting to rent space from University facilities.

## **2.11 – Alumni Network**

The Hodges University Alumni Network increases the connection alumni have with the institution and provides opportunities to allow graduates to enjoy several benefits. These include career networking, social events, reunions, and other programs that the Alumni Network organizes and sponsors.

## **Chapter 3: University Policies**

### **3.1 – ID Card Policy**

All students are required to obtain and visibly display their Hodges University identification card while on campus. Distance education students are required to obtain an ID card for purposes of a picture ID and to access library services and privileges. Each January students are required to secure a new colored sticker to be placed on the front of the ID badge. Stickers are available at the front desk and security kiosks. The bar code on the reverse side of the ID card will provide students with the access to these services and privileges. Students are strictly prohibited from lending or sharing their ID cards with anyone, and if the card is lost, the student must immediately report the loss to the front desk personnel who will replace the card. Replacement of ID cards will be at the expense of the student.

### **3.2 – Student Identification Policy**

When requesting information in person, Hodges University requires students to show a university student photo ID card before any information will be released. Requests made over the phone or via email require that students provide the last four digits of their social security number or date of birth as well as the student ID number.

### **3.3 – Address Changes**

Each student is responsible for notifying the Office of the Registrar of a change of permanent home address by completing a Change of Address form located in Self-Service through MyHUGo.

### **3.4 – Tobacco Policy**

Hodges University is a tobacco-free campus. The use, distribution, or sale of any form of tobacco is strictly prohibited on all Hodges University properties, whether owned or leased by the university, with no exception. This includes cigarettes, chewing tobacco, pipes, cigars, vapes, e-cigarettes, or any other tobacco product or device. The promotion or advertisement of tobacco products is also strictly prohibited in all publications, whether hard copy or electronic, including but not limited to university publications, brochures, documents, websites, portals, and event programs.

### **3.5 – Drug and Substance Abuse Policy**

Hodges University supports a safe and healthy learning environment. All students, staff, vendors, lessees, and visitors are expected to adhere to the following policies regarding drug and substance abuse.

### 3.5.1 – Policy

Hodges University strictly prohibits the unlawful distribution, possession, or use of illegal or prescription drugs or substances on University property or as part of any Hodges University activity. This includes the unlawful, illicit, or unauthorized use, possession, distribution or dispensation of alcohol. Hodges University students shall not be intoxicated or under the influence of alcohol or any other substance during class or in university facilities where instruction, tutoring, or other academic events are being conducted. Students are not permitted to host events on campus where alcohol is served. When students attend University-sponsored events where alcohol is served, students are required to adhere to responsible consumption policies to ensure their own safety and the safety of others. Students under the age of 21 shall not consume or possess alcohol.

### 3.5.2 – Sanctions

There are local, state, and federal legal sanctions applicable to the unlawful possession or distribution of illicit drugs and the unlawful use of legal substances including alcohol. In every case, penalties vary based on the severity of the offense and the number of offenses. Students who are suspected of being under the influence of any substance that alters their mental state, level of awareness, or causes university staff members' concern, will be referred to local law enforcement officials.

Noncompliance with the University's rules and regulations and behavior standards will be subject to appropriate disciplinary sanctions as outlined in the student disciplinary procedures detailed in the Student Handbook.

## **3.6 – Condolences Policy**

Hodges University will respond in an appropriate manner upon the death of a student, faculty, or staff member. For questions, please contact the Office of the Registrar.

## **3.7 – Endorsements Policy**

Hodges encourages its students to be actively involved in the local community. However, it is the policy of Hodges University not to provide endorsements or sponsorships for individual students and/or their causes.

## **3.8 – Pet Policy**

Hodges University welcomes trained service animals (as defined by federal law) in all classrooms, events, meetings, etc. All other animals (including emotional support or comfort animals) may not be brought into any campus building at any time.

## **3.9 – Guests and Children on Campus Policy**

The University allows children, (minors under 18, under the total and direct supervision of their parents/legal guardians) to accompany their parents/legal guardians to very limited areas within

the University. These limited areas are listed in Administrative Office Visits of this policy. Children who are ill should not be brought to the campus. Children must always be in the immediate presence of their parent/guardian including in restrooms and all common areas of the University. Parents of disruptive children will be asked to leave University property immediately. Hitting, slapping, or yelling at a child while on University property is not permitted. Faculty and staff that see a child being abused should contact Campus Security immediately. Florida law requires any individual who suspects that a child has been abused by any person to report that to the Florida Abuse Hotline. Any allegations a child was abused or neglected by a caregiver will be investigated by the Department of Children and Families, while allegations of child abuse by someone other than a caregiver will be accepted at the Hotline and immediately transferred electronically to the appropriate local law enforcement agency where the child lives.

Guests on campus must first stop by the Reception Desk for a visitor's pass to be worn prominently for the purpose of security and safety.

### **3.10 – Event Policy**

#### **3.10.1 – General Policies**

All student events and any use of University facilities by outside organizations including social events in all areas, on campus or at a host site, must receive approval from the Executive Council through the registration process.

The Executive Council must be provided with the following information for the registration request/process:

- Expected total number of guests;
- Event's date and beginning and ending times;
- Description of event and theme (if applicable);
- Type of food to be served including if alcohol is to be served;
- If the event is being cosponsored, the registration request must have the signature/acknowledgement of a representative from the other organization.

The group or host registering an event must comply not only with Hodges University's policies and guidelines but also those guidelines developed by the group or host's governing body.

Students may not invite outside speakers to address a campus audience without prior authorization from a faculty advisor. Contact the Office of the Registrar at <mailto:registrar@hodges.edu> for additional guidance. Approved guests may present their personal opinions and/or provide proprietary information about their organizations. Hodges University neither supports nor endorses the information provided by these speakers or organizations.

#### **3.10.2 – Events with Alcohol**

Students are not permitted to host events on campus where alcohol is served. When students attend University-sponsored events where alcohol is served, students are required to adhere to responsible consumption policies to ensure their own safety and the safety of others.



Noncompliance with the University's rules and regulations and behavior standards will be subject to appropriate disciplinary sanctions as outlined in the student disciplinary procedures detailed in the Student Handbook.

### **3.11 – Soliciting Policy**

Solicitors are not permitted at Hodges University. Solicitation or sales by students or other persons are prohibited unless prior permission is granted by the Vice President of Finance and Administration. Violators should be reported immediately to the Vice President of Finance and Administration for prosecution by legal authorities.

## **Chapter 4: Student Conduct Policies**

### **4.1 – Student Behavior Standards**

#### **4.1.1 – General Standards**

Hodges University has established the following behavior standards to develop student awareness and responsibility to the University community and the institution. Behavior, for which a student is subject to discipline or dismissal from a class or internship by the University, falls into these categories:

1. Any act of dishonesty involving Hodges University, including (but not limited to) cheating, plagiarism, misuse of University documents or records, forging or knowingly furnishing false information to or from the University.
2. Disruption of the operation of Hodges University including, but not limited to, teaching, research, administration, disciplinary procedures, or any scheduled University activity.
3. Language that may be considered threatening, intimidating, offensive, harassing, or otherwise inappropriate or in violation of the University's nondiscrimination statement.
4. Damage to, or theft of, Hodges University property, or property of a member of the University community while located on University property or at a Hodges University sponsored event.
5. Unauthorized entry or access to Hodges University equipment, facilities, supplies, or records.
6. Failure to wear and prominently display their student ID badge on campus.
7. Abuse, assault, or battery of any person on Hodges University property or conduct which endangers the health, safety, or welfare of any person.
8. Failure to be respectful and considerate in verbal, nonverbal, and written communication with faculty, staff, clinical staff, internship partners, patients, other students, and any other individuals involved in any University activity.
9. Unlawful possession, use, or distribution of any controlled substance, as defined by law, on University property.
10. Unlawful possession of weapons on Hodges University property. Weapons are defined as any object that could cause serious bodily harm such as, but not limited to, firearms, knives with a 3-inch or larger blade, pepper spray, brass knuckles, projectiles, explosives, clubs, cap or BB guns, or any other object that can be used to threaten or harm another individual.
11. Disorderly, lewd, indecent, or obscene conduct on University property, at University events, or while representing Hodges University in any capacity.
12. Failure or refusal to comply with directions of Hodges University officials acting in the performance of their duties.
13. Failure or refusal to comply with the internship policies and procedures established for each program. If a student's behavior results in an internship being terminated, the student will not be assigned another internship, which may result in the student not being able to graduate.
14. Students who are intoxicated, or otherwise under the influence of any substance that alters their mental state or level of awareness or causes university staff concern for their safety or the safety of others.

15. Student actions that reflect negatively upon the core values of the University, portray the University in a negative light to the community, or otherwise adversely impact the University.
16. Students who have been arrested for a violent crime, but have not yet been convicted.
17. Inciting or directing others to cause property damage or bodily harm whether on or off campus.

#### 4.1.2 – Student Disciplinary Procedures

Students in violation of the Student Behavior Standards are subject to disciplinary action. An interim administrative suspension may be imposed without hearing pending final disposition of a disciplinary action for such violations. A formal suspension, probation, or dismissal may be imposed after formal proceedings as follows:

1. The student has been served written notice of the violation. Service may be in person, by sending the notice U.S. regular mail to the address provided on the last registration form signed by the student, or by email to the student's assigned University email account.
2. The student, upon the student's request, is provided inspection and/or review of the evidence of the violation. The University will redact evidence, as necessary, in order to protect the identities of individuals supplying evidence as is deemed reasonable and appropriate, but especially in cases involving acts or threats of violence.
3. The evidence of the violation is reviewed by the disciplinary hearing officer.
4. Within seven (7) working days of the notice of violation, a student may request a hearing before the Hearing Officer. A hearing shall be held within seven (7) working days of the request, in which the evidence of the violation is presented, and the student is afforded an opportunity to examine the evidence of the violation and present any defense or extenuating or mitigating circumstances.
5. A written finding is provided to the student, the President, and Executive Vice President or designee, within seven (7) working days of the hearing. The written finding will contain a summary of the facts upon which the disciplinary decision is made and the terms and conditions of the disciplinary action.

A suspension or probation will state the duration and terms of the suspension or probation, and conditions of termination of the suspension or probation. A dismissal is final and prohibits re-entry into Hodges University.

The disciplinary hearing officer will be either the Executive Vice President or designee, or an ad hoc committee appointed by the Associate Dean of Students. The composition of a disciplinary committee will be in the sole discretion of the Associate Dean of Students.

A student may appeal the decision of the Disciplinary Hearing Officer or the Disciplinary Committee, if one is used, to the President of Hodges University. The appeal must be in writing within seven (7) working days and clearly specify the reason(s) for the appeal, or it will automatically be dismissed. The President will have final authority over the matter.

When any University staff member is notified of unacceptable (violent) behavior by a student, that staff member will email the Director of Facilities Management and Campus Safety with the name of the student, student ID number and all pertinent information regarding the behavior. The Director will then investigate the issue and if found to be credible, they will put a "security hold"

on the student's account. The security hold will remain in place until the situation is mitigated with an acceptable resolution as provided for by University policy. Instructions for this procedure are located in the Facilities Management Department Manual.

#### 4.1.3 – Complicity

Students associated with, or present during, the commission of an act(s) by another, which constitutes a violation of University policy, may also be charged if the student's behavior constitutes permission, contributes to, or condones the violation.

#### 4.1.4 – Failure to Comply

All students and guests of Hodges University are expected to comply with the directives or reasonable requests of University officials acting in the performance of their duties. This requirement includes reasonable requests for students to meet in administrative offices; participation in administration and/or judicial proceedings; and compliance by the stated deadline with all terms and conditions of all disciplinary sanctions. Administrative discretion may be used to place a hold on a student's account (registration, grades, etc.) if the student fails to comply with the directions of a University official.

#### 4.1.5 – False Information

Providing false or misleading information to Hodges University or a University official or to a local, state, or national agency or official is a violation subjecting a student to disciplinary action up to and including expulsion or rescission.

Falsification of University records is prohibited. Hodges University records include, but are not limited to, admission, enrollment, registration, financial aid, student disciplinary, academic, health records, and student employment.

Inappropriate conduct and violations of this policy will be addressed by the appropriate procedures and University official. In cases where a student violates any of the terms of this policy, Hodges University will take appropriate disciplinary actions, up to and including expulsion.

#### 4.1.6 – Fraud

Any act or statement (written or oral) containing false, incomplete, or misleading information intended to deceive or misrepresent any part of Hodges University or any person or business is prohibited (whether or not the University actually relies upon said false information).

#### 4.1.7 – Interference with Investigations and Proceedings

Interference with University investigations, administrative procedures, or disciplinary proceedings, or judicial proceedings such as those conducted by the Associate Dean of Students, or any other University office authorized to conduct investigations or disciplinary proceedings is prohibited. This includes, but is not limited to, the use of force, threat of force, coercion, or promise of reward to any person or property of persons involved in University investigations or disciplinary proceedings. No person may, without authorization, examine, take possession of,

alter, or destroy University investigations or destroy University records or evidence. Interference with University investigations, disciplinary proceedings, or records may result in disciplinary action up to and including expulsion.

In an effort to foster and provide an environment free from bias or prejudice for the parties involved, publication of verbal or written communication regarding any University investigatory, administrative, disciplinary, or judicial proceeding is prohibited if the publication is deemed by the appropriate official overseeing the proceeding to compromise the impartiality and integrity of the proceeding.

Communication related to the proceeding will be limited to individuals using administrative discretion on a need-to-know basis.

## **4.2 – Academic Honesty Policy**

### **4.2.1 – Introduction**

This policy describes academic integrity and the procedures for handling academic dishonesty. This policy applies to all academic course work; that is, all graded submissions including but not limited to discussion boards, assignments, assessments, blogs, and wikis.

### **4.2.2 – Purpose**

Hodges University adheres to the International Center for Academic Integrity's definition of academic integrity as the commitment to certain core values: honesty, trust, fairness, respect, and responsibility.

- **Honesty:** The quest for truth and knowledge requires intellectual and personal honesty in learning, teaching, research and service.
- **Trust:** Academic Institutions must foster a climate of mutual trust in order to stimulate the free exchange of ideas.
- **Fairness:** Treat students, faculty and staff according to HU standards and policies, administered in an impartial manner.
- **Respect:** Foster an environment that enables honest and open communication, free from harassment and intimidation; where alternative points of view are treated with consideration, and the diversity of our academic community is appreciated; and where the work of others is acknowledged through the proper identification of sources.
- **Responsibility:** All members of the university community are held accountable for their work and actions. Academically dishonest behavior is not tolerated and is viewed as a breach of community ethical standards.

Any form of academic dishonesty violates these core values, undermines the value of grades for the entire student body and negatively impacts the University's reputation as an institution of academic excellence and integrity. For these reasons, the University does not tolerate any form of academic dishonesty during the time the student enters the University from undergraduate through graduate studies. The goal of the faculty, administration, and student body is to graduate men and women of integrity.

#### 4.2.3 – Definitions

The following is a broad overview, not an all-encompassing definition, of what constitutes a breach of academic integrity.

Violations of the principle of academic honesty include plagiarism, cheating, fabrication, unauthorized collaboration, participating in academically dishonest activities and facilitating academic dishonesty.

Plagiarism is defined as any attempt to convey another's work as one's own original thought. It is the use of another person's or organization's words or concepts without giving the appropriate credit to that person or organization.

Plagiarism can be intentional or unintentional but regardless of the intent, the attempt/act is a breach of academic integrity. Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. For example, notes taken for papers and research projects should accurately record sources of material to be cited, appropriately quoted, paraphrased or summarized. Papers, research projects, and other academic work should acknowledge these sources in the appropriate places in the text of the paper as well as in a References page at the end of the paper, in accordance with accepted citation practices.

The following is a non-exhaustive list of sources that require citation:

- Word-for-word quotation from a source
- Paraphrasing others' words and ideas
- Audio, video, digital, or live exchanges of ideas, dialogue, or information

The APA Style Guide provides proper APA citation information. Additional assistance can be found through the Library and on the Library web page.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic coursework.

Examples of Cheating include, but are not limited to:

- Unauthorized use of notes, text, internet, or other aids during an examination
- Copying from another student's academic work
- Unauthorized communication during an examination
- Handing in the same paper for more than one course without explicit permission of the instructor
- Intentionally viewing a test before it is administered
- Storing notes in a portable electronic device or in any other form for use during an examination

Fabrication is defined as intentional falsification, misrepresentation, or invention of any information, data, or citation in an academic assignment.

Examples of fabrication include, but are not limited to:

- Inventing data or facts for an assignment
- Altering the results of a lab experiment or survey
- Citing a source in a references list that was not used

Unauthorized collaboration is defined as submission of academic work that is substantially similar to another student's. While students may use similar resources, the analysis, interpretation, and reporting of the data must be each student's independent work.

Examples of unauthorized collaboration include, but are not limited to:

- Working on a take-home examination or assignment with another student without express permission of the professor
- Completing an academic assignment with the help of another student, and taking full credit

Participating in academically dishonest activities is defined as taking an action with the intent of gaining an unfair advantage.

Examples of academically dishonest activities include, but are not limited to:

- Misrepresenting oneself or one's circumstances to a professor
- Intentionally missing an examination or assignment deadline to gain an unfair advantage
- Stealing an examination
- Selling, loaning, or distributing materials for the purpose of cheating, plagiarism or any other academically dishonest acts
- Purchasing a pre-written paper

Facilitating Academic Dishonesty is defined as intentionally or knowingly helping to violate any provision of this policy.

Examples of facilitating academic dishonesty include, but are not limited to:

- Doing academic work for another student
- Making available previously used academic work including examinations to another student to submit as their own

#### 4.2.4 – Sanctions

Students found to have breached academic integrity will be subject to academic and administrative sanctions.

Academic sanctions are related to the grade, academic standing, and honors. Hodges University is committed to academic integrity and seeks to develop a student's integrity through continued academic development. Repeat violations of the Academic Honesty Policy will not be tolerated. Sanctions are imposed to reflect the impact of academic dishonesty on the university as a whole.

#### 4.2.5 – Reporting the Breach

All instructors will adhere to the following sanctions.

Students who have plagiarized due to the use of careless or inaccurate reference sources, and do not appear in the instructor's view to have intentionally plagiarized will be sanctioned by being given an unofficial warning, which will be recorded in the Student Information System (SIS)-Colleague.

In all other cases (plagiarism, cheating, fabrication, unauthorized collaboration, participating in academically dishonest activities, and facilitating academic dishonesty), an instructor will report

the breach to the Associate Dean of Academic Affairs and an official warning will be recorded in the SIS.

#### 4.2.6 – Grading Consequences and Sanctions

A student who has unintentionally breached academic integrity in one instance will receive an “F” for the assignment and an unofficial warning for the violation of the Academic Honesty Policy. It is recommended that the instructor provide guidance to the student for the unintentional breach and may give the student a second chance to redo the assignment with guidance/assistance from the Library. The faculty member may also submit a tutor referral form to the Library. Grading for the resubmitted assignment is left to the faculty’s discretion. If the student has a prior record of unintentional breach, then this violation is considered as an intentional breach.

A student who has intentionally breached academic integrity in one instance will receive an F for the assignment, and the student will receive an official warning for the violation of the Academic Honesty Policy. Faculty members may give a second chance to redo the assignment; however, the student must complete the academic integrity/values Workshop I to be given a second chance to redo the assignment. Grading for the resubmitted assignment is left to the faculty’s discretion.

A student who has intentionally breached academic integrity for the second time in the same course or in any other course will receive an F for the course.

Intentional academic dishonesty during the final examination will result in an F for the course.

#### 4.2.7 – Academic Standing

Students who receive an F in a course will be placed on Academic Probation/Honesty for the following session (four-month period) and will be required to successfully complete an academic integrity/values clarification Workshop II in order to be removed from probation the following session.

Any additional violation of the academic honesty policy may lead to academic suspension.

Students who have been found facilitating academic dishonesty will also be placed on Academic Probation/Honesty until they have successfully completed an academic integrity/values clarification workshop. Any repeat or additional breach of integrity may lead to academic suspension or dismissal.

Students failing two courses due to academic dishonesty may be placed on academic suspension for the following session.

Students failing three courses due to academic dishonesty may be dismissed from the University.

#### 4.2.8 – Administrative Sanctions

Administrative sanctions are related to the position of the students within the University, such as leadership positions within student organizations, and will be handled by the Associate Dean of Students. Sanctions for these students will include, but are not limited to:

- Ineligibility to hold an office in any student organization recognized by the university or to hold any elected or appointed position within the university



- Ineligibility to represent the university to anyone outside the university community in any way, including representing the university at any official function
- Ineligibility to receive a university-administered scholarship

#### 4.2.9 – Appeal Process

Students wishing to appeal a grade received as a result of violating the Academic Honesty Policy may do so by following the Hodges University Grade Appeals process listed in the University Catalog.

### **4.3 – Sexual Misconduct Policy Statement**

Sexual misconduct is a form of sex- and gender-based discrimination. Sexual discrimination and sexual misconduct violate an individual's fundamental rights and personal dignity. Hodges University considers sexual discrimination and sexual misconduct in any form to be a serious offense that will not be tolerated. The university community seeks to eliminate sexual misconduct through education and by encouraging everyone to report concerns or complaints, including third parties when the accused is a member of the university community.

Conduct of a sexual nature or conduct based on sex or gender that is nonconsensual or has the effect of threatening, intimidating, or coercing a person includes sexual harassment, sexual violence, relationship violence, and stalking. Hodges University's policy is to provide students and employees with a formal process to present concerns and allegations of a violation. Please refer to the Title IX Policy in this Handbook.

### **4.4 – Cellular Phone Policy**

Hodges University recognizes that students possess cellular phones with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, as well as copyright and intellectual property laws, the use of these cellular phone features by students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded.

Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in referral to the Associate Dean of Students as a violation of the Student Behavior Standards outlined in this Student Handbook.

Cell phones should be placed on silent or vibrate while at the University. Professors will verbally outline and/or include their classroom cell phone policies on the course syllabi. Students must abide by the requirements of the professors or administration.

#### **4.5 – Personal Appearance, Dress, and Hygiene Policy**

Students are expected to follow commonly accepted standards of personal hygiene, neatness, and cleanliness of attire. Personal neatness and appropriate dress are generally left to the good taste and judgment of students unless the nature of an internship or event calls for or requires uniforms or the imposition of dress and grooming standards. Strict professional dress is not required in the classroom; however, professional attire and behavior is appropriate for an institution providing professional programs associated with career enrichment. Professors may have certain rules as to appearance in their classrooms, and students should comply with the professor's guidelines. Some programs, particularly those with a clinical component, may have a class, lab, and/or clinical dress code. In general, sunglasses may not be worn in the classroom. Good personal hygiene is expected at all times. If a student arrives at the University with a less than satisfactory degree of personal cleanliness, the professor or an administrator may require that the student correct the problem before returning to the institution. Continued problems may result in a violation of the Student Behavior Standards. Hodges University reserves the right to decide what appearance, dress, and hygiene is inappropriate.

#### **4.6 – Littering Policy**

Each student is expected to display a respect for the campus and the local environment. Littering affects the rights of others and poses health, safety, and pest problems. Students are expected to place all trash, garbage and recyclables in designated receptacles.

#### **4.7 – Transportation Policy**

For a student taking classes on campus, a car or reliable transportation is necessary. The student may be able to car pool; however, the schedule of classes and/or internships cannot be arranged to accommodate individual schedules or the schedule of students in a car pool. The student is responsible for any costs related to travel as well as the actual travel to and from internship or clinical sites as well as any arranged class field trips, which may or may not be in geographical proximity to their residence or to campus.

#### **4.8 – Faculty Recommendations Policy**

Occasionally students or alumni may ask faculty members to provide a reference to assist with employment or an educational opportunity. Students and alumni should be aware that the decision to provide a letter of recommendation is at the discretion of the faculty member/program director, and/or Associate Dean of Academic Affairs and must not be influenced by political or discriminatory considerations. In situations where the student is also an employee of the University, faculty members may only provide a letter of recommendation on University letterhead in support of educational opportunities. Employment references for students who are also employees of the University must follow the policies outlined in the Administrative Policy Manual.

- If a faculty member chooses to provide a letter of recommendation, it can be provided on Hodges University letterhead and signed with a Hodges University job title.

- The letter of recommendation must be honest, accurate, and not misleading in any way. If the faculty member is uncomfortable writing the letter or cannot provide an honest and accurate recommendation, the request for a letter of recommendation should be refused.
- The author of the letter of recommendation should ensure that opinions are labeled as such and facts are provided to support that opinion. Letters should be dated and addressed specifically to the party concerned rather than “to whom it may concern” and the purpose for which the letter is written (e.g., “This recommendation is provided for your review in considering “Mary Jones” for admission into your graduate program . . .” should be clearly stated.
- The letter of recommendation must include the following: “This letter serves as a personal reference and does not necessarily reflect the views of Hodges University. The University is not responsible for, nor does it acknowledge, any personal reference provided by a faculty member on another’s behalf. The recipient of this letter is not to permit access to this letter of recommendation without the student’s express written consent.”
- Before writing a letter of recommendation, the faculty member must receive a signed Consent to Release Student Information Form documenting the student’s written consent.

## **Chapter 5: Title IX**

### **5.1 – Title IX Grievance Procedure**

#### **5.1.1-Preamble**

Hodges University is committed to maintaining an educational and work environment free from unlawful discrimination and harassment. Title IX of the Education Amendments of 1972 (Title IX) provides, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

In accordance with Title IX as interpreted by the United States Department of Education, the University has adopted this policy which prohibits discrimination on the basis of sex, and provides a formal grievance process to address violations. For this purpose, conduct will be deemed to have occurred on the basis of sex if such conduct occurred because of an individual’s gender, sexual orientation, gender identity and transgender status.

This policy applies to any student, employee, or other individual that participates in a University program or activity in the United States, regardless of the individual’s sex, sexual orientation, enrollment or employment status, disability, race, religion, or national origin. All claims regarding sexual harassment, sexual/gender discrimination, sexual violence, or sexual misconduct should be filed in accordance with this Title IX policy regardless of student or employment status.

#### **5.1.2- General Definitions**

1. **Advisor of Choice.** An advisor of choice is a person selected by the Complainant or Respondent to advise and accompany the Complainant or Respondent throughout the investigation and adjudication process. An advisor of choice may be any person, including an attorney. The institution does not appoint or pay for an advisor of choice. An advisor of choice’s role is limited to the functions further described in this policy.
2. **Complainant.** The term Complainant refers to the person who allegedly experienced the sexual misconduct in violation of the policy whether or not a formal complaint is filed. In some cases, the Title IX Coordinator may file a formal complaint and thereby initiate an investigation and adjudication process pursuant to this policy. In that instance, the Title IX Coordinator is not the “Complainant”; the complainant remains the person who allegedly experienced the sexual misconduct.
3. **Consent.** Under Florida law, consent must be intelligent, knowing, and voluntary. Consent does not include coerced submission. Consent shall not be deemed or construed to mean the failure by the alleged complainant to offer physical resistance to the respondent.
4. **Formal Complaint.** A formal complaint refers to a written complaint filed in accordance with the grievance process below. A formal complaint is necessary to initiate an investigation and adjudication process.
5. **Institution Advisor.** A Complainant or Respondent who does not opt to be accompanied by an advisor of choice at a hearing is entitled to be appointed an advisor by the University at no charge to the party. This advisor is referred to an “institution advisor” who may be but need not be an attorney. An institution advisor’s role is limited to asking cross-examination

questions of the other party during a hearing. An institution advisor does not represent a party in any legal sense. The party is responsible for formulating the cross-examination questions the institution advisor will pose during the hearing.

6. **Party.** A Complainant or Respondent may be referred to as a Party, or collectively, the Parties.
7. **Reporting Party.** The term Reporting Party refers to the person who made the report. This may or may not be the same as the Complainant, a witness, or a bystander.
8. **Respondent.** The term Respondent refers to the person alleged to have committed a violation of this policy.
9. **Sexual Misconduct.** Sexual misconduct is an umbrella term used in this policy to more conveniently refer to any form of conduct prohibited by this policy.

### 5.1.3- Prohibited Conduct

In accord with the requirements of Title IX, the University recognizes the following as conduct as sexual misconduct prohibited by this policy, provided that such conduct: occurs in the United States, the complainant participated or sought to participate in a University program or activity at the time of the complaint, the conduct occurred in the context of that participation or attempted participation, and the conduct occurred on the basis of sex.

**Sexual Harassment.** Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo harassment); or
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal educational access.

**Sexual Assault.** Sexual assault includes any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving affirmative consent. Sexual assault consists of the following specific acts:

- a. **Rape.** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
- b. **Fondling.** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity. Private body parts include: genital area, anus, groin, buttocks or breast. The definition includes contact over or under clothing.
- c. **Incest.** Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- d. **Statutory Rape.** Non-forcible sexual intercourse with a person who is under the statutory age of consent. The statutory age of consent in Florida is 18.

**Dating Violence.** Dating violence means violence committed on the basis of sex by a person: (1) who is or has been in a social relationship or a romantic or intimate nature with the victim; and (2) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; (iii) the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating Violence does not include acts covered under the definition of Domestic Violence.

**Domestic Violence.** Domestic violence means violence committed on the basis of sex by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction where the University is located, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking.** Stalking is engaging in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to (1) fear for their safety or the safety of others; or (2) suffer substantial emotional distress. Stalking that does not occur on the basis of sex may be addressed under other University policies contained in the University's Administrative Policy Manual or Student Handbook.

#### 5.1.4-Privacy and Confidentiality

Administration of this policy shall be conducted with due regard for the privacy and reputational interests of those involved. Any information relating to the grievance procedures will be shared only with those who have a legitimate need to know. Disclosure of such information may also be made if it is permitted by law and the University Title IX Coordinator determines in their judgment:

1. that such disclosure is necessary to protect the health, safety, or well-being of members of the Hodges community; or  
that such disclosure advances the interests of those involved in the process and/or the University and outweighs the interest in confidentiality.

The University will not consider information protected by a legally recognized privilege, unless the person holding the privilege waives the privilege. Likewise, the University will not consider any records made or maintained by a physician, psychiatrist, or other recognized professional for the purpose of providing treatment a party without the party's voluntary, written consent.

During the grievance process, information about the Complainant's prior sexual behavior may not be considered subject to two narrow exceptions (1) to prove consent, or (2) to prove someone other than the respondent committed the alleged sexual harassment.

#### 5.1.5- Where to Report Sexual Misconduct

The **Title IX Coordinator** is the individual designated by the University to coordinate its efforts to comply with Title IX responsibilities. All reports sexual misconduct should be directed to the University Title IX Coordinator:

Kelly Gallagher  
Title IX Coordinator  
4501 Colonial Blvd, Fort Myers, FL 33966

[TitleIX@hodges.edu](mailto:TitleIX@hodges.edu)

239-938-7752

Any person may report incidents of sexual misconduct regardless of whether the reporting party is the person alleged to have been the victim of such conduct.

**Responsible Employees** are individuals designated by the University to respond on the University's behalf to allegations of violations of this Policy. In addition to the Title IX Coordinator, responsible employees include the President, Executive Vice President of Academic Affairs, and the Vice President of Finance and Administration. An individual who reports an incident to a University employee that is not a Responsible Employee risks that the information may not be acted upon by the University. Therefore, a person who wishes for the University to act is strongly encouraged to report sexual misconduct to one of the offices listed above.

If you are in immediate danger, or if you believe there could be an ongoing threat to you or others at the University, please contact **Law Enforcement** by calling 911.

#### 5.1.6-Supportive Measures

Once a report is made under this Policy, the complainant will be contacted by the Title IX Coordinator and offered individualized support as more fully described below. A report that triggers supportive measures need not be a formal complaint, and it may be made by a third-party (i.e., someone other than the complainant). Once the respondent is informed of a report or a formal complaint, the respondent will be contacted by the Title IX Coordinator and offered individualized support as more fully described below.

Supportive measures are intended to restore or preserve, to the extent practicable, equal access to the University's educational programs and activities and protect the safety of all parties without unreasonably burdening the other party or parties, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. As required by federal regulation, these supportive measures must be non-disciplinary and non-punitive to the parties.

Supportive measures could include, but are not limited to:

- Changes or adjustment in academics such as the extension of deadlines or other course-related adjustments or allowing a withdrawal from a course without penalty;
- Changes to housing, transportation and campus working situations if those changes are requested by a party and reasonably available;

- Mutual “No Contact” orders and, possibly, in rare cases, such as when legal restraining orders or orders of protection have been issued, one-way no contact orders.
- Access to campus escorts or other reasonable security or monitoring measures;
- Counseling services; and
- Interim removal of a student from University will only be done pursuant to the Emergency Removal protocol, discussed below.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures, including coordinating with the various University departments and offices that may be involved. Supportive measures will be offered free of charge.

If a party’s request for a supportive measure is denied, the party will be afforded an opportunity to have the denial promptly reviewed to assess whether the supportive measure is reasonable under the circumstances. In addition, each party will, upon request, be afforded the opportunity for a prompt review of the need for supportive measures that have been implemented, including the potential modification of these measures, to the extent that the party is affected by the measure(s) being reviewed. Each party will be allowed to submit evidence in support of, or in opposition to, the request to the extent the supportive measures under review affects that party. Information about how to request a review will be included in a written communication that will outline the supportive measures offered and any that were requested by the party but denied.

#### 5.1.7- Emergency Removal

In some cases, the University may undertake an emergency removal of a student respondent in order to protect the safety of University community, which may include contacting local law enforcement to address imminent safety concerns. Emergency removal is not a substitute for reaching a determination as to a respondent’s responsibility for the sexual harassment allegations; rather, emergency removal is for the purpose of addressing imminent threats posed to any person’s physical health or safety, which may arise out of the sexual harassment allegations.

Prior to removing a student respondent through the emergency removal process, the University will undertake an individualized safety and risk analysis. If the individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student, including the student respondent, or other individual justifies removal, then a student respondent will be removed. This is the case regardless of the severity of the allegations and regardless of whether a formal complaint was filed.

After determining a student respondent is an immediate threat to the physical health or safety of an individual, the Title IX Coordinator will provide written notice of the emergency removal to both the complainant and respondent. This notice will contain: (1) the date the removal is set to begin, (2) the reason for the emergency removal, (3) the consequences of non-compliance, and (4) how to appeal the decision.

If a student respondent disagrees with the decision to be removed from campus, the respondent may appeal the decision. The respondent must provide written notice of the intent to appeal, which shall include the substance of the appeal, to either the Associate Dean of Students or the Director



of Human Resources within 10 days of receiving the notice of removal. The burden of proof is on the student respondent to show that the removal decision was incorrect.

These emergency removal provisions apply only to student respondents. Employee respondents are not subject to this section and may be placed on administrative leave pursuant to the University's policies during the pendency of a Title IX grievance process.

#### 5.1.8- Disability Accommodation

A Complainant or Respondent with a disability who requires accommodation in the complaint, investigation, hearing or any other phase of the process is responsible for disclosing the need for accommodation to the Title IX Coordinator. The Title IX Coordinator may consult with the Office of the Registrar in deciding whether to grant a disability accommodation request.

#### 5.1.9- Informal Resolution Process

An Informal Resolution Process is a voluntary process in which a trained facilitator assists the parties in resolving the allegations made by a complainant. An Informal Resolution prioritizes educational and conciliatory approaches over more adversarial contestation of the facts. One objective of the Informal Resolution is to provide to the parties an opportunity to hear each other's' concerns and address them as collaboratively and usefully for the parties as possible, with the assistance of the facilitator.

The Informal Resolution Process is not available if the respondent in a sexual misconduct complaint is a faculty or staff member of University and the complainant is a student. The Informal Resolution Process is also not available in a complaint involving more than two parties unless (1) all parties consent to use the Informal Resolution Process, (2) there is an understanding among all parties about what happens when the right of any party to stop the Informal Resolution process and return or proceed to the formal grievance and hearing process is invoked, and (3) there is an understanding among all parties about whether some parties, but not all, can agree to a resolution.

##### *Steps Prior to the Informal Resolution Process*

The Title IX Coordinator will offer the Informal Resolution Process to the parties after a formal complaint is filed by a complainant. Both parties must consent to use the Informal Resolution process. Either party in an Informal Resolution process may terminate it at any time and the complaint will proceed to the formal grievance and hearing process. In some instances, as detailed below, the facilitator in the Informal Resolution process may terminate the process as well.

A written notice will be given to both parties before entering an Informal Resolution Process, and both parties must consent to the process in writing. No party should feel intimidated, coerced or threatened to participate in an Informal Resolution Process, or to withdraw from an Informal Resolution Process.

If both parties consent to participate in the Informal Resolution process, the University will assign a facilitator who will act in an independent, impartial manner to facilitate a resolution between the parties. The facilitator will be trained on how to perform the role. The facilitator will also be screened to ensure that such person is free from conflicts of interest and bias.

### *Confidentiality*

For the Informal Resolution process to have the best chance for success, the parties should be free to express themselves. As a result, the information received from both parties during the Informal Resolution process will be kept confidential by the facilitator but may share information with the Title IX Coordinator if, in the judgement of the facilitator, there is merit to the disclosure.

In addition, the facilitator will not be available as a witness in any hearing that may occur should either party terminate the Informal Resolution process before a resolution. Should the Formal Complaint be returned to the formal grievance and hearing process of this policy, the parties and any support persons may not disclose information shared by the other party during the process in the hearing.

All persons participating in the Informal Resolution process must sign a confidentiality agreement that provides that no information revealed by a party in the Informal Resolution process will be used against that party in a hearing. This confidentiality protection does not apply to information that is learned outside the Informal Resolution process through the investigation or otherwise (but not learned through a violation of the confidentiality agreement).

### *Support Persons During Informal Resolution Process*

Each party may have a support person accompanying them to any Informal Resolution meeting. A support person is someone who provides support to a party during the Informal Resolution process. This role should be distinguished from the role of an Advisor under the formal grievance and hearing process of this policy. For instance, the support person will not cross-examine the other party. A support person can help a party understand or explain the issues under discussion or simply help the party feel more comfortable during the Informal Resolution process. The support person may be a friend or relative or any other person the party trusts.

A support person cannot be someone who has been involved in the facts and circumstances in the allegations in any way. In addition, the other party and the facilitator must agree to the support person attending. The facilitator can also exclude a support person if their presence is disruptive during the Informal Resolution process.

A party should let the facilitator know if they would like a support person to attend any Informal Resolution meeting and the name of the support person and that person's relationship to the party. The facilitator will check with the other party to confirm that such party agrees to continue with the Informal Resolution with the support person present.

Neither party is permitted to have a support person participate in meetings with the facilitator through an electronic device such as a cell phone or computer.

### *Possible Outcomes of the Process*

A resolution is reached only if both parties agree. The facilitator will not impose an outcome, although they may assist the parties in suggesting resolutions that appear to meet the parties' needs. If there is no agreement on a resolution, the complaint is returned to the formal grievance and hearing process outlined in this policy. A party may terminate the informal process at any time before the final written resolution is signed.

## **5.2-Filing a Formal Complaint**

A formal complaint is necessary to initiate the University's grievance process, meaning a formal investigation and adjudication process. A formal complaint must be in written form and must be signed by the complainant. A third-party or anyone other than the victim of the misconduct may not file a formal complaint. However, a formal complaint may be filed by a parent or guardian of a minor person.

A formal complaint is a document filed by a complainant or signed by the University's Title IX Coordinator alleging sexual harassment against a respondent and requesting that the University investigate the allegation. The respondent may be either a student or an employee or a visitor, independent contractor, intern, or volunteer of the University. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. In order to qualify as a formal complaint, the document must contain the complainant's physical or electronic signature, or otherwise indicate that the complainant is the person filing the formal complaint. A formal complaint form is available from the Title IX Coordinator upon request.

If a complainant declines to sign a formal complaint or does not wish to participate in the complaint and adjudication process, or the complainant's identity is unknown, and the Title IX Coordinator determines there is sufficient cause to file a formal complaint, the Title IX Coordinator may file a formal complaint. In such cases, the Title IX Coordinator is not considered to be a complainant or other party under this Policy.

The Title IX Coordinator will consider the wishes of the complainant not to proceed with the investigation and adjudication process. However, the Title IX Coordinator may file a formal complaint if the Title IX Coordinator determines that the allegations are such that it would be unreasonable not to proceed despite the wishes of the complainant.

In making this determination, the Title IX Coordinator will consider, among other factors, the risk that the alleged perpetrator will commit additional acts of sexual misconduct or other violence, which may be assessed by evaluating:

- whether there have been other complaints about the same alleged perpetrator;
- whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
- whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
- whether the sexual violence was committed by multiple perpetrators whether the sexual violence was perpetrated with a weapon;
- whether the victim is a minor;
- whether the University possesses other means to obtain relevant evidence of the prohibited conduct (e.g., security cameras or personnel, physical evidence);
- whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

Additionally, where the respondent is not enrolled at the University and is not employed by the University, the University may decline to process the complaint through the Grievance Process. The University may take the steps it deems appropriate under the circumstances.

### 5.2.1-Dismissal of Charges

If the allegations in a formal complaint do not meet the definitions of prohibited conduct under this policy the University will dismiss the complaint. In addition, the Title IX Coordinator may, but is not required to, dismiss formal complaints when the complainant withdraws the complaint, when the respondent is no longer enrolled or employed at the University or where specific circumstances prevent the University from gathering evidence (such as where the complainant refuses to cooperate but does not withdraw the complaint).

Notice of dismissal of a formal complaint will be in writing and issued to both the Complainant and the Respondent. The Title IX Coordinator may determine at any point in the grievance process that facts have emerged that require the dismissal of formal complaint. The decision to dismiss or not to dismiss a charge under these circumstances will depend on the totality of the situation.

Dismissal of a complaint under this policy does not preclude the University from addressing the allegations under other applicable University policies and procedures. In addition, nothing in this policy diminished rights available to students and employees under other University policies or state and federal laws.

### 5.2.2-Investigation Procedures

Where a formal complaint has been filed, the University will appoint an investigator to conduct an investigation into the allegations in the formal complaint. The University may appoint any qualified investigator, who may be a person internal or external to the University. The University also may appoint more than one investigator in the University's sole discretion. The investigation is an impartial fact-finding process.

The University's investigation may be temporarily delayed where there is a concurrent law enforcement investigation if necessary to avoid interference with the law enforcement investigation. Any such delay shall not exceed ten (10) days unless the law enforcement agency requests and justifies a longer delay.

#### *Notice of Investigation*

The Complainant and Respondent shall receive a notice of investigation referencing the violation(s) of this policy alleged to have been committed and the range of possible disciplinary sanctions and remedies following any determination of responsibility. The notice of investigation will include, to the extent known:

- the identities of the involved parties;
- the date, time, location and factual allegations concerning the alleged violation;
- the policy provisions allegedly violated;
- a description of the investigation and adjudication process;
- potential sanctions;
- the right to an advisor of their choice, who may be, but is not required to be, an attorney;
- their right to inspect and review evidence in accordance with this policy;
- notice that knowingly making false statements or knowingly submitting false information is prohibited; and
- that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the process

If, in the course of the investigation, the University decides to investigate allegations that are not included in the notice initially provided to the parties, the Title IX Coordinator or designee will provide notice of the additional allegations to the parties.

#### *Notice of and Opportunity to Object to Investigator*

The Complainant and Respondent will be provided with notice of the name of the appointed investigator and an opportunity of not more than three (3) days after the notice to raise an objection to the investigator based on any alleged conflict of interest known to the party. If an objection is raised, the Title IX Coordinator will determine whether a conflict of interest in fact exists and necessitates the replacement of the investigator.

#### *Meetings and Interviews to Gather Information*

The Complainant and Respondent will be provided with advance written notice of the date, time, location, participants, and purpose of any meeting or interview in which they are invited to or expected to participate. The Complainant and Respondent have a right to be accompanied by an Advisor of Choice. The University does not appoint an advisor for a party during the investigation phase of the process.

The Complainant and the Respondent will be given an equal opportunity to present information. This includes the opportunity to present fact or expert witnesses and other evidence that the party believes tends to prove or disprove the allegations. However, at all times, the burden of gathering evidence remains with the University. The investigator may decline to interview any witness or to gather information the investigator finds to be not relevant or otherwise excludable (e.g., sexual history of the complainant with a person other than the respondent, materials subject to a recognized privilege, medical records in the absence of a release by the subject of the records, etc.). The investigator will determine the order and method of investigation.

No unauthorized audio or video recording of any kind is permitted during investigation meetings or interviews. If the investigator elects to audio and/or video record interviews, all involved parties involved in the meeting or interview will be made aware that audio and/or video recording is occurring.

#### *Opportunity for Inspection and Review of Evidence*

The Complainant and Respondent will be provided an equal opportunity to inspect and review any evidence obtained in the investigation directly related to the allegations gathered in the investigation and regardless of whether the information will be relied on in reaching a determination. Prior to the conclusion of the investigative report, the Complainant and Respondent, and each party's advisor of choice, if any, will be provided a copy (which may be sent in hard copy or electronic format or made available through an electronic file sharing platform) of the evidence, subject to redaction permitted and/or required by law. The Complainant and Respondent will be provided with at least ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report. The investigator will determine if additional investigation is necessary and, if so, will complete any additional investigative steps.

#### *Investigative Report*

At the conclusion of the investigation, the investigator will complete a written investigative report that fairly summarizes the relevant evidence. The investigator need not include information in the

investigative report that the investigator determines not relevant or otherwise excludable. The investigator will submit the investigative report to the Title IX Coordinator.

At least ten (10) days prior to a hearing to determine whether there is responsibility for the allegations, the Complainant and Respondent, and each party's advisor if any, will be provided a copy of the investigative report (which may be sent in hard copy or electronic format or made available through an electronic file sharing platform), subject to redaction permitted and/or required by law.

#### *Consolidation of Cases*

The Title IX Coordinator may determine that cases where the allegations arise out the same set of facts should be consolidated for purpose of the investigation and/or adjudication. Instances where consolidation of complaints may occur include but are not limited to cross-complaints filed by the parties against each other, multiple complaints by a single complainant against a respondent, or multiple complaints by a single complainant against multiple respondents.

#### *Investigation Timeframe*

The University will endeavor to complete an investigation within sixty (60) days. An investigation may be extended for good cause, such as witness unavailability, breaks in the academic schedule, or other similar circumstances.

#### 5.2.3-Hearing Procedures

A hearing before a Hearing Officer designated by the Title IX Coordinator will be convened not less than ten days after the parties have been provided access to the final investigative report, for the purpose of determining whether the Respondent is responsible or not responsible for the charge(s). The Hearing Panel members will be specially trained by the University prior to their service.

#### *Notice of Hearing*

The Title IX Coordinator will notify the parties in writing of the date, time, and location of the hearing, the names of the Hearing Panel members, and how to challenge participation by any Hearing Panel member for bias or conflict of interest. Bias or conflict of interest will be judged by an objective standard - whether a reasonable person would conclude the decision maker is biased.

#### *Participants and Logistics*

Participants in the hearing will include the Hearing Officer, the Complainant and the Respondent, their respective advisors, the investigator(s) who conducted the investigation, and witnesses (solely during their own testimony). Hearings are private. Observers or additional support personnel, other than the parties' advisors, are not allowed unless deemed necessary by the Title IX Coordinator for purposes such as accommodation of a disability. Cell phones and recording devices may not be used by the parties or their advisors in the hearing room(s).

Hearings may be conducted with all parties physically present in the same location or, at the Title IX Coordinator's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling the Hearing Panel and the parties to simultaneously see and hear any party or witness providing information or answering questions.

If either party so requests, the hearing will be conducted with the parties located in separate rooms using technology as described in the preceding sentence. All hearings will be recorded either electronically or a complete transcript will be kept.

The Title IX Coordinator may postpone the hearing for good cause as determined by the Title IX Coordinator. Good cause may include, without limitation, unavailability of one or more participants due to unanticipated events or circumstances, the timing of academic breaks or holidays, or other extenuating circumstances.

#### *Presentation of Evidence*

The Chair of the Hearing Panel is in charge of organizing the presentation of information to be considered at the hearing. Formal rules of evidence will not apply. Except as otherwise expressly prohibited by this Policy, any information that the Hearing Officer determines is relevant may be considered, including hearsay, history and information indicating a pattern of behavior, and character evidence.

All evidence previously made available to the parties for inspection and review prior to completion of the investigative report will be made available at the hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of questioning. Absent extraordinary circumstances as determined by the Chair of the Hearing Panel, no party may seek to introduce at the hearing any evidence not previously made available in accordance with the preceding sentence, other than the investigative report itself and any responses to the investigative report submitted by the parties.

The Chair of the Hearing Panel will address any concerns regarding the consideration of information prior to and/or during the hearing and may exclude irrelevant information. Subject to the terms of this Policy, the Chair will have discretionary authority to determine all questions of procedure, to determine whether particular questions, evidence or information will be accepted or considered, to call breaks or temporary adjournments of the hearing, and/or to recall parties or witnesses for additional questions as the Chair deems necessary or appropriate. The Chair may impose additional ground rules as Chair may deem necessary or appropriate for the orderly and efficient conduct of the hearing, which will apply equally to both parties.

#### *Advisors*

The Complainant and the Respondent may each have present with them during the hearing an advisor of their choice (at the party's expense, if the advisor is a paid advisor). If a party does not have an advisor present at the hearing, the University will provide, without fee or charge to that party, an advisor of the University's choice for the limited purpose of conducting questioning on behalf of that party as provided in this Policy.

Except with respect to questioning as described below, the advisor's role is limited to consulting with their advisee, and the advisor may not present evidence, address the Hearing Panel during the hearing, object to any aspect of the proceeding, or disrupt the hearing in any way, and any consultation with the advisee while the hearing is in progress must be done in a quiet nondisruptive manner or in writing. The advisor may consult with the advisee verbally outside the hearing during breaks, when such breaks are granted by the Chair of the Hearing Panel. An advisor's questioning of the other party and any witnesses must be conducted in a respectful, nonintimidating and non-abusive manner. If the Chair determines that an advisor is not adhering to these or other ground rules, the advisor may be required to leave the hearing, and the hearing will proceed without an

opportunity for the party to obtain a replacement advisor; provided, however, that the University will assign an advisor of the University's choosing, without charge, for the purpose of conducting questioning on behalf of the party as provided below.

Witnesses are not permitted to bring an advisor or other person to the hearing, absent an approved disability accommodation. The Hearing Panel may be advised by and/or consult with the University's legal counsel as the Chair of the Hearing Panel deems necessary or appropriate.

### *Questioning Procedures*

The Hearing Panel will permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including that challenging credibility; provided that questions that seek disclosure of information protected under a legally recognized privilege will not be permitted unless the person or entity holding the privilege has waived the privilege in writing. Questioning must be conducted by the party's advisor in a respectful, nonintimidating and non-abusive manner, and never by a party personally. If a party does not have an advisor present at the hearing, the Title IX Coordinator will arrange for the University to provide without fee or charge to that party, an advisor of the University's choice to conduct cross-examination on behalf of that party.

Only relevant questions may be asked by a party's advisor to a party or witness. Before the party or witness answers a question posed by an advisor, the Chair of the Hearing Panel will first determine whether the question is relevant and explain any decision to exclude a question as not relevant. The advisor posing the question may request that the Chair reconsider any decision to exclude a question and the Chair, after soliciting the other party's advisor's opinion, will render a final determination. Such decisions by the Chair are final and not subject to objection or reconsideration during the hearing.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, other than questions and evidence about the Complainant's prior sexual behavior that (a) are offered to prove that someone other than the Respondent committed the alleged misconduct, or (b) concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the hearing by a party's advisor as described above, the Hearing Panel will not draw an inference as to responsibility based solely on a party's or witness's absence from the hearing or refusal to answer cross-examination questions. In cases where the credibility of a party or witness is not central to the determination of a particular disputed issue and the party or witness does not appear at the hearing, the Hearing Panel may determine what weight to give to their statements from the investigation report. The Hearing Panel may also consider a party's selective participation -- such as choosing to answer some but not all questions posed, or choosing to provide a statement only after reviewing the other evidence gathered in the investigation -- when assessing credibility.

### *Responsibility Determination*

Following conclusion of the hearing, the Hearing Panel will deliberate and render a determination by majority vote as to whether the Respondent is responsible or not responsible for the alleged violation(s). The Hearing Panel will use **preponderance of the evidence** as the standard of proof to determine whether each alleged violation of the Policy occurred. Preponderance of the evidence



means that the Hearing Panel must determine whether, based on the evidence presented, it is more likely than not that the Respondent engaged in the conduct charged.

If the Hearing Panel determines that the Respondent is responsible for one or more violations, the Complainant and Respondent will be invited by the Title IX Coordinator to submit a personal impact statement that will be provided to the Hearing Panel for consideration in determining appropriate sanctions. The Title IX Coordinator will set the time frame for the submission of personal impact statements which normally will be no less than ten (10) days.

### *Sanctions*

In addition to the impact statement(s), if any are submitted, factors considered when determining sanctions may include:

- the nature and severity of, and circumstances surrounding, the violation(s);
- the Respondent's state of mind at the time of the violation(s) (intentional, knowing, bias-motivated, reckless, negligent, etc.);
- the Respondent's previous disciplinary history;
- the need for sanctions to bring an end to the conduct; and/or to prevent the future recurrence of similar conduct;
- the need to remedy the effects of the conduct on the Complainant and/or the community;
- the impact of potential sanctions on the Respondent;
- sanctions imposed by the University in other matters involving comparable conduct; and
- any other lawful factors deemed relevant by the Hearing Panel.

The following are examples of the sanctions that may be imposed:

- **Warning:** A formal statement that the behavior was unacceptable and that further infractions of any University policy, procedure, or directive may result in more severe disciplinary action.
- **Probation:** A written reprimand for violation of the Policy, providing for more severe disciplinary sanctions in the event that the Respondent is found in violation of any University policy, procedure, or directive within a specified period of time. Terms of the probation will be specified and may include denial of specified privileges, exclusion from extracurricular activities, no-contact orders, and/or other measures deemed appropriate.
- **Suspension:** Cessation of student status for a definite period of time and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status.
- **Withholding Degree and/or Diploma:** The University may withhold a student's degree and/or diploma for a specified period of time and/or deny a student participation in commencement activities.
- A "no contact" directive (including but not limited to continuation of a no contact directive imposed as a supportive measure) prohibiting contact with one or more identified persons, in person or through telephonic, electronic, written or other means. A no contact directive may include additional restrictions and terms.
- Requiring the Respondent to write a letter of apology.

- Requiring unpaid service to the campus or local community stated in terms of type and hours of service.
- Restitution for damage to or misappropriation of property, or for personal injury, and other related costs.
- Loss, revocation or restriction of housing privileges (e.g., exclusion from specified locations or alteration of status in the housing lottery or other selection system).
- Other penalties or sanctions as may be deemed appropriate given the facts and circumstances of the case.

### 5.2.3 Notice of Outcome

The Hearing Panel will issue a written determination including the following information:

- A description of the charges that were adjudicated;
- A description of the procedural steps taken from the submission of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the Policy to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions to be imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the University's educational programs or activities will be provided to the Complainant; and
- The procedures and permissible bases for the Complainant and Respondent to appeal.

The Title IX Coordinator will provide the written determination to the parties simultaneously.

### 5.2.5 Appeals

A respondent or complainant may appeal: (1) a determination regarding responsibility, and (2) the University's dismissal of a formal complaint or any allegations therein.

If a party wishes to appeal a determination regarding responsibility or the dismissal of a formal complaint, the party must submit written notice to the Title IX Coordinator of the party's intent to appeal within 10 days of receiving the written notification of the appealable decision.

A respondent or complainant may appeal on the following bases:

- Procedural irregularity that affected the determination regarding responsibility or dismissal of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the determination regarding responsibility or dismissal of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the determination regarding responsibility or dismissal of the matter. The professional experience of an individual need not disqualify the person from

the ability to serve impartially. Furthermore, bias is not demonstrated by working in complainants' or respondents' rights organization.

In addition to the three bases for appeal, University reserves the right to add additional bases for appeal that will be available equally to both the respondent and the complainant. Any additional bases of appeal that are added will not be applied retroactively to previous determinations and dismissals.

When a party submits a written notice of its intent to appeal to the Title IX Coordinator within 10 days of the appealable decision, University will notify the other party in writing and implement appeal procedures equally for both parties. If no written notice of either party's intent to appeal is sent, then the written determination becomes final after the time period to file an appeal (10 days) has expired.

Each party will be given a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. Each party will have at least 10 days to submit its written statement. If a party needs additional time, it can request such additional time from the decision-maker for the appeal. Such requests will be granted on a case-by-case basis. If the decision-maker for the appeal grants a request for additional time to submit a written statement, all parties will be granted the additional time.

The decision-maker for the appeal will not be the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

The decision-maker for the appeal will issue a written decision describing the result of the appeal and the rationale for the result. This decision will be provided to both parties simultaneously and in writing.

Once the appeal decision has been sent to the parties, the appeal decision is final.

#### 5.2.6-Clery Act Compliance

The University is required to include for statistical reporting purposes the occurrence of certain incidents in its Annual Security Report (ASR). Neither the names of individuals involved in incidents nor the specific details of the incidents are reported or disclosed in ASRs. In the case of an emergency or ongoing dangerous situation, the University will issue a timely warning to the campus, except in those circumstances where issuing such a warning may compromise current law enforcement efforts or when the warning itself could potentially identify the reporting individual. In such circumstances, the name of the alleged perpetrator may be disclosed to the community, but the name of the victim/Complainant will not be disclosed.

#### 5.2.7-Coordination with other policies

A particular situation may potentially invoke one or more University policies or processes. The University reserves the right to determine the most applicable policy or process and to utilize that policy or process.

#### 5.2.8-Designation of Authority

Any University administrator or official empowered by this policy, may delegate their authority to any other appropriate University official. Delegation of authority may be necessary to avoid conflicts of interest or where time constraints or other obligations prevent a University official named in this policy from fulfilling their designated role.

#### 5.2.9-Training

All University administrators and officials involved in implementation of this policy receive training as required by federal law. The training provides participants with the tools they need to ensure that they serve in their roles without bias. The training occurs at least annually through a variety of delivery methods and covers the following areas:

- What constitutes the scope of the University’s “education program or activity” for purposes of the application of this policy
- How to conduct a fair and impartial investigation
- The Institution’s grievance process, including hearings, appeals, and the informal resolution process
- How to serve in their roles impartially, including how to apply the definition of “consent” in an impartial manner, how to avoid prejudgment of the facts at issue, and how to disclose and appropriately address conflicts of interest and bias

Individuals serving as **investigators** receive additional training on issues of relevance as they pertain to the creation of investigative reports that fairly summarize relevant evidence.

**The Hearing Officer** receives additional training on how to use the technology that will be used at hearings, and issues of relevance as they apply to both questions and evidence, specifically including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.

Copies of the training materials are posted on the University’s Title IX web page. [<https://pathways.hodges.edu/consumer-information/>]

#### 5.2.10-Policy Enforcement

The person responsible for the implementation of this policy internally is:

Kelly Gallagher  
Title IX Coordinator  
4501 Colonial Blvd, Fort Myers, FL 33966  
TitleIX@hodges.edu  
239-938-7752

Inquiries and complaints may be made externally to:  
Office for Civil Rights (OCR)  
U.S. Department of Education  
400 Maryland Avenue, SW

Washington, DC 20202-1100  
Customer Service Hotline #: 800-421-3481  
Facsimile: 202-453-6012  
TDD#: 877-521-2172  
E-mail: OCR@ed.gov

<http://www.ed.gov/ocr>

## **Chapter 6: Student Information Technology Policies**

### **6.1 – Introduction**

#### **6.1.1 – General Description**

Hodges University provides technology resources to students and alumni expressly for the purpose of conducting University business in support of the mission and goals of the University.

Users must understand that this access is expressly for the purpose of fulfillment of academic pursuits and not for business activities.

To this end, University users should have no expectation of privacy while using University owned or University leased equipment or resources. Information passing through or stored on University equipment can and will be monitored. Users should also understand that the University maintains the right to monitor and review Internet use, e-mail communications, or other electronic communications sent or received by users.

Access to technology resources owned or operated by Hodges University imposes certain responsibilities and obligations, and is granted subject to University policies and local, state and federal laws. Appropriate use should always be legal, ethical, reflect academic honesty, reflect University standards and show restraint in the consumption of shared resources.

The following are strictly prohibited:

- Viewing of offensive or inappropriate content of any kind, including pornographic material.
- Promoting material that violates any of the University's policies including, but not limited to, nondiscrimination, harassment, solicitation, etc.
- Game playing, gambling, streaming personal music, video or other audio files and peer-to-peer file sharing. Please refer to the Peer-to-Peer and File Sharing Policy and the Streaming Media Policy in this Handbook.
- Illegal activities.
- Personal financial gain or other unauthorized commercial enterprise.
- Forwarding e-mail chain letters, phishing, virus, spyware or other harmful content.
- Spamming, spoofing, or illegally accessing resources using University e-mail accounts or equipment.
- Sharing material protected under copyright laws.
- Facilitating unauthorized access to any University resource.
- Accessing, copying, alteration, or destruction of another user's personal files without explicit permission, authorization or if required to do so by law, warrant or regulation. Simply being able to access a file or other information does not imply permission.
- Storing passwords or other information that can be used to gain access to campus resources in plain sight. Such information should be stored in a secure environment. Login accounts, passwords, and other types of authorization are assigned to individual users and must not be shared with others. Students are responsible for any unauthorized use of their accounts. Please refer to the Password Policy in this Handbook.

- The use of technology resources for purposes that involve academic dishonesty is a violation of University policy. Please refer to the Academic Honesty Policy in this Handbook.
- Facilitating unauthorized access to anyone's personally identifiable information as defined by Florida Statute.

#### 6.1.2 – System Abuse

All students are responsible for their own actions. If an accident occurs, please immediately notify the Office of Information Technology department. Damage will be evaluated, if any. If negligence was involved in the loss or if extensive repair is needed to computer equipment, the student responsible may be required to pay for damages and/or be prohibited from further access to University resources and systems.

Deliberate attempts, such as denial of service attacks, intended to degrade the performance of a system or network, to deprive authorized personnel or other constituents of resources or access to any University technology resource, or to gain unauthorized access to resources are prohibited.

#### 6.1.3 – Harassment

University policies related to any form of harassment apply to the use of technology resources. Abusive behaviors are not permitted. Abusive behaviors include the utilization of resources to harass others in some way. An example would be sending electronic messages that are abusive, obscene, threatening, or a nuisance to the receiving party. Obscene, vulgar, or derogatory output prominently displayed on a public workstation or printed and left out in public areas is prohibited. Students of Hodges University are forbidden to use University technology resources to view, save, print, send or any function involving lewd, pornographic, obscene or vulgar material of any kind. Complaints of behavior that appears to constitute misuse of resources will result in an investigation by University officials, and appropriate action will be initiated. Behavior involving pornography may result in disciplinary action up to and including immediate dismissal from the University.

### **6.2– Student Identification Policy**

#### 6.2.1 – General Description

Students should refer to Section 3.2.

#### 6.2.2 – Responsibilities

Access to University resources is a privilege provided in order to conduct the academic functions of the University. However, it must be understood that privileges are conditioned upon acceptance of the accompanying responsibilities.

Authorized users must:

- Honor acceptable use and other University policies.
- Abide by existing federal, state, and local privacy, telecommunications, networking, and other applicable laws and regulations.

- Abide by copyright laws.
- Minimize unnecessary network traffic (i.e. streaming media) that may overload networks, waste resources and interfere with the ability of others to make effective use of network resources.
- Refrain from malicious or unauthorized transmissions or monitoring.
- Similarly, students should not connect to a remote computer on the network without prior written permission from the administrator of that system unless given legally justifiable cause to do so.

### 6.2.3 – Unauthorized Access

Unauthorized access to resources is prohibited. In particular, users are not permitted to engage in activities that are detrimental to the system or other users. These include, but are not limited to: damaging computer systems, obtaining unauthorized access to resources, depriving another user of authorized resources, and gaining unauthorized access to systems.

Examples of prohibited means of obtaining unauthorized access include, but are not limited to: hacking, the use of key loggers or other software designed to capture secure information, using privileges granted during a previous position at the University, unauthorized physical access and any other unauthorized access to electronic files. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.

Students may not run or otherwise configure software or hardware to intentionally allow access by unauthorized users. Such action may result in disciplinary action up to and including dismissal from the University. Depending on the circumstances, the University may also pursue legal action.

Students may not allow unauthorized use of University resources by family, friends, etc. Use of computers and other resources by siblings, children, spouses or other family and friends constitutes a security risk and is strictly prohibited.

### 6.2.4 – Termination and Review of Individual Access

When a student ceases being an authorized user, the Office of Information Technology will be notified and access to University resources will be immediately terminated. The University is not liable to the student for any damage resulting from the student's loss of access.

## **6.3 – Copyright, Intellectual Property, and Software Use**

### 6.3.1 – General Description

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Users must pre-suppose that all materials on the Internet are copyrighted unless specifically stated otherwise. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may result in disciplinary action up to and including immediate dismissal from the University.

Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software may be a violation of federal and state law.



### 6.3.2 – Policy

Students are responsible for recognizing and honoring the intellectual property rights of others. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to all works of all authors and publishers in all media. It encompasses the right to acknowledgements, right to privacy, and right to determine the form, manner, and terms of publication.

Any intellectual material created using University licensed software by a student of Hodges University or while acting as a student of the University is the property of Hodges University.

According to U.S. Copyright Law, using, inspecting, copying, and storing copyrighted computer programs and other material, in violation of copyright, is prohibited. Persons involved in illegal reproduction of the software or related documentation can be subject to civil damages and criminal penalties, including fines and imprisonment. Hodges University does not condone the illegal duplication of software or related documentation.

Hodges University licenses the use of computer software from a variety of outside companies. Hodges University does not own this software or its related documentation, and users, unless specifically authorized by the software developer; do not have the right to reproduce or share it.

Hodges University students learning of any misuse of software or related documentation within the University must notify the Director of Information Technology or the Associate Dean of Academic Affairs. Failure to report misuse may result in disciplinary action may result in disciplinary action up to and including dismissal from the University.

File sharing or peer to peer applications used to illegally share music, videos, or other copyrighted information are prohibited. Please refer to the Peer to Peer and File Sharing Policy in this Handbook.

Hodges University students who make, acquire or use unauthorized copies of computer software, its related documentation, or other copyrighted information may be subject to disciplinary action up to and including dismissal from the University. Depending on the circumstances, the University may also pursue legal action.

### 6.3.3 – Use of Licenses Software

No software may be installed, copied, or used on University resources except as permitted by the owner of the software. Software subject to licensing must be properly licensed and all license provisions (installation, use, copying, number of simultaneous users, term of license, etc.) must be strictly adhered to. Students are not permitted to install any software on any university equipment of any type. All software must be installed by the Office of Information Technology staff.

## **6.4 – Peer-to-Peer and File Sharing**

### **6.4.1 – General Description**

H.R. 4137, the Higher Education Opportunity Act (HEOA), a reauthorization of the Higher Education Act, includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing including:

- Institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions certify to the Secretary of Education that they have developed plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.

This policy constitutes the required disclosure to students and is acknowledged at each point of registration. Peer-to-peer and file sharing applications allow sharing of files amongst participating users. Sharing audio, video, data, or anything in digital format is common and may be in violation of copyright. In accordance with the HEOA Hodges University uses web filtering technologies to actively block P2P file-sharing applications.

### **6.4.2 – Policy**

This policy is meant to prohibit the use of Peer-to-Peer (P2P) file-sharing applications for the following reasons:

- Address any potential liability from instances when students download copyrighted material.
- Minimize network disruption.
- Protect the network from exposure to malicious code (worm, virus, Trojan horse).
- Protect the intellectual property of the University and other’s intellectual property.

### **6.4.3 – Liability**

Although many materials have been placed on P2P networks with a creator’s consent, much of the material (images, software, movies, music, and video) has been duplicated from copyrighted materials. Downloading such files onto or using University resources places the University at significant risk for legal action by the copyright holder and other organizations. File-sharing networks also provide ready access to inappropriate or offensive material, subjecting the University and its students to additional legal risk.

### **6.4.4 – Disruption of Services**

While the University has significant Internet bandwidth to accommodate all academic-related activity, performance can degrade significantly when P2P file-sharing applications are used,

especially when large files are being downloaded. This problem is compounded when other users on the P2P network use University bandwidth to download files from the student's computer, which can significantly slow legitimate academic applications needs, such as web traffic, portal, e-mail, etc.

## **6.5 – Streaming Media**

While there are many legitimate academic applications that use streamed audio and video, some streaming media content is strictly entertainment-based and therefore serves no academic value. Streaming media may consume significant network bandwidth and can delay access to and/or prevent other users from accessing resources necessary to the completion of their academic pursuits.

As a result, University computer systems and network must be used only for academic activities. Legitimate streaming media use, such as when streaming media applications and files are employed to conduct research, view financial and media reports, or to complete academic coursework, constitutes acceptable use. Personal use of University resources for the purpose of streaming media for any reason (except academic pursuits) is not permissible. The use of University resources, including computer, server, and network use, should never create either the appearance or the reality of inappropriate use. Streaming audio/video that does not have educational merit is prohibited.

## **6.6 – Student Usage of Electronic Communication Resources**

### **6.6.1 – General Description**

Hodges University email will be used as the primary form of communication with students. Applications like Canvas and student email provide forums for academic discourse.

These policies apply to all electronic communications systems supplied by the University. This includes, but is not limited, to Canvas and associated Canvas tools (e.g. discussion boards, audio, video, and chat) and University email.

Hodges University provides electronic mail, Canvas, Canvas tools, and other electronic communication services to students as well as various communication resources for alumni. The purpose of this policy is to provide the following information:

- Provide guidelines for use of electronic mail, Canvas and other communication resources at Hodges University.
- Give specific examples of prohibited activities involving electronic communications.
- Inform students about specific issues of privacy, authenticity and risk related to e-mail and other electronic communications.
- Provide guidelines for behavior involving electronic communications.

When using Hodges communication resources applications, student must:

- Respect other people's views and beliefs.
- Post comments appropriate to the particular discussion.

- Enjoy the interaction with fellow students, faculty and others in a friendly and intellectually stimulating environment.
- Maintain academic integrity.

#### 6.6.2 – Acceptable Use of Canvas

The University uses several modes of electronic communications such as the Canvas learning management system (LMS). Canvas not only contains learning and teaching materials and links to outside resources, it is also a communication system. These communication capabilities include email function, discussion boards, chat, voice boards, and other asynchronous and synchronous communication tools.

Many of these communications and discussions are taking place in a social environment. Normal rules of social interaction apply and the remoteness of the recipients must not be used as an excuse to behave in an anti-social or inappropriate manner.

Examples of prohibited behavior are:

- Inappropriate or impolite behavior or language.
- Transmission or linking of offensive, hostile or inappropriate content of any kind, including pornographic material.
- Promoting material that violates any University policy including nondiscrimination, harassment, solicitation, Academic Honesty, etc.
- Threatening, demeaning, aggressive or violent behavior or content.
- Messages promoting personal financial gain or other unauthorized commercial enterprise.
- Forwarding e-mail chain letters, phishing, virus, spyware or other harmful content.
- Sharing material protected under copyright laws.
- Personal comments about other students and their views that do not reflect the values of Hodges University.

#### 6.6.3 – Acceptable Use of Email

Hodges University encourages the use of e-mail in support of instruction, research and public service. Students are urged to make extensive use of e-mail to communicate with their instructors, support staff and fellow students. Students are expected to use e-mail services responsibly and to comply with all applicable local, state and federal laws, and University policies.

#### 6.6.4 – Limits

Because student email is outsourced to Microsoft's cloud email service, Hodges University does not currently set attachment, mailbox size, or other limits on student email. The University reserves the right to change this policy at any time.

#### 6.6.5 – Specific Prohibitions

It is not possible to provide a comprehensive list of all possible violations. However, the following is a list of activities specifically prohibited:

- Use of e-mail to violate any of the University's policies including, but not limited to, nondiscrimination, harassment, solicitation, Academic Honesty, etc.
- Use of a false e-mail address (i.e. mail "spoofing"). Deliberately sending mail with a misleading or false e-mail address is prohibited. Forgery, or attempted forgery, of the "From:" line in an e-mail message is prohibited. Masking the identity of an account and/or electronic address is prohibited.
- Any attempt to disrupt another person's ability to use their accounts. Examples include sending excessive or repetitious e-mail.
- The sending of excessively large quantities of e-mail. An excessively large quantity of mail may be defined as a small message sent to a very large number of users, a very large message sent to several users, or anywhere in between.
- Sending unsolicited commercial or bulk e-mail, including advertisements, is prohibited. Examples include sending mass mailings to advertise a product or service. Note that this prohibition extends to "spamming", i.e. sending solicitations to many users, newsgroups or others without express consent on the receiver's behalf.
- The sending of any material that contains viruses and/or other harmful or malicious programs.
- The initiating or forwarding of "chain letters". A chain letter is an e-mail message whose primary purpose is to propagate itself indefinitely. Chain letters waste employee time and network resources, slowing mail delivery and other network services. Note also that chain letters are "illegal if they request money or other items of value and promise a substantial return to participants" (U.S. Postal Inspection Service).
- Violation of privacy. Monitoring or attempting to monitor other people's communications without their permission or knowledge. Users should not view, read, listen to, copy, change, execute or delete another user's information without that user's or the owner's permission.
- Attempts to gain unauthorized access to the services or other accounts through password mining, phishing or any other means. Security measures are in place to protect the privacy of Hodges University students. Any attempt to bypass these security measures, or to secure a higher level of access or privilege without appropriate authorization, is prohibited.
- Use of University email services for commercial purposes. Users may not sell or otherwise provide access to their account or perform work for profit in a manner not authorized by Hodges University.
- Hodges University student e-mail cannot be used to upload/download copyrighted materials, trade secrets, proprietary financial information or similar materials without the appropriate prior authorization from the intellectual property owner.

#### 6.6.6 – Account Removal/Termination

Email accounts will be removed/terminated from the system after three years of inactivity or if a violation should occur during the account life cycle. Hodges is not liable to any student or former student for any damage resulting from a removed/terminated email account.

### 6.6.7 – Responsibilities

Access to technology resources owned or operated by Hodges University imposes certain responsibilities and obligations and is granted subject to these University policies and local, state, and federal laws.

Appropriate use should always be legal, ethical, reflect academic honesty, reflect University standards and show restraint in the consumption of shared resources. It should demonstrate respect for intellectual property; ownership of data; system security mechanisms and individual rights to privacy and freedom from intimidation, harassment and unwarranted annoyance. Appropriate use of University resources includes instruction; independent study; authorized research; independent research; communications; and official work of the offices, units, recognized student and campus organizations, and agencies of the University.

### 6.6.8 – Copyright

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

### 6.6.9 – Violation

If there is reason to believe that an e-mail account is being used in a violation of law or University policy, or if an account is used in a way that threatens to disrupt service to other users, the Office of Information Technology may restrict, suspend or disable that account's access to e-mail services, until the University is assured that the illegal or disruptive use of the account will cease. Penalties for violation range may result in disciplinary action up to and including dismissal from the University. Depending on the circumstances, the University may also pursue legal action.

### 6.6.10 – Privacy

University officials reserve the right to access and examine the files and/or actual network activity of any user to investigate violations or suspected violations of security and/or policies. For this reason, users must regard themselves as having **no expectation of privacy** with regard to their file, electronic activities, data or communications.

### 6.6.11 – Risk and Liability

There is no guarantee that e-mail is authentic. It is therefore prudent to be skeptical of the "From:" addresses that appear in messages. Mail from off-campus sites can be very easily "spoofed", i.e. the message is sent in such a way that it appears to be from a different sender than it truly is. Anyone who has doubts about the identity of the sender of any message should communicate with the purported sender by some other means to confirm the source and content of the message.

It is the user's responsibility to employ appropriate risk mitigation techniques and to be aware of current threats such as phishing, spam, viruses, etc. Any suspicious emails should be sent/reported to [huav@hodges.edu](mailto:huav@hodges.edu) or by submitting an IT Help Desk ticket for further investigation and

resolution of activity. Hodges University assumes no liability for any damages that are incurred while using University email services.

## **6.7 – Passwords**

### **6.7.1 – General Description**

Passwords are the entry point to University resources. Protecting access to resources is critical in ensuring that our systems and our constituent's sensitive information remain secure. The University must be diligent in guarding access to resources and protecting them from both internal and external threats.

### **6.7.2 – Policy**

This policy outlines the handling, responsibilities, and scope of passwords for the Information Technology resources of Hodges University. The policy objective is to enable University students to perform their academic tasks, assignments, and functions while appropriately addressing academic needs and keeping information secure. This policy addresses passwords for all Office of Information Technology managed systems.

### **6.7.3 – Password Handling**

Passwords for all systems are subject to the following rules:

- Passwords are not to be displayed or concealed at workstations during class or anywhere else that they can easily be viewed.
- The Office of Information Technology may on occasion ask students for their passwords while troubleshooting issues based on a request initiated by the student. Other than this instance, no passwords are to be spoken, written, e-mailed, hinted at, shared, or in any way known to anyone other than the student involved.
- Users may receive phishing emails from outside sources with the intent of gaining access to University systems to be used in a malicious or unapproved manner. NEVER respond to any generic email requesting username or password. The Office of Information Technology will never send unsolicited bulk or individual emails of this kind.
- Local, administrative, and/or BIOS passwords set by the Office of Information Technology are not to be in any way modified.

### **6.7.4 – Password Composition**

The University Office of Information Technology uses various methods of password enforcement. All windows/network password creation is restricted by the following rules:

- Password must be changed every 120 days
- 8 Character Minimum
- 4 Character Set Minimum (uppercase, lowercase, numbers, symbols)
- Cannot contain username
- Cannot contain parts of full name

- Cannot contain words in our custom dictionary
- Must not use any one of the five last passwords

### **6.7.5 – Responsibilities**

All Hodges University students are responsible for complying and implementing this policy. The Office of Information Technology has the responsibility to enforce this policy. This will be done through systematic means and interaction with students.

## **6.8 – Requesting Information Technology Assistance**

In order to assure prompt and efficient resolution of user requests and ensure information technology resources are being used appropriately, the following procedures must be followed when requesting information technology support. These policies are in place to ensure a consistent level of support.

Students requesting technical assistance will be required to identify themselves based on the currently adopted Student Identification Policy contained in this Handbook. Several methods are available for students to contact the Office of Information Technology. This information is posted at online at [IT Support](#).

The IT Help Desk is available during the hours listed below and can be reached in person, via phone, via a ticket, or by emailing [ithelp@hodges.edu](mailto:ithelp@hodges.edu).

Day	Available Hours	Ways to Reach IT
Monday to Friday	8:00 a.m. – 10:00 p.m. EST	Phone   Email   Ticket   In-Person
Saturday	8:00 a.m. – 5:00 p.m. EST	Phone   Email   Ticket   In-Person
Sunday	8:00 a.m. – 5:00 p.m. EST	Phone   Email   Ticket

## **6.9 – Computer Classroom Usage**

The policies below are meant to ensure security and equitable use of available resources for all students and faculty as well as an environment conducive to academic achievement.

- Students are not to be left in computer classrooms unattended.
- Computer classrooms are to be locked when not in use.
- No food or drinks are allowed in computer classrooms.
- While in the computer classroom, students must use the technology in the classroom only as it directly relates to the material being discussed.
- Use of Instant Messaging Software of any kind, gaming, and downloading of personal media of any kind is strictly prohibited.
- Office of Information Technology staff are available on site until 10:00 p.m. Monday through Friday and until 5:00 pm on Saturday. If there is an emergent need for technical support during class, use a hall phone to call the IT Help Desk.



- If students require service (non-emergency) on any classroom equipment, submit an IT Help Desk ticket as is convenient.

## **6.10 – Student Wi-Fi Usage**

### **6.10.1 – General Description**

This policy is intended to protect the University and to ensure that students receive adequate access to the University wireless network using their personal devices. All policies listed apply both to the use of resources on or off campus.

Hodges University is not responsible for damage to student equipment when used in conjunction with the University network or other technology resources. It is the responsibility of the Office of Information Technology department to provide students with basic information required to log on to the University student wireless network. No other assistance with student's personal equipment is permitted.

Students who use the network should have some form of up-to-date anti-virus and anti-spyware software on their laptop – for their own protection. Although using their own equipment, students, while on campus, must adhere to the policies listed in this Handbook. Determination of what the student will have access to and where is determined by the Office of Information Technology in conjunction with University administration.

Whether connecting to the network or for general use, student laptop usage may be confined to certain locations. All registered students are provided a Hodges University email account (please refer to Email Usage policies). It is the responsibility of the student to check this assigned email account for notifications and information concerning changes to or availability of University technological resources.

The University regularly conducts maintenance of its resources which may require service interruptions. The University makes no guarantee of service availability. Some lab study aids, and classroom software must be accessed on-site through a University computer. The University actively monitors network traffic for unauthorized or unacceptable use and reserves the right to terminate or restrict access to the network or other resources at any time for maintenance or if there is a danger to the integrity of the network.

### **6.10.2 – Monitoring and Enforcement**

**Monitoring:** The Office of Information Technology of Hodges University, while managing the operation of computers and networks, may routinely monitor and log usage data. These persons may review this data for evidence of violation of law or policy, and other purposes. The use of the University student wireless network implies agreement with University monitoring policies.

University officials reserve the right to monitor or access and examine the files and/or actual network activity of any user to investigate violations or suspected violations of security and/or

policies. For this reason, students must regard themselves as having no expectation of privacy with regard to their file, electronic activities, data or communications.

Enforcement: Students must adhere to all applicable acceptable use policies. In the event that a violation is suspected or has been reported, students may be subject to disciplinary action up to and including dismissal from the University. Depending on the circumstances, the University may also pursue legal action.

## **6.11 – Student Laptop Lending Program**

### **6.11.1 – General Description**

Hodges University makes non-classroom computer resources available to its onsite students via our libraries and student lounge areas. The University requires that students who take online courses or that are enrolled in an online program own a computer. While these practices cover most student needs, it is understood that on occasion a student may lose access to their home computers because of unanticipated repairs, upgrades, etc. In order to assist students during the temporary loss of their PCs, the University makes a limited number of laptops available to on campus students through a laptop lending program administered by the Office of the Registrar in conjunction with the Office of Information Technology. Loaner laptops are not intended for personal use and should only be used to complete Hodges University classroom assignments.

### **6.11.2 – Policy**

The number of laptops available for lending may change without notice. Laptops will be lent to students who have a signed [Student Laptop Lending Request Form](#) from the Office of the Registrar. Laptops will be checked out for a limited period that may be extended only by completing an additional Student Laptop Lending Request Form. However, in no circumstance may the student be allowed to use a loaner laptop for more than 60 consecutive days. To ensure equitable distribution of limited resources, no exceptions will be made to this policy.

Hodges University is not responsible for:

- Unrecoverable information or documents left on the laptops.
- Viruses, spyware, and associated repairs transferred between loaner laptops and other PCs.
- Absences or missing classwork related to unavailability of loaner laptops.
- Lost classwork or other information rendered unavailable due to the locking of the laptops when not returned at the end of the checkout period.
- Information stored on the loaner laptop related to the student or their personally identifiable information. It is the student's responsibility to ensure that the laptop does not store this information during their use.

Hodges University will not ship or deliver laptops and reserves the right to end this program at its discretion. Should a laptop be damaged at the time of return or otherwise lost, the student may be charged for its replacement or repair.

The Office of Information Technology will track laptop distribution on its team site. Students who have not returned the laptops by the conclusion of the check-out period will be contacted via email

that the laptop will be locked if not returned within five days. Tracking software is installed on all loaner laptops. Hodges may report any laptop not timely returned as stolen to the appropriate law enforcement authorities.

#### **6.11.3 – Laptop Setup**

All software will adhere to the current versions in use by Hodges. The laptops will be equipped with minimal software as follows:

- Microsoft Office Suite
- Microsoft Edge
- Google Chrome
- Mozilla Firefox
- Carbon Black
- Zscaler
- Deep Freeze

#### **6.11.4 – Laptop Maintenance**

Returned laptops will undergo the following maintenance before being checked out again:

- ReImage
- Physical inspection
- General cleaning

### **6.12 – Information Technology Violations**

#### **6.12.1 – General Description**

Any violation of these policies poses an unacceptable risk to the University, its reputation, and its constituents. Violations must be reported immediately to the Associate Dean of Academic Affairs, the Director of Information Technology, the Associate Dean of Students, or a member of University Administration.

#### **6.12.2 – Investigation**

If a report is filed, the Director of Information Technology will obtain authorization from University Administration to monitor the student's activity. The Director will then use any and all tools at their disposal to implement monitoring. Should this require involvement of other Office of Information Technology staff, confidentiality will be strictly maintained by those involved.

Monitoring will take place long enough to prove or disprove alleged infraction to the satisfaction of the Office of Information Technology and University Administration. Data gathered through monitoring will be kept confidential, but will be made available to the Associate Dean of Academic Affairs and/or University Administration as required.

The Director of Information Technology in conjunction with University Administration reserves the right to enforce information technology policies according to all applicable Violation, Enforcement, and Monitoring sections of this document.

Violations will be reviewed on a case-by-case basis. If it is determined that a student has violated one or more of these policies, the student may be subject to disciplinary action up to and including dismissal from the University. Depending on the circumstances, the University reserves the right to pursue legal action.

## **Chapter 7: Student Health Policies**

### **7.1 – Immunization Policy**

Hodges University does not require proof of immunization for all students. Vaccinations are required for students in certain clinical health programs (students should refer to the program handbook for their specific program for more information). Students must provide proof of the typical childhood vaccinations before they can start their internships and clinical in these programs. If not, they must have a titer run, to indicate if the appropriate antibodies are present. Internship and clinical sites may also require a current (within six months) Tuberculosis test, flu vaccine, Hepatitis B, and COVID-19 vaccination. Internships and clinical sites for other academic programs may also require proof of immunization. Any required vaccinations are the financial responsibility of the student.

Hodges University does not require its students to get the COVID-19 vaccine or otherwise provide proof of vaccination for admission to the institution. However, a student may be required by their clinical or practicum site to have completed the COVID-19 vaccine series prior to starting their student practicum or student clinical experience. In addition, a clinical or practicum site may require a student to abide by certain masking and social distancing requirements. If a student fails to abide by the placement site's policies and procedures, the student may be terminated from the site. The placement site may require certain attestation(s) and/or proof of vaccination. Students required by their clinical site to have the COVID-19 vaccine must make every effort to obtain the completed vaccine series. Any student required to have the completed COVID-19 vaccine series, but fails to obtain the vaccine may not be placed at their practicum or clinical site. If a student is removed, terminated, or otherwise unable to participate at the site due to their vaccination status, their course progression and graduation may be delayed. If a student is terminated from a clinical site for their failure to follow the site's policies and procedures, their grade may also be negatively impacted. Students should consult their health insurer for any potential costs of completing the COVID-19 vaccine. Students required to obtain the completed COVID-19 vaccine series may also be required to provide evidence or affirmation prior to beginning their experience at the placement site.

### **7.2 – Illness Policy**

Students who are absent from classes or examinations because of illness should contact their professors on a timely basis to discuss their individual situations. The student should contact the Office of the Registrar for procedural information if a class needs to be dropped because of medical reasons or if a student needs to withdraw from all courses because of illness.

Students are also required to abide by all published protocols for reporting and/or monitoring illness. As these protocols may change rapidly in response to the current public health status, they are posted on the University's website and distributed to students via email. Students must remain informed of all protocols and comply with all instructions regarding their own health status as well as any instructions of faculty or staff related to the enforcement of published health protocols.

### **7.3 – Insurance**

Hodges University does not offer health insurance to students. A recommendation of a reliable insurance agency will be offered to interested students; however, Hodges University takes no responsibility for ensuring any health insurance acceptance. Students are responsible for contacting an agency, filling out individual claims, and for all medical bills they may incur. A recommended link to Academic Insurance Solutions is found in the student portal. Students may contact the Office of the Registrar for additional information. Some programs, especially those that are clinical in nature, may require students to have health insurance in place in order to be placed in a clinical setting.

### **7.4 – Substance Abuse Awareness**

#### **7.4.1 – General Description**

This information has been developed for student use in partial fulfillment of the University's requirements under the Federal legislation enacted as The Drug-Free Schools and Communities Act Amendment of 1989. This law mandates the dissemination of substance abuse policies and resource information to the entire campus community. Educational in scope, this information is meant to serve as a reference guide to provide students with updated information on current University, local, State and Federal laws relative to the use of illicit and controlled substances. Penalties for violation of these many laws are also outlined.

These policies address the effects of substance abuse on the individual and offers a useful reference for self-help. Community services which address substance abuse issues are also identified. These services as well as national telephone hotline numbers are referenced so that students may seek information or assistance on substance abuse concerns.

The educational and referral services of the Office of the Registrar are available for those who are troubled by the use of drugs, legal or illicit, whether it is their own or that of others. Individual privacy will be respected in this process. If warranted, the Office of the Registrar will report to University Administration any cases that might cause a threat or endanger an individual or the institution. For further information, contact the Office of the Registrar at [registrar@hodges.edu](mailto:registrar@hodges.edu).

#### **7.4.2 – Drug Prevention Program**

Hodges University seeks to assure the well-being of all students, faculty, and staff. This policy, therefore, reflects the University-wide commitment to (1) assist with referrals to programs of drug education and counseling, and (2) to strictly enforce its policy banning unlawful or imprudent use of any drug, whether legal or illegal. Those who use illegal drugs and/or illicitly use legal drugs are in violation of state statute and University regulations. All members of the University are accountable to the law and to the University regulations.

The primary goal of the Drug Prevention Program is to promote and maintain a drug-free environment and to educate the university community about the negative impacts of drug abuse.

#### 7.4.3 – Drug Education and Treatment Programs

There are various health risks associated with the use of illicit drugs and the abuse of alcohol. Hodges University recognizes that such use presents safety, health, and security problems. Members of the Hodges University community are encouraged to use any available resources to assist with problems relating to drug abuse. Drug abuse programs are available to our community and are often affordable as well as confidential.

- National Institute on Drug Abuse Hotline: 1-800-662-HELP
- Suicide Prevention: 1-800-273-8255 (Text CONNECT to 741741)
- Commonly Abused Drugs: [National Institute on Drug Abuse](#)
- [Substance Abuse and Mental Health Services Administration](#)
- [National Institute on Drug Abuse -what-to-do-if-you-have-problem-drugs-adults](#)
- Substance Abuse and Mental Health Services Administration: [Substance Abuse and Mental Health Services Administration Find Treatment](#)

#### 7.4.4 – Fort Myers Area Resources

Name	Phone Number
ACT Abuse Counseling and Treatment Inc.	239-939-3112
Alcoholics Anonymous	239-275-5111
Florida Department of Children and Families	800-962-2873
Lee County Public Health Inc.	239-332-9501
Lee Health	800-936-5321
Park Royal Behavioral Health Services	855-564-0136
SalusCare	239-275-3222

For further information regarding Hodges University's Drug Prevention Programs, please contact the Office of the Registrar at [registrar@hodges.edu](mailto:registrar@hodges.edu).

## **Chapter 8: Student Rights and Responsibilities**

### **8.1 – Student Rights and Responsibilities**

Each student is held responsible for behaving in a manner consistent with the best interest of the University and of the student body. In order to protect the rights and privileges of all students, there are student behavior standards which are intended to facilitate the desired environment and educational goals of the University and its students. It is important that each student become familiar with the responsibilities and the rights afforded students by Hodges University.

The following list of Student Rights and Responsibilities clarifies the freedoms and responsibilities afforded to all students at Hodges University:

- The **right** to have a copy of the institution's annual security report. Students may request a copy from the Office of the Registrar.
- The **right** to have a copy of the institution's accreditation letter. Students may request a copy from the Office of Academic Affairs.
- The **right** to know the institution's graduation and transfer out rate. Students may request a copy from the Office of the Registrar.
- The **right** to know your rights as a student under FERPA (Family Education Rights and Privacy Act). This information is available in this Student Handbook.
- The **right** to know the specific facilities and services available to disabled students. This information can be obtained from the institution's Student Accommodations Coordinator in the Office of the Registrar.
- The **right** to know the requirements for withdrawing from school. This information is available in the University Catalog.
- The **right** to know the degree programs, training, and other education offered at Hodges University. This information is available in the University Catalog.
- The **right** to know the instructional, laboratory, and other physical plant facilities associated with Hodges University. Students may request this information from the Office of the Registrar.
- The **right** to know the criteria for measuring Satisfactory Academic Progress. This information is available in the University Catalog.
- The **right** to obtain a list of faculty and instructional personnel. This information is available in University Catalog.
- The **right** to know how students apply for financial aid and how eligibility is determined. This information is available in the Office of Financial Aid.
- The **right** to know the types of need based and non-need based financial aid available to students. This information is available in the University Catalog.
- The **right** to know how federal and state financial aid assistance is distributed among students and how and when financial aid will be disbursed. This information is available in the Office of Financial Aid.
- The **right** to know the terms and conditions of any employment that is part of a financial aid package. This information is available in the Office of Financial Aid.
- The **right** to know the terms of, the schedules for, and necessity of loan repayment and required exit counseling and the right to know the terms and conditions under which



students receiving Federal Education Loans may obtain deferments. This information is available in the Office of Financial Aid.

- The **right** to choose your own lender. This information is available in the Office of Financial Aid.
- The **right** to know that you may decline all or part of your financial aid award and that this must be done in writing. This information is available in the Office of Financial Aid.
- The **right** to know that you have up to 30 days to decline your loan(s), and that any resulting balance owed must be paid in full immediately to the Office of Student Accounts. This information is available in the Office of Financial Aid.
- The **right** to know the costs of attending Hodges University and any additional costs of the program in which the student is enrolled. This information is available in the Registration Terms and Conditions.
- You have a **right** to know the requirements for the return of Federal Student Aid Program funds when a student withdraws from school and information about the refund policy. This information is available in the University Catalog.
- The **right** to file a complaint with:  
U.S. Department of Education  
FSA Ombudsman  
830 First Street, NE Fourth Floor  
Washington, DC 20202-5144

Commission for Independent Education  
325 W. Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400

- You have a **responsibility** to complete all application forms accurately and to submit them on time.
- You have a **responsibility** to know how much you are being charged for tuition and fees and how much financial aid you are receiving.
- You have a **responsibility** to submit all forms to the Office of Financial Aid required for financial aid and verification purposes.
- You have a **responsibility** to know that early withdrawal may result in loss of federal and state financial aid eligibility.
- You have a **responsibility** to report changes of name, address, and phone number to the Office of the Registrar.
- You have a **responsibility** to monitor your grade and progress in each course. All grades are posted in Canvas.

## **8.2 – Student Rights Concerning Educational Records**

The Family Educational Rights and Privacy Act (FERPA) and Hodges University afford students certain rights with respect to their educational records.

They include:

1. The right to inspect and review the student's educational records.

2. The right to request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information (other than directory information described below) contained in the student's educational records, except to the extent that FERPA or this policy authorizes disclosure without consent.
4. The right to file with the United States Department of Education a complaint concerning alleged violation of the FERPA Act by Hodges University.
5. The right to obtain a copy of Hodges University's student records policy, which is located in the University Catalog.

Release of directory information does not require the student's consent and includes the name, address, University e-mail address, telephone numbers, date of birth, student ID number, major field of study, dates of attendance, degrees, awards received (Dean's List, Honor Roll, Academic and Extracurricular Awards), enrollment status (full-time, part-time, less than part-time), any photo or video in which a student appears, grade/class level (freshman, sophomore, junior, senior, graduate student, ESL), and the most recent previous educational agency or institution attended. Students have the right to refuse certain information to be designated as directory information and may do so by completing the FERPA notification form with the Office of the Registrar. For more information on FERPA, please consult the University Catalog.

### **8.3 – Student Rights Concerning General Data Protection Regulation (GDPR)**

#### **8.3.1 – General Description**

This notice describes how your personal data may be processed by Hodges University ("Hodges," "We," "Our," and "Us") and what your rights with respect to your personal data if the GDPR applies to you and your data. Please review it carefully.

This Notice is being provided to you in accordance with the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679, or the "GDPR").

#### **8.3.2 – What is "Personal Data" and "Processing"?**

Under the GDPR, "Personal Data" means any information relating to an identified or identifiable Data Subject; specifically including, but not limited to, name, an identification number, location data, an online identifier, or one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that Data Subject. A Data Subject is a natural person who can be identified, directly or indirectly, by reference to Personal Data. Processing means any operation or set of operations which is performed on Personal Data or on sets of Personal Data, whether or not by automated means, such as collection, recording, organization, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction. "Process" and "processed" have a corresponding meaning.

The GDPR prohibits the processing of "special categories" of Personal Data unless certain exceptions apply, because this type of data could create more significant risks to a Data Subject's fundamental rights and freedoms. For example, an unauthorized disclosure of "special categories"

of Personal Data may put Data Subjects at risk of unlawful discrimination. For this purpose, processing of “special categories” of Personal Data includes processing of: (i) Personal Data that reveals; (A) racial or ethnic origin, (B) political opinions, (C) religious or philosophical beliefs, or (D) trade union membership; or (ii) (A) genetic data, (B) biometric data for the purpose of uniquely identifying a natural person, (C) data concerning health, or (D) data concerning a natural person’s sex life or sexual orientation.

#### 8.3.3 – How and When Do We Collect Your Personal Data?

We may lawfully collect your Personal Data in a number of ways for legitimate purposes. For example, we may collect your Personal Data: (i) from the information you provide to us when you interact with us before applying (e.g., when you express your interest in studying at Hodges); (ii) when you apply to study at Hodges and complete enrollment forms or other admissions documentation; (iii) when you communicate with us by telephone, email or via our website (e.g., in order to make inquiries or raise concerns); (iv) when you interact with us during your time as a student at Hodges, for one or more of the purposes set out below; and (v) from third parties (e.g., from recruitment organizations, government agencies in connection with financial aid, and student visas, or from your previous or current school, university, or employer(s), who may provide records or a reference about you, or who may sponsor or pay for your studies).

#### 8.3.4 – The Types of Personal Data We Collect

We may collect and keep the following types of Personal Data about you: (i) your name, and contact information (i.e., local and permanent address, email address and telephone number); (ii) your date of birth, gender and gender identity, social security number or taxpayer identification number; (iii) insurance information; (iv) your passport or national identity card details; (iv) your country of domicile and your nationality; (v) your unique student identification number; and (vi) information relating to your education and employment history, including the school(s) and other colleges or universities you have attended, places where you have worked, the courses you have completed, dates of study and examination results.

We also may collect and keep: (i) records relating to your work product, details of examinations taken, your examination grades, and other information in your student record (including disciplinary records); (ii) information about both academic and extracurricular interests and activities; (iii) information about criminal convictions and offenses if you apply for participation in certain activities at Hodges or clinical placements; (vi) information concerning your health and medical conditions (i.e., disability and dietary needs); (vii) information about your racial or ethnic origin; religion or similar beliefs; and sexual orientation; and (viii) information about your personal or family circumstances.

#### 8.3.5 – How We Use Your Personal Data

The lawful and legitimate purposes for which we may use Personal Data (including “special categories” of Personal Data) that we collect during your association with us include: (i) recruitment and admissions; (ii) academic matters, including the provision of our core teaching, learning and research services (i.e., registration, grading, attendance, managing progress, academic misconduct investigations, certification(s), and graduation);

(iii) maintaining student records; (iv) assessing your eligibility for scholarships, financial aid, etc.; (v) providing library and information technology services; (vi) for non-academic reasons in support of our core services, including: (A) providing student support services; (B) monitoring equal opportunities; (C) safeguarding and promoting the welfare of students; (D) ensuring students' safety and security; (E) managing the use of social media; (F) financial matters (i.e., administering fees, financial aid, tuition payments, and scholarships); and (G) other administrative purposes, including: (1) carrying out audits (i.e., to ensure compliance with our regulatory and legal obligations); (2) providing operational information (i.e., providing information technology support, information about building closures or access restrictions on campus, or safety advice); (3) promoting our educational services; (4) dealing with grievances and disciplinary actions; (5) dealing with complaints and inquiries; and (6) matriculation, graduation, degree, and transcript information. Personal Data may be published or disclosed in some cases (for example, in connection with graduation, as directory information, etc.). This Personal Data also may be passed to third parties involved in our graduation ceremonies. You may request to be excluded from the publication when you register online to attend the applicable graduation ceremony.

#### 8.3.6 – Why We Process Your Personal Data

As set out above, we process your Personal Data because it is necessary for the performance of a contract with you (i.e., our agreement with you to provide you with an education), or in order to take steps at your request prior to and in furtherance of entering into that “education contract.” In this respect, we use your Personal Data as follows: (i) to interact with you before you are enrolled as a student, as part of the admissions process (i.e., to send you a prospectus or answer inquiries about our courses); (ii) to provide you with services once you have enrolled; (iii) to deal with any concerns or feedback you may have; and (iv) for any other purpose for which you provide us with your Personal Data. We also may process your Personal Data because it is necessary for the performance of our business as a provider of higher education, or because it is necessary for our, or a third party's legitimate interest. In this respect, we may use your Personal Data for the following: (i) to provide you with educational services that are a part of our academic and educational mission; (ii) to monitor and evaluate our performance and effectiveness, including by training our faculty and staff, or monitoring their performance; (iii) to maintain and improve our academic, financial, and human resource management; (iv) to promote equality and diversity throughout Hodges; (v) to seek advice on our rights and obligations, such as where we require legal advice; (vi) recovering money you owe to us; and (vii) for alumni relations and fundraising purposes. We also may process your Personal Data for our compliance with our legal obligations. In this respect, we may use your Personal Data for the following: (i) to meet our compliance and regulatory obligations, such as compliance with anti-money laundering laws, Title IX and other non-discrimination laws, FERPA, and certain other legal requirements; (ii) to assist with investigations (including criminal investigations) carried out by the police and other legal authorities; and (iii) to maintain or acquire accreditation status with regulatory bodies. Finally, we also may process your Personal Data where: (i) it is necessary for medical purposes (i.e., medical diagnosis, provision of health or social care or treatment, or a contract with a health professional); (ii) it is necessary to protect your (or another person's) vital interests; or (iii) we have your explicit consent to do so.

### 8.3.7 – How We Share Your Personal Data

For the purposes referred to in this Notice and relying on the legal bases for processing as set out above, we may share your Personal Data with certain third parties in accordance with applicable law (including FERPA). We may disclose limited Personal Data to a variety of recipients including: (i) the US Department of Education, the Federal Student Aid office, and relevant state agencies and/or offices; and (ii) our Board of Trustees, faculty members, employees, agents, contractors, consultants, volunteers, students serving on official committees or assisting school officials, where there is a legitimate reason for their access to or receipt of the information, including disclosures to: (A) third parties who work with us to provide student services; (B) third parties who work with us to provide student support services (i.e., health services and counselling); (C) organizations operating anti-plagiarism software on our behalf; (D) internal and external auditors, attorneys, and other professional service providers; (E) certain third parties interested in tracking student progress and attendance, including: (1) current or potential education providers; (2) current or potential employers (i.e., to provide references and, where students are sponsored by their employer and/or where you take part in a placement program, to provide details of progress/attendance); (3) professional and regulatory bodies in relation to the confirmation of qualifications, professional registration, conduct, and the accreditation of courses; (4) government departments and agencies where we have a statutory obligation to provide information; (5) police or law enforcement agencies; (6) parents, guardians, and next-of-kin (where there is a legitimate reason for disclosure); (7) third parties conducting surveys; and (8) third parties engaged in fundraising and alumni relations efforts on our behalf.

### 8.3.8 – Your Rights with Respect to Your Personal Data

Under the GDPR, you may have a number of rights with respect to your Personal Data. You have the right, in certain circumstances, to request: (i) access to your Personal Data, (ii) rectification of mistakes or errors and/or erasure of your Personal Data, (iii) that we restrict processing, and (iv) that we provide your Personal Data to you in a portable format. In certain circumstances, you also may have the right to object to our processing of your Personal Data.

If Hodges requested, and you provided your explicit consent for the processing of your Personal, you have the right (in certain circumstances) to withdraw that consent at any time. However, withdrawal of consent will not affect the lawfulness of the processing before your consent was withdrawn.

If you would like more information about, or if you would like to exercise any of these individual rights, as applicable to you, please contact our Data Protection Officer (contact information is below).

### 8.3.9 – Questions/Concerns/Complaints

If you have questions, concerns or complaints about how we are using your Personal Data, we may be able to resolve your complaints, and we request that you contact the Data Protection Officer (contact information is below). You also have the right to lodge a

complaint with the applicable Supervisory Authority if you believe that we have not complied with the requirements of the GDPR with regard to your Personal Data, or if you are not happy with the response you receive from us regarding your complaint.

#### 8.3.10 – Relevant Hodges Contacts

Hodges may be a “controller” and also may be a “processor” (as those terms are used in the GDPR) of your Personal Data for the purposes of the GDPR. If you have any questions or concerns as to how your Personal Data is collected and/or processed, you can contact: Josh Carcopa, Data Protection Officer at [jcarcopa@hodges.edu](mailto:jcarcopa@hodges.edu) or you can write to Hodges University, Attn: Josh Carcopa, 4501 Colonial Blvd., Fort Myers, FL 33966.

### **8.4– Student Grievance Policy**

#### 8.4.1– General Definition

The primary objective of a student grievance procedure is to ensure that concerns are promptly dealt with and resolution reached in a fair manner for all parties concerned. It is essential that each student be given adequate opportunity to bring complaints and problems to the attention of the University administration with the assurance that each will be given fair treatment. The student grievance procedures of Hodges University are designed to provide an effective means for resolving legitimate issues that are subject to the grievance process.

#### 8.4.2 – Grievance Definition

A grievance is defined as dissatisfaction occurring when a student feels or thinks that any condition affecting them is unfair, or creates unnecessary hardship. Grade appeals are not included in the grievance process. Grade appeals are addressed by the Executive Vice President, or designee. Information concerning Grade Appeals and Grade Changes is located in the University Catalog.

#### 8.4.3 – Definition of Formal and Academic Grievances

Hodges University affords two grievance procedures for students depending on the nature of the grievance. The Informal and Formal Grievance procedures are for non-academic concerns and the Academic Grievance procedure is for concerns related to classroom issues other than grade appeals.

#### 8.4.4 – Informal Grievance Resolution

The initial phase of the student grievance procedure is verbal discussion between the student and the University instructor, administrator, or staff member alleged to have caused the grievance in order to communicate and resolve the problem. The meeting should be held as soon as the student first reports the problem. If the student has good cause not to meet with the person(s) alleged to have caused the grievance, or considers the response to the grievance to be unsatisfactory causing the grievance to still exist, then the student should request a meeting with the person’s supervisor to attempt to resolve the problem. Should the matter

remain unresolved to the satisfaction of the student, then the student may file a formal grievance or academic grievance. As stated above, a grade appeal is not subject to the grievance process and instead should follow the procedures outlined in the University Catalog. Problems between students should be brought to the attention of the instructor, program director, Associate Dean of Academic Affairs, or the Associate Dean of Students for discussion and resolution.

#### 8.4.5 – Formal Grievance Procedure

To file a formal grievance, the student should obtain a grievance form from the Office of the Registrar and file it with the Associate Dean of Students. The grievance form must be signed by the student and set forth with sufficient specificity so as to clearly identify the substance of the complaint.

The Associate Dean of Students will serve a copy of the Grievance Form to any and all parties which the student has included in the grievance and the Hearing Officer.

The Hearing Officer will be the Executive Vice President, or designee, for formal, non-academic grievances. Depending on the circumstances, the Hearing Officer may ask the Vice President of Finance and Administration to appoint an Ad hoc Committee and serve as the designee.

Within seven (7) working days of service of the grievance, the accused parties will submit in writing their explanation, if any, to the Hearing Officer.

Upon request, the parties will submit for inspection and/or review any evidence relevant to the grievance which the parties have knowledge of to any other party to the action.

Within fourteen (14) working days of the filing of the Formal Grievance, the Hearing Officer or designee will conduct a preliminary hearing to determine if there is probable cause to proceed with the grievance and attempt to resolve the matter.

The hearings may not be tape recorded. Any party may request the hearing to be transcribed by a licensed court reporter; however, the expense of the court reporter shall be borne by the requesting party and a copy of the transcript shall be provided to Hodges University at no cost to the University.

Hearings may not be attended by outside agencies or attorneys, as these hearings are informal and internal proceedings except that Hodges may request that its general counsel attend this Hearing. Further, all written grievances are confidential and no outside third party shall be provided a transcript of the proceedings without the consent of all parties involved. Violation of confidentiality may result in dismissal from the University or termination of University student employment.

If the Hearing Officer or designee determines that there is not probable cause to support the grievance, then the Hearing Officer or designee will dismiss the grievance in writing stating the reasons for that finding. The decision may be appealed to the President whose decision is

final. The appeal must be filed within seven (7) working days and state with sufficient specificity and clarity the reasons for the appeal.

If the Hearing Officer or designee finds there is probable cause to support the grievance, the Hearing Officer or designee may resolve the grievance or pass the resolution to a Grievance Committee, which is ad hoc. The Executive Vice President, or designee, will appoint appropriate members to the ad hoc Grievance Committee. The committee will consist of one administrator, one student, and a committee chair selected from the faculty.

Within fourteen (14) working days, the Grievance Committee will convene a hearing to determine the resolution of the grievance.

#### 8.4.6 – Formal Grievance Committee Procedure

The Formal Grievance Committee will hear the matter and resolve the dispute subject to the following:

1. The student will present all relevant evidence to the Committee, subject to examination by the other parties and/or the Committee.
2. The other parties will present all relevant evidence to the Committee, subject to examination by the Student and/or the Committee.
3. Other persons may be allowed to present evidence at the sole discretion of the Committee Chair.
4. The Committee will make a written finding within seven (7) working days of the hearing which will contain the decision of the Committee and findings of fact that support the decision. This written finding will be filed with the Associate Dean of Students. The Executive Vice President, or designee, will serve a copy to all parties, and the President.

#### 8.4.7 – Appeals

The appeal process is available to students addressing decisions of the Hearing Officers or a Grievance Committee. Either party may appeal the decision, within seven (7) working days to the President whose decision is final. The President normally will only consider the written record of the evidence, including the complaint, student file, responses, minutes of the meetings, and the written reason for the appeal, in order to render a decision in the matter. In the event that any party fails to appeal the decision regarding probable cause or fails to appeal the written decision of the grievance committee or hearing officer within seven (7) working days, then the grievance shall automatically be dismissed without further recourse or review.

#### 8.4.8 – State Authorization Reciprocity Agreement (SARA)

In the event the student feels the complaint was not managed properly by the institution, the student may submit his or her complaint to the following state contact:

Office of Articulation  
Department of Education



[articulation@fldoe.org](mailto:articulation@fldoe.org)  
850-245-0427

### **Out-of-State Distance Education Students:**

Complaint process for out-of-state distance education students participating under the State Authorization Reciprocity Agreement (SARA), who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the Florida State Authorization Reciprocity Agreement (FL-SARA) Postsecondary Reciprocal Distance Education Coordinating Council (PRDEC) at [FLSARAinfo@fldoe.org](mailto:FLSARAinfo@fldoe.org).

For additional information on the complaint process, please visit the [FL-SARA Complaint Process](#) web page.

## **Chapter 9: Student Financial Resources**

### **9.1 – Financial Aid**

#### **9.1.1 – General Description**

Hodges University remains in compliance with all requirements for eligibility to award student financial aid under the Title IV, Federal Higher Education Act (Financial Assistance) and through programs administered by the Florida Department of Education. Currently, students may be eligible for funding such as the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Student Loans, Federal PLUS Loans, Federal Work-Study Employment funding, Florida Effective Access to Student Education Grant (formerly known as Florida Resident Access Grant), and Florida Student Assistance Grant. Certain types of financial aid are available to eligible students. If the student is eligible, an appropriate award package will be developed and presented to the student. Prior to the actual disbursement of any financial aid, a student may have to accept/deny any funding that will be disbursed and/or complete a verification process which will document certain information provided.

#### **9.1.2 – Federal Pell Grant**

The Federal Pell Grant is designed to assist students in continuing their education beyond high school and also to provide students with a basis of financial assistance to help defray the cost of postsecondary education. A need-based grant awarded only to undergraduate students, does not need to be repaid. Students already holding a bachelor's degree are not eligible for this grant. The amount of the grant is determined by the student's need and the cost of attendance at the university.

#### **9.1.3 – Federal Supplemental Educational Opportunity Grant (FSEOG)**

The Federal Supplemental Educational Opportunity Grant provides assistance to undergraduate students with exceptional need to help pay for their postsecondary education. The amount of grant funding is based on availability of funds and institutional awarding

policies for students with three or more in their family and a zero Estimated Family Contribution (EFC) on their FAFSA.

#### 9.1.4 – Federal Direct Student Loans

Federal Direct Student Loans are loans available to eligible students to help pay for the cost of education. The lender is the U.S. Department of Education. Maximum loan limits, set by federal law are applied based upon the student's yearly progress at the university as well as household income. A student may be eligible for one or both varieties of student loans. Repayment generally begins six months after the student has graduated, left school or dropped below a half-time enrollment status.

There are two types of Federal Direct Student Loans:

- Subsidized – Awards are based on financial need. Student borrowers are not required to pay the interest that accrues while enrolled in school. The federal government pays the interest on subsidized loans for students that are enrolled at least half-time as well as during the first six months of the grace period. Subsidized loans are limited to 150% of the length of a student's academic program. Graduate students are not eligible for subsidized loans.
- Unsubsidized - Awards are not based on financial need. Student borrowers are charged interest while in school but may choose to have the interest payment deferred while in school. If the student borrower selects to defer interest payments while in school, at repayment, the amount owed will be increased by the interest that has accrued. If the student borrower chooses to pay the interest while in school, the borrower will need to contact their student loan servicer to set up payment arrangements.

#### 9.1.5 – Direct PLUS Loans (Parent & Graduate)

Direct PLUS Loans are part of the federal Direct Loan Program. Unlike most other federal student loans, PLUS Loans are not awarded when you apply for financial aid. Graduate/professional students (Grad PLUS Loan) and parents of undergraduates (PLUS Loan) apply separately for the PLUS (in addition to completing a FAFSA) if they need additional funds to cover college costs. Eligibility is not based on financial need, and graduate students and parents of undergraduates may borrow up to the amount of the student's Cost of Attendance, minus any other financial assistance a student receives.

#### 9.1.6 – Federal Work-Study Program

Federal Work-Study (FWS) is a need-based, federal financial aid program that provides part-time employment to students needing financial assistance, as well as encouraging recipients to participate in community service activities. Additionally, by providing a wide range of employment opportunities, FWS helps students gain work experience that complements and reinforces their educational and career objectives.

Under this program, funds are administered according to regulations and guidelines established by the Congress of the United States and the Department of Education. To ensure that Hodges University remains in compliance with federal regulations, updated guidelines have been established.

A student must first qualify for FWS funds. To determine eligibility, students must complete a FAFSA. A Work-Study student can be assigned to any department in accordance with the guidelines provided by the Office of Financial Aid. Work-Study students may have access to student records as approved by their supervisors, but are not permitted to attend employee meetings or functions. Work-Study students are to be provided with guidelines from the Office of Financial Aid as well as from their supervisors so that their duties and responsibilities are clearly understood. Students are compensated through financial aid funds as determined by the Office of Financial Aid and timesheets are processed through the payroll office and are monitored by the Office of Financial Aid to determine continued eligibility for the program.

#### 9.1.7 – Florida Effective Access to Student Education (EASE) Grant

The Florida Effective Access to Student Education (EASE) Grant provides tuition assistance to full-time Florida undergraduate students attending an eligible independent, nonprofit Florida college or university. A minimum of one-year Florida residency is required. This grant does not require the completion of a FAFSA and students already holding a bachelor's degree are not eligible for this grant. Visit <https://www.floridastudentfinancialaidsg.org> for more information about the Florida Effective Access to Student Education Grant requirements.

#### 9.1.8 – Florida Student Assistance Grants (FSAG)

The Florida Student Assistance Grant is a need-based grant available to full-time undergraduate students who have not earned a bachelor's degree and are attending an eligible public or private institution in the state of Florida. This grant requires the completion of a FAFSA and a minimum of one-year Florida residency. Visit <https://www.floridastudentfinancialaidsg.org> for more information about the Florida Effective Access to Student Education Grant requirements.

#### 9.1.9 – Verification Policy

Students selected for verification will be contacted by email within two weeks of submission of the student's FAFSA. The Office of Financial Aid will not disburse any financial aid funds to a student's account until the required documentation is received. The required documentation must be received by the Office of Financial Aid within 30 days of the student being notified. Failure to comply will make the student ineligible for financial aid until the documentation is received. If information on the student's FAFSA is in error, the FAFSA must be corrected. Students are not eligible for financial aid and no aid will be disbursed until these corrections are made.

Students are cautioned that all awards are made based on the availability of program funds to the university and accuracy of the information provided to determine financial aid eligibility. Reductions in funding programs, over which the university has no control, or changes in eligibility status due to the verification process, may amend initial awards. Students must maintain good standing and satisfactory progress towards completion of their respective program. To be eligible for state and federal financial aid funds, students must meet the "Standards of Academic Progress" (SAP) listed herein.

No students may receive financial aid if they owe a refund on any grant, are in default on any loan or have borrowed in excess of established loan limits under Title IV financial aid programs at any institution, or are enrolled in either an elementary or secondary school.

#### 9.1.10 – Hodges University Department of Defense (DoD) Tuition Assistance Policy

Tuition Assistance funds received for service members who drop or withdraw prior to the class start date will be returned to the payee (respective branch of the Department of Defense). If a student drops or withdraws from a course after the add/drop period, the institution will follow the repayment schedule outlined in the University Catalog. For students who stop attending class, the last day of attendance will be used to establish the return amount, if any.

### **9.2 – Scholarships**

#### 9.2.1 – General Description

The purpose of the Hodges University scholarship program is to supplement the resources of students to the extent possible to enable them to begin or to continue university studies. All students are eligible to apply for scholarships, with the following exceptions:

- Students enrolled in Career and Technical Certificate programs are ineligible for all scholarships and discounts except for those students qualified for the Veteran discount.
- Students enrolled in the ESL certificate program are ineligible for all scholarships and discounts except for those students qualified for the Veteran discount.
- Students enrolled in UPower™ programs are ineligible for all scholarships and discounts.
- Students enrolled in clinical programs (Nursing, Physical Therapist Assistant, Master of Accountancy, Emergency Medical Services, and Clinical Mental Health) are ineligible for all scholarships and discounts except for specialty scholarships designed specifically for their own clinical program and except for those students qualified for the Veteran discount.
- Students receiving tuition discounts/waivers as part of other university agreements or policies are ineligible for additional scholarships or discounts.

For additional information on scholarships and eligibility criteria, students should visit <https://pathways.hodges.edu/scholarship-information/>. Students may also contact the Office of Financial Aid for details regarding the scholarship process.

#### 9.2.2 – General Eligibility Requirements

Except as noted above, all Hodges University undergraduate and graduate students in good standing at the current University tuition rate may apply for an institutional scholarship. A minimum cumulative grade point average of 2.0 for undergraduate students and 3.0 for graduate students is required for all scholarships; however, some scholarships may require a higher GPA.

Incomplete applications will not be accepted. All applications and reference letters become the property of Hodges University. Any scholarship application found to contain false or misleading information will be eliminated from further consideration by the Scholarship Committee. Essays, if required, will be judged on a rubric which will include style/content as well as writing skills that are clear, articulate, logically organized, and demonstrates an outstanding grasp of the

philosophical issues involved in the assigned topic(s). A phone and/or in-person interview process may be required for various scholarships.

### 9.2.3 – Selection Process

Scholarship awards are made for one academic year with the exception of renewable scholarships, such as the President’s Scholarship. Awards are made on a per-session basis, unless the criteria specify otherwise. Students may receive up to three (3) institutional scholarships per academic year with eligibility limited to one (1) scholarship per 4-month session. Scholarship amounts will be based on the total tuition/fee cost minus federal and/or state grants that a student may be eligible for. Students awarded a scholarship will only receive the full amount of their scholarship award after all scholarship requirements have been met. Please note: the aforementioned process does not replace a donor’s intent as outlined in specified donor scholarship criteria.

The Scholarship Committee will receive all scholarship applications electronically via the Hodges University online scholarship application system, AwardSpring. Scholarship Applications are due by the 3<sup>rd</sup> Friday of each 4-month session start. Within the scholarship software, students are matched to a scholarship or given recommendations based on information provided on what scholarships to apply for. AwardSpring will then give specific information on what is needed in order to complete the scholarship application in full.

The Scholarship Committee will score candidates on a point system in the following manner:

	Scoring Topic	Maximum Points	Points Distribution
1	Academic Performance	10	Automatic
2	Enrollment Status	10	Automatic
3	Financial Need	10	Automatic
4	Required Essay/Interview	10	Manual
	<i>Total Max Score:</i>	<i>40</i>	

Scholarships that do not require an essay and/or interview will be scored based on 1 – 3 with a possible maximum score of 30 points. Scholarships will be awarded based on the highest scores and the availability of scholarship funding per 4-month session.

Students may email [scholarships@hodges.edu](mailto:scholarships@hodges.edu) for more information.

### 9.2.4 – ICUF Scholarships

As a member of the Independent Colleges and Universities of Florida (ICUF), Hodges University has the opportunity to apply for scholarships provided by the Florida Independent College Fund (FICF). The FICF is a non-profit foundation for program and resource development for the Independent Colleges and Universities of Florida (ICUF). It secures scholarships from private donors, industry and businesses, as well as from the state of Florida.

FICF scholarships have specific forms and criteria for consideration. The Hodges University Scholarship Committee reviews student applications for HU private scholarship assistance as well as the overall student body to find appropriate nominations for the FICF awards.

If a student is awarded an FICF scholarship and the amount exceeds the cumulative private scholarship dollar amount, expressed in guideline number two, then the student may not be considered eligible for any further assistance from the Hodges University Scholarship Committee.

#### 9.2.5 – Criteria for consideration

- The appearance, presentation, and completeness of the scholarship application form will be considered in the awarding of scholarships. Incomplete applications will not be considered. All applications and reference letters become the property of Hodges University and will not be returned.
- Any scholarship application found to contain false or misleading information will be eliminated from further consideration by the Scholarship Committee.
- Essays, if required, will be judged on style and content as well as writing that is clear, articulate logically organized, and demonstrates an outstanding grasp of the philosophical and psychological issues involved in the assigned topics.
- The Hodges University Scholarship Committee may interview applicants as part of the process in the event additional information is required for the scholarship decision process.
- In awarding the scholarships, the Hodges University Scholarship Committee judges the applicants based upon (1) academic performance, (2) the candidate's application essay, if required, (3) personal interviews, if required, (4) financial need, and (5) application completeness.
- Scholarships provided by the FLORIDA INDEPENDENT COLLEGE FUND (FICF) are considered the same as other private scholarships of Hodges University. Students are nominated for the FICF awards by the Hodges University Scholarship Committee. Award amounts established by the FICF may vary.

#### 9.2.6 – Named Scholarships

The named scholarships of Hodges University are available through the generous donations of donors, foundations, and gifts of those listed below or gifts of others in their honor who wish to assist students to reach their academic goals by offering financial assistance. These scholarships are awarded through the regular scholarship procedures of the University. For more information regarding named scholarships, visit <https://pathways.hodges.edu/scholarship-information/>.

#### 9.2.7 – Hawks Fund Scholarship

This scholarship is funded by donations from private donors, institutional fund raising and other sources. The Hawks Fund Scholarship is supported by general donors and our generous donors giving to the University on a regular basis who include, but are not limited to, Thelma Hodges, Collier County Education Facility Authority, John R. Wood, Raymond & Margaret Pettit, and Lavern Norris Gaynor.

### 9.2.8 – Presidential Scholarships

The Hodges University Scholarship Committee grants Presidential Scholarships in the form of tuition aid scholarships as awards for recognition of participation in special institutional training seminars, rewards to outstanding civic organizations or others, by prior agreement with the University, or for other reasons as determined beneficial to the University and its students by the Office of the President. These scholarships are not open for application by Hodges University students.

### 9.2.9 – Outside Scholarships

Hodges University students are encouraged to research opportunities for scholarship outside the institution. Some outside scholarship opportunities are recommended on the University website and student portal. For more information email [finaid@hodges.edu](mailto:finaid@hodges.edu).

## **Chapter 10: Student Activities**

The Office of the Registrar has general oversight responsibility for student activities, organizations and services, and extracurricular activities. All student social events and organized extracurricular activities are designed to encompass student interests and to enhance the philosophy and objectives of Hodges University. Events and activities must be registered with the Office of the Registrar. Events must be sponsored by recognized student organizations with approval and support of the appropriate faculty advisor and the Associate Dean of Students. All fundraisers and sales by vendors must be authorized by the Vice President of Finance and Administration. University guidelines for registering, scheduling, advertising and conducting all such activities and events are to be followed. The University reserves the right to cancel an activity or event when there are reasonable grounds to believe that the activity or event will be detrimental to university operation or will endanger persons or property. Students must be in good standing to participate in student activities.



## **Chapter 11: Campus Safety**

The policy of Hodges University is to provide its students, faculty, and staff as well as guests and visitors to its campus a secure, safe, and healthy environment in order to enhance the delivery of educational services and otherwise comply with the letter and spirit of its Mission Statement.

Good judgment and common sense are the basis of the safety and security policies of Hodges University. It is the duty of each student to follow the safety and security practices as outlined herein and to report any breaches of safety or security issues.

In the event of any emergency situation, a member of administration or a faculty member should be contacted and a 911 call for police or fire support should be made. The Fort Myers Police Department is available through 911 emergency dispatches.

Any student who sustains an accident on campus should immediately notify a faculty member or security officer. The student will be given an incident report form which must be filed with the Director of Facilities Management and Campus Safety. The report must be filed within forty-eight (48) hours of the accident occurring.

In case of major emergency situations, (impending storms, chemical spills, etc.) emergency notifications will be sent out by the University using the Everbridge Emergency Notification System. Students are responsible for keeping contact information up to date (including email addresses and cell phone numbers) so that emergency notifications will be timely received.

### **11.1 – Fire Drill or Fire Alarms**

In the event that a fire alarm sounds during any class period, and in the absence of gunfire, the faculty member will lead their students to the nearest exit from the building as depicted on the emergency plan posted throughout the building. When you hear the fire alarm:

- Quickly, but calmly, follow your instructor to the nearest exit.
- Quickly take your personal possessions with you (keys, purses, etc.)
- Use the stairs to evacuate. Do not use elevators.
- Close doors as you exit to slow the spread of fire.
- Remain in the designated assembly area until instructed by a faculty member or member of administration to return to class.

### **11.2 – False Alarm or Endangering the Safety of Others**

Setting off a false alarm or discharging or misusing firefighting or safety equipment endangers the safety of others, is a felony of the third degree, and will not be tolerated. The unauthorized use or misuse of firefighting or safety equipment will result in disciplinary action up to and including expulsion. Any other behavior that results in an endangerment to the safety of others will also result in disciplinary action up to and including expulsion.

### **11.3 – Severe Weather**

All University administrators are acquainted with the warning terms used in hurricane advisories. In the event it becomes necessary to evacuate a campus, the decision will be made by the President

or designee. To assist in this process, the University will utilize the University's Emergency Notification System (texts, emails) and the University's Classroom Notification system along with social media to inform students of emergency situations. For tornadoes, follow University personnel and security officer instructions including but not limited to:

- Quickly, but calmly, go to the lowest level.
- Stay away from glass areas and doors.
- Take shelter in an interior hallway.
- Stay in protected area until "all is clear".
- Outdoors, stay away from cars.

## **11.4 – Security**

Hodges University provides reasonable safety and security for its students, personnel, and facilities and works closely with local law enforcement on a number of public safety issues. The University utilizes an internal and external camera security system, panic alarms, a magnetic door-locking system with access via an ID card, in classroom emergency notification system, Everbridge Emergency Notification System (texts and emails), and uniformed security officers in all buildings on campus. All crimes should be reported to campus security personnel as quickly as possible.

In spite of these services and precautions, students should be conscious of the fact that crime may still occur. The existence of a campus security officer cannot ensure a student's personal safety.

Students must participate in securing themselves and their personal property at all times. If you see any breach of security, or have a specific recommendation regarding security, please make it known to the University administration or campus security.

For your own safety you should always take the following precautions:

1. Report any suspicious persons or activities to the University administration, faculty, staff, or campus security.
2. Always lock your automobile. Do not leave valuables in view while away from your vehicle.
3. Never walk at night in unlit areas.
4. Ask campus security or a fellow classmate to accompany you to your car, if you feel uncomfortable. Walk with a friend whenever possible.
5. Valuables should be left at home.
6. Do not lend your keys to others or allow them to be duplicated.
7. Practice the "buddy system", which includes letting someone know where you are going, when you plan to return, what routes you will take and how to reach you.
8. Watch your purse, backpack, briefcase, and phone. Do not take a break and leave them behind.
9. Avoid biking alone. If you must go by yourself, stay clear of isolated or poorly-lit areas.
10. Be smart and stay safe.
11. Students are required to display a valid University ID badge while on University property. Guest badges are required and available at the front desk at each campus.

### **11.5 – Firearms and Weapons**

Except for law enforcement officers and the University's security personnel, the possession of weapons on campus or during any event sponsored by the University is strictly forbidden regardless of whether the person has a permit from an appropriate authority or not. Any person carrying a weapon on campus or at a University event will be deemed to have committed a serious breach of security resulting in disciplinary action up to and including expulsion.

Law enforcement officers who attend Hodges University may be armed, as permitted by their respective departments. Officers with exposed firearms must display their badge continuously while on University property.

Students are responsible for compliance with all public laws. Any act that could constitute a violation of public laws will establish cause for legal and/or disciplinary action by the University.

### **11.6 – Bomb Threats**

The placement of a bomb threat is not only a criminal offense, but also an intolerable violation of Hodges University policy and will result in immediate expulsion from the University.

### **11.7 – Breaking and Entering**

The entering of, or attempt to enter, any room, building, motor vehicle, or other form of property without proper authorization or consent is prohibited.

No student is permitted to enter or remain in any University building or in the academic areas of the University after normal operating hours unless written approval has been obtained in advance from authorized University personnel.

### **11.8 – Theft or Unauthorized Possession**

Students involved in the taking, sale, or possession of property without consent of its owner or without proper remuneration may be subject to University disciplinary action up to and including expulsion, as well as arrest and prosecution by legal authorities.

### **11.9 – University Liability**

The University is not liable for physical injury and/or other medical problems as well as loss of or damage to personal property resulting from fire, theft, or other causes outside the control of the University.

## **Appendix 1: Physical Therapist Assistant Program Handbook**

The Associate in Science in Physical Therapist Assistant program at Hodges University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 239-938-7718 or email [cvaccarino@hodges.edu](mailto:cvaccarino@hodges.edu)

## **Physical Therapy Assistant Table of Contents**

<b>Chapter 1: Program Description, Policies, and Procedures .....</b>	<b>104</b>
1.1 – Program Description .....	104
1.2 – Accreditation .....	104
1.3 – Mission Statements/Program Goals .....	105
1.3.1 – PTA Program Mission Statement .....	105
1.3.2 – Hodges University PTA Program/Faculty goals .....	105
1.3.3 – PTA Program Graduate Goals .....	105
1.4 – Physical Therapist Assistant Program Curriculum Plan Philosophy .....	105
1.5 – Informed Consent/Consent to Participate .....	106
1.6 – Complaints by Students .....	106
1.7 - Changes in PTA Program .....	106
1.8 – Federal and State Level 2 Background/Drug Tests: .....	107
1.9 – Health Requirements .....	108
1.10 – Health Status Change .....	108
1.11 – Pregnancy Policy .....	108
<b>Chapter 2: Academic Standards and Guidelines .....</b>	<b>109</b>
2.1 – Learning Strategies .....	109
2.2 – PTA Program Requirements and Conduct .....	109
2.3 – Program Advancement .....	110
2.4 – Unable to Advance .....	110
2.5 – Dismissal from the Program .....	111
2.6 – Reinstatement .....	112
2.7 – Remediation/Retention .....	112
<b>Chapter 3: Classroom and Laboratory Guidelines .....</b>	<b>113</b>
3.1 – Competency Assessments .....	113
3.2 – Skills Check .....	113
3.3 – Practical Examination .....	113
3.3.1 – Practical Exam Guidelines .....	113
3.3.2 – Practical Exam Re-Take Guidelines .....	114

3.4 – Classroom and Lab Attendance .....	115
3.5 – Laboratory Safety and Guidelines .....	115
3.5.1 – Informed Consent.....	116
3.5.2 – Lab Attire .....	116
3.5.3 – Lab Safety .....	116
3.5.4 – Laboratory Usage .....	117
<b>Chapter 4: Clinical Education Guidelines .....</b>	<b>118</b>
4.1 – Clinical Internship General Information.....	118
4.2 – Curriculum Timeline .....	118
4.3 – Acquisition of Clinical Education Experiences and Clinical Site Selection.....	118
4.4 – Assignment of Students to Clinical Sites .....	119
4.5 – General Requirements Prior to Clinical Internship .....	119
4.5.1 – Student Level of Performance .....	119
4.5.2 – Safety.....	120
4.5.3 – Medical Requirements and Documents.....	120
4.5.4 – Annual Tuberculosis (TB) Screening.....	121
4.5.5 – Health and Liability Insurance.....	121
4.5.6 – Materials/Supplies .....	122
4.5.7 – Clinical Internship Orientation Meetings .....	122
4.6 – Site Visits/Midterm Conference.....	122
4.7 – Grading Criteria for Clinical Internship .....	123
4.8 – Grading Policies for Clinical Education.....	123
4.9 – Dismissal from a Clinical Site.....	124
4.10 – Responsibilities of Parties Involved in Clinical Education .....	124
4.10.1 – Responsibilities of the Hodges University PTA Program.....	124
4.10.2 – Responsibilities of the Academic Coordinator of Clinical Education .....	126
4.10.3 – Responsibilities of the Student .....	127
4.10.4 – Responsibilities of the Center Coordinator of Clinical Education (CCCE) .....	128
4.10.5 – Responsibilities of the Clinical Instructors (CI).....	129
4.11 – Supervision Guidelines during Clinical Experiences.....	129
4.12 – Safety for Off-Campus Educational Experiences.....	130
4.13 – Dress Code/Uniforms .....	130
4.14 – Attendance/Tardiness.....	132

4.14.1 – Absence from Clinic.....	132
4.14.2 – CI Absence.....	134
4.14.3 – Holidays and Inclement Weather .....	134
4.15 – Compensation .....	134
4.16 – Implementation of Early Warning.....	134
4.17 – Universal Precautions .....	135
4.18 – Exposure to Blood and Body Fluids.....	135
4.19 – Infectious Disease Policy and Informed Consent.....	136
4.20 – Incident/Accident/Exposure Report (other than exposure to blood and body fluids).....	136
4.21 – Health Insurance Coverage .....	136
4.22 – Liability Insurance .....	137
<b>Chapter 5: Behavioral Expectations .....</b>	<b>138</b>
5.1 – Behavioral Expectations and Values .....	138
5.2 – Physician’s Health Release and Functional Capacity Requirements.....	139
5.3 – Letters of Recommendation or References .....	139

## **Chapter 1: Program Description, Policies, and Procedures**

### **1.1 – Program Description**

The information in this handbook applies to PTA Program students and is in accordance with the policies and procedures of Hodges University. Other Hodges University student policies and procedures are found in the Hodges University Catalog and the University Student Handbook.

The PTA Program is one of the health career programs offered at Hodges University as part of the School of Health Sciences. Students in the PTA Program participate in traditional lecture and lab classes together as a cohort. There are two full-time, off-site clinical internships, which are managed by the Academic Coordinator of Clinical Education (ACCE) in conjunction with an onsite Center Coordinator of Clinical Education (CCCE).

The curriculum provides the student the opportunity to develop competency in technical skills through experiences in the classroom, laboratory, and off-site clinical facilities. The PTA Program is dedicated to developing PTAs who are skilled, competent, pro-active and will make valuable contributions to the field of physical therapy.

The Physical Therapist Assistant (PTA) Program at Hodges University is designed to provide students with entry-level skills and knowledge to work under the supervision of a licensed physical therapist in the rehabilitation of patients with musculoskeletal and/or neuromuscular deficits, disease, or disorders. Graduates of the PTA Program will receive an AS degree in Physical Therapist Assistant and will be eligible to take the national licensing board exam required to practice in the field of physical therapy.

The PTA Program is a full time, traditional day program. PTA students will be required to attend class five days a week for three consecutive sessions from 8:30 am to 5:00 pm, Monday through Friday. The students must also complete two full-time internships consisting of 40 hours a week. This may require an evening or weekend schedule. PTA students must complete the coursework together as a cohort, no exceptions.

### **1.2 – Accreditation**

Hodges University PTA Program received full reaccreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) in September of 2013 with a 10 -year re-accreditation award on October 31, 2018 through September 30, 2029.

Hodges University will provide for a subscription to the FSBPT statistical tracking information reports on the national board exam and related statistics. Statistical tracking information reports on national board exam passing rates, student graduation rates and graduate employment rates will be obtained and maintained on the HU website on the PTA Program Page. Program statistics will be published yearly on the Hodges University PTA webpage under “Outcomes”.

The Associate in Science in Physical Therapist Assistant program at Hodges University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 239-938-7718 or email [cvaccarino@hodges.edu](mailto:cvaccarino@hodges.edu).



### **1.3 – Mission Statements/Program Goals**

#### **1.3.1 – PTA Program Mission Statement**

The PTA Program at Hodges University prepares students to leverage higher learning to develop competent, professional and civic minded Physical Therapist Assistants who are prepared for entry-level employment.

#### **1.3.2 – Hodges University PTA Program/Faculty goals**

1. Develop competent and professional physical therapist assistants to provide safe, effective, evidence-based PTA services under the supervision of a licensed physical therapist.
2. Faculty will meet all CEU requirements for FL licensing to ensure knowledge and skill of contemporary physical therapy practice within each licensing period

#### **1.3.3 – PTA Program Graduate Goals**

1. Demonstrate the ability to provide professional, safe, competent physical therapy services required of the entry level PTA.
2. Demonstrate the ability to apply critical thinking skills and research to comply with best practice.
3. Demonstrate the ability to recognize and treat a variety of patients in a professional and culturally sensitive manner.
4. Demonstrate the ability to communicate both written and verbally in an effective and profession manner.

### **1.4 – Physical Therapist Assistant Program Curriculum Plan Philosophy**

The PTA curriculum is designed with the adult learner in mind. The faculty recognizes the need to connect new learning with real life experiences and clinical simulations. Just as faculty members are responsible for facilitation of learning, the students are encouraged to take responsibility to pursue and master the skills and knowledge needed to enter the field of physical therapy and practice under the supervision of a licensed physical therapist.

Design of the PTA curriculum is based on the belief that PTA learning begins with basic sciences and liberal arts education, continues with technical education and skill development, followed by integration and application of the material and skills learned, with the opportunity to practice in real-world clinical settings. The PTA faculty understands that success not only relates to technical competency, but also professional behaviors, cultural sensitivity and social responsibility. These items are addressed and modeled throughout the curriculum, threaded from the first core course through the final terminal internship.

A variety of teaching methods are used in the PTA program to achieve the proper depth and breadth of information and provide activities for visual, auditory and kinesthetic learners. These activities include, but are not limited to, lecture, lab, simulated clinic, group and individual activities and projects, teaching and mentoring, observation and role playing, open lab practice time and clinical experiences. The faculty recognizes the diversity of the student and patient population and

provides experiences and opportunities for active student participation and involvement in the classroom, profession and community.

### **1.5 – Informed Consent/Consent to Participate**

PTA students are expected to participate in two full-time clinical affiliations as well as other in-class and off-campus activities. Students must participate in mock lab, practice sessions, and practical exams as simulated patient and practitioner. Labs and practical testing maybe photographed or videotaped for instructional, assessment or promotional purposes. Clinical facilities may require further drug testing, proof of immunizations, and background checks. All students must introduce themselves to patients and peers as student PTAs and ask permission to work with the patient as well as inform the patient of their risk-free right to refuse treatment by a student. Students enrolled in the HU PTA Program will be required to sign an Informed Consent Form stating that they are aware of their rights, responsibilities, and risks associated with participating in the PTA Program and in a clinical internship.

In addition, clinical affiliates may require copies of the student's HIV/AIDS, CPR certifications, as well as Medical History and Physical Examination results prior to attending a clinical internship. Consent is required before HU can release this information to the clinical site. Students will sign a Consent to Release Student Information to Clinical Site Form during the PTA Program orientation.

Confidentiality of patients while in clinical internships must follow HIPAA privacy guidelines, which will be covered in the first session of the program. Any breach in confidentiality, especially as it relates to patient/client information, may result in dismissal from the PTA Program and the University.

During lab and clinical internships, students may be involved in developing educational material and completing assignments, which require the participation of actual patients in the clinical setting. This may involve videotaping, audiotaping, and/or photography. Students will sign a Student/Patient Consent to Participate Form which includes videotaping, audiotaping, and/or photography.

### **1.6 – Complaints by Students**

Please refer to the University Student Handbook. Students may contact CAPTE or the PTA Program Director regarding complaints, concerns or issues. Contact information is as follows: The Associate in Science in Physical Therapist Assistant program at Hodges University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 239-938-7718 or email [cvaccarino@hodges.edu](mailto:cvaccarino@hodges.edu).

### **1.7 - Changes in PTA Program**

Notification of expected or unexpected substantive changes in the PTA Program or change in institutional accreditation status or legal authority to provide postsecondary education will be

submitted to the PTA accreditation body, CAPTE within 14 days of such an occurrence. If a substantive change occurs in the PTA Program or institutional accreditation status, the institution and PTA Program will come into compliance with the two years in accordance with CAPTE guidelines.

### **1.8 – Federal and State Level 2 Background/Drug Tests:**

A Level II FBI Criminal Background check with fingerprinting and a 10 panel Drug and Alcohol Screening will be required of applicants who have been conditionally accepted into the PTA Program. This will be conducted after signing appropriate forms prior to the start of the program. Acceptance into the PTA Program requires a student to remain free of disqualifying charges and drug free.

Students whose Criminal Background Check results indicate potential inability to be placed in a clinical setting or hold a license will be notified and counseled. Students who have multiple arrests, pending convictions, or disqualifying convictions will be unable to be placed in a clinical setting. Therefore, the student will be informed that they may not be accepted or allowed to continue enrollment in the PTA Program. Student who have any evidence of an issue in their background may be interviewed and investigated to elicit further information.

Clinical placement is a requirement for the PTA Program completion. Therefore, unsuccessful Criminal Background Checks or Drug Screening may prevent the student from completing the PTA Program. Hodges University assumes no obligation to locate an alternative site and cannot guarantee the completion of degree requirements for an individual with an unsuccessful criminal background check or drug screen. Furthermore, Hodges is under no obligation to refund tuition, fees or to otherwise accommodate a student if deemed ineligible to complete course requirements based on the results of a criminal background check or drug screening, or if the student is unable to obtain licensure.

Students in the program are obligated to notify the PTA Program Director of any arrests, incidents and/or charges regardless of adjudication that occur after acceptance and during enrollment in the program. Failure to notify Program Director within seven days shall be grounds for immediate dismissal from the program.

PTA Program faculty, administrators as well as any clinical site may also request a Criminal Background Check and/or Drug Screening on a student at any time during enrollment if warranted.

State laws generally permit a state licensing board or agency to deny a licensee or potential licensee to practice if the applicant is not of “good moral character”, has been convicted of a felony, has had multiple arrests, or other specified crime(s).

A student with an unsuccessful Level II Criminal Background Check or Drug Screen must contact the Florida Board directly as the student may not be eligible for licensure. It is the responsibility of the student to determine eligibility for licensing.

### **1.9 – Health Requirements**

Once accepted to the PTA Program, all health requirements and immunization records must be completed and all health forms must be submitted prior to starting classes with the exception of TB, flu and Hepatitis B series 2 and 3.

This includes but not limited to:

- A recent physical examination, functional capacity exam and a record of immunization must be completed and forms signed by a Physician, Physician's Assistant, or Nurse Practitioner.
- Hodges University does not require its students to get the COVID-19 vaccine or otherwise provide proof of vaccination for admission to the institution. However, a student may be required by their clinical or practicum site to have completed the COVID-19 vaccine series prior to starting their student practicum or student clinical experience. In addition, a clinical or practicum site may require a student to abide by certain masking and social distancing requirements. If a student fails to abide by the placement site's policies and procedures, the student may be terminated from the site. The placement site may require certain attestation(s) and/or proof of vaccination. Students required by their clinical site to have the COVID-19 vaccine must make every effort to obtain the completed vaccine series. Any student required to have the completed COVID-19 vaccine series, but fails to obtain the vaccine may not be placed at their practicum or clinical site. If a student is removed, terminated, or otherwise unable to participate at the site due to their vaccination status, their course progression and graduation may be delayed. If a student is terminated from a clinical site for their failure to follow the site's policies and procedures, their grade may also be negatively impacted. Students should consult their health insurer for any potential costs of completing the COVID-19 vaccine. Students required to obtain the completed COVID-19 vaccine series may also be required to provide evidence or affirmation prior to beginning their experience at the placement site.
- Student must meet all health, immunizations and functional capacity exam requirements, with no exceptions as this is required by most clinical sites

### **1.10 – Health Status Change**

It is the responsibility of the student to contact the Program Director or ACCE if their health status changes while in the program. A change in health status may require a release statement from the physician verifying the student's return to the program without any restrictions. These forms must be on file prior to resuming and PTA courses after any major event including but not limited to surgery, injury, accident or pregnancy.

### **1.11 – Pregnancy Policy**

If a student chooses to declare a pregnancy, it must be done in writing. The declaration may be performed at any time during the pregnancy. If the student decides to declare a pregnancy, then they are required to meet with Program Director and ACCE. Voluntarily declaring pregnancy is the most prudent course of action. It provides maximum protection for the developing embryo/fetus.

Any information provided to the Program Director and ACCE regarding pregnancy will be kept confidential. Consideration must be given to the student's welfare during pregnancy as well as the policies of clinical sites to which they are assigned. Students returning to their clinical assignments following a leave of absence due to pregnancy or any other health related concern must provide documentation from their physicians stating they are able to resume their clinical duties "without restriction in class, labs and clinical settings.

## **Chapter 2: Academic Standards and Guidelines**

### **2.1 – Learning Strategies**

Preparing for a health care career involves a different type of learning than traditional classroom education. The PTA Program involves practice in hands-on techniques, measurement and treatment procedures, problem solving, performance of interventions, and educating patients and/or caregivers.

Students are encouraged to continuously assess their own abilities, developmental needs, goals, and plan learning experiences to meet personal and professional goals. This is accomplished throughout the PTA Program by self-assessment, peer evaluation, and instructor feedback.

The courses in the PTA Program are designed to allow the student to apply theoretical knowledge to simulated patients in the laboratory setting and finally on actual patients in the clinical setting under the supervision of licensed clinical instructors. Strategies for continued success in the learning process include the following:

- Participate in all class, laboratory, and clinical sessions
- Study/complete all assignments
- Ask questions and ask for help when needed
- Take advantage of all optional activities
- Complete self-assessments of knowledge and skills
- Acknowledge and value peer evaluation and instructor feedback
- Practice skills identified as needing improvement
- Change lab partners regularly
- Be proactive in learning
- Always strive to be your personal best

### **2.2 – PTA Program Requirements and Conduct**

The core faculty and administration have identified specific guidelines that should be followed by each student in order to successfully advance through the PTA Program. Student success depends on attention to responsibilities as outlined below:

- Be punctual and make every effort to attend all scheduled classes, labs, field trips and other meetings.
- All cell phones are to be turned off and out of site during class unless otherwise instructor by professor.
- Take responsibility to obtain any materials covered in a missed class or lab.

- Ensure reliable access to a computer.
- Be prepared to spend a minimum of nine hours per week preparing for each class (online assignments, reading assignments, in-service development, etc.). Refer to specific course syllabi.
- Review previously completed course content, as it will assist in understanding subsequent content due to the cumulative nature of the PTA Program.
- Successfully complete all assignments and requirements on time including any additional verifications of ability to meet requirements.
- Actively participate in all classes, simulated laboratories, open lab sessions, online discussion forums, etc. as required.
- Actively participate in remediation activities as detailed when necessary.
- Initiate additional learning experiences including study groups and review sessions with instructors as necessary.
- Demonstrate competency in specified areas of practice through successful completion of practical examinations and skill checks.
- Adhere to the Program requirements and professionalism guidelines, and the American Physical Therapy Association's Code of Ethics, Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Conduct of the PTA and Standards of Practice for Physical Therapy. [American Physical Therapy Association Core Ethics Documents](#)

### **2.3 – Program Advancement**

In order to successfully complete all of the requirements for the PTA Program, students must fulfill all of the following:

1. Complete all required PTA courses in the curriculum in the correct sequence.
2. Maintain an overall average GPA of 2.5 or above per session in the PTA Program.
3. Earn a minimum grade of C in all PHT prefix courses, as well as the 2.5 session GPA.
4. Demonstrate ongoing development of professional behaviors and competency in skills performed by an entry-level PTA. (This includes skills checks and Practical Exams)
5. Participate in faculty advisement sessions to review advancement towards graduation.
6. Exhibit conduct that exemplifies PTA Program and PT profession standards, Hodges University Student Conduct Policy, PT Code of Ethics, and the Florida Physical Therapy Practice Act
7. Maintain all of the following:
  - a. Current certifications (CPR, AIDS, TB Tests, etc.) during the PTA Program.
  - b. Health Insurance throughout the program after the first semester

### **2.4 – Unable to Advance**

It is the intent of the University and PTA Program that each student succeeds in their academic endeavors. Course expectations and requirements are outlined in each syllabus. Core faculty is available to assist students in succeeding in the program. However, a student is unable to advance if the student:

1. Fails to complete all required coursework within the PTA curriculum in a logical sequence as required by the Program.
2. Fails to demonstrate competencies through skills checks and practical exams.
3. Fails to achieve the required grade point requirements of a 2.5 per session.
4. Fails to demonstrate ongoing development of professional behaviors and competency in skills performed by a student PTA.
5. Fails to participate in faculty advisement sessions to review advancement towards graduation.
6. Fails to consistently adhere to safety standards and guidelines in class, lab, or clinical settings.
7. Fails to submit completed required forms indicating satisfactory health status and additional verifications required.
8. Fails to hold current certifications (CPR, AIDS, TB Tests, etc.) during the Program.
9. Participates in conduct that violates the policy and procedures and standards of the university, program, or PT profession.
10. Fails to successfully complete all clinical internship affiliations with passing grades and competency as per the CPI.
11. Fails to provide current health insurance

## **2.5 – Dismissal from the Program**

The PTA Program reserves the right to discontinue a student's enrollment in the PTA Program if, in the judgment of the PTA faculty and/or administrators, the student does not possess the professional behavior or competencies necessary for success as a PTA. If this situation occurs and is contested by the student, a committee will be formed consisting of core faculty, an administrator, and a non-biased third party, such as a faculty member from another school within HU unrelated to the PTA Program. The committee will assess the situation and the student to decide accordingly in compliance with HU policy. Additionally, the following are conditions under which dismissal may occur without an advisory hearing:

1. Failure to maintain the required 2.5 overall session GPA in the PTA core program.
2. Receiving a final course grade of a D or below.
3. Failure to demonstrate appropriate progression in developing professional behaviors.
4. Failure to demonstrate appropriate competency skills in skills checks and practical exams.
5. Breach of academic honesty.
6. Breach of confidentiality.
7. Failure to meet Individualized Retention/Remediation Plan criteria, if developed.
8. Repeated tardiness and/or frequent absences from class, laboratory, or clinic as per syllabi and institutional guidelines.
9. Failure to make up missed labs or assignments as per course syllabi.
10. Failure to satisfactorily meet the Performance Criteria as detailed in the Clinical Performance Instrument for any of the two (2) clinical internships.
11. Failure to comply with requirements and standards as detailed in the University and PTA Student Handbooks
12. Fails to provide current health insurance

## **2.6 – Reinstatement**

A student who withdraws or who has been dismissed from the PTA Program (either passing or failing) has no guarantee of reinstatement into the next year's cohort. Since the PTA Program is limited access, availability of space in the classroom and or clinical site placement it may determine whether reinstatement can occur. In addition, a student may only re-enter the program one time, for a total of two attempts.

To be considered for re-admittance, a student must reapply and pass all of the PTA Program requirements including the interview and essay process. Each situation will be handled on a case-by-case basis. The student will be considered with all other applicants for the new academic year; all admissions requirements apply. If a student fails or withdraws from one or more courses within the semester, the student is deemed to have completed their first attempt. If readmitted during the next application process, it will be deemed the second (and final) attempt. If a student is unsuccessful following re-entry (during the second attempt) they will be permanently dismissed from the PTA Program.

When a student re-enters the PTA Program and is auditing previously successfully completed courses through the CARES Program, they must participate in all course requirements detailed in the course syllabus. Grades will be awarded for the audited course; failure to demonstrate appropriate retention of course content as indicated by a "C" or an overall semester GPA of 2.5 based on course requirements will result in loss of the opportunity to continue in the PTA Program and the student will be dismissed. If retaking a previously failed course, a grade of C or higher must be achieved along with an overall semester GPA of 2.5. If retaking a clinical internship, the student will need to submit all required medical and clinical related paperwork as requested.

Any student failing to progress through the entire curriculum despite the two attempts permitted in order to complete the PTA Program successfully, will be referred to an Academic Advisor to assist in exploring other educational and career options.

## **2.7 – Remediation/Retention**

It is the intent of the University and PTA Program that each student succeeds in their academic endeavors. Course expectations and requirements are outlined in each syllabus. Core faculty are available to assist students in succeeding in the program. Courses and labs are designed to provide students the opportunity to master content areas in which they are having difficulty as well as to provide a means by which the overall course grade may be improved. Grading policies and requirements are outlined in each course syllabus.

Any remediation is documented in the student's electronic file under a Communication or Performance Improvement



## **Chapter 3: Classroom and Laboratory Guidelines**

### **3.1 – Competency Assessments**

Throughout the PTA Program, the student's performance of interventions and techniques presented in the classroom and laboratory will be assessed for competency. In lab courses, following demonstration of the skill by the lab instructor, the student practices the skill in several simulated patient intervention activities in the lab with peers. Instructors provide on-going feedback regarding performance. Therefore, there is continuous observation of the students' performances by the instructor to assess hands-on practice of the particular skill. Students are encouraged to seek feedback from the instructor. In addition, skill checks will be administered by the instructor on selected technical skills.

As safety is a key performance criterion, should a student compromise a simulated patient's and/or their own safety during the performance on any skill, the instructor will immediately terminate the practice of that skill and remediate the student in that procedure or activity by teaching, demonstrating and requiring demonstration and practice of the skill/activity by the student.

Once the student satisfactorily demonstrates a novice level of performance and understanding for the particular skill, they would be considered ready to complete the next level of assessment, which is the completion of a practical examination.

### **3.2 – Skills Check**

As part of the process of determining competency prior to assignment to a clinical internship, and or practical exams, students must complete skills checks to assess their ability to perform certain interventions in several laboratory courses offered in the curriculum.

A skill check competency is required for specific skills designated in each course. The skill check is performed and reviewed by a peer prior to the instructor review. The instructor then reviews the skill and grades on a Pass/No-Pass basis. Each skill check must be successfully passed with an instructor prior to students being allowed to participate in a scheduled Lab Practical Examination. If a student fails to pass a skill check, the student will be required to practice the skill and retake the skill check. Students will be allowed a maximum of three attempts to pass each skills check competency with an instructor. If the student does not pass on the third attempt, the student will be unable to pass the course which will result in academic dismissal from the PTA program.

### **3.3 – Practical Examination**

#### **3.3.1 – Practical Exam Guidelines**

In order to determine competency prior to assignment to a clinical internship, students must complete practical examinations to assess their ability to perform certain interventions in several laboratory courses offered in the curriculum. Practical exams are formal tests of student competency and may involve performing a complete treatment session. The practical examinations may be conducted throughout the course or at the end of a given laboratory course.

The practical exams may be scheduled during or outside of regular lab hours. Lab instructors will inform students of criteria for the practical exam grading via Canvas. Practical examinations are scored with a specific rubric for with the score calculated into the final course grade. Students must pass all practical examinations with a grade of 70% or higher in order to successfully pass the associated course and continue in the program, as well as 70% or higher in each critical element section. If the student scores below a total grade of 70% the student will have to repeat the entire practical within one week of due date. If the student scores below a 70% in any critical element section, the student will have to repeat that section or sections of the practical within one week from due date. Critical element sections are noted on each rubric and will follow the grading for re-take of practical exams.

Practical technical skills are important to success in a clinical setting. Courses are designed to allow for practice and assessment of skills. If a student fails a practical exam either due to safety or competency issues, they will be afforded time to practice the skills in need of remediation with the guidance of the instructor if needed, and will re-take the practical exam within a week's time. A maximum of two attempts are permitted per practical per course; however, the student is limited to retake three practical exams per session regardless of the course.

If a student fails the same practical exam after two attempts, they will fail the exam and the course and will be dismissed from the PTA program. If the student fails more than three practical exams per session, regardless of the course, the student will be dismissed from the PTA Program. The student is only allowed to retake three practical exams per session.

Instructors may hold review and practice sessions, or open lab time during or outside of scheduled course times. It is each student's individual responsibility to take the initiative to participate in activities detailed by the instructor and strive for competency in required areas and skills

### 3.3.2 – Practical Exam Re-Take Guidelines

Attempt One: 100% of total points can be achieved, if the first attempt is performed correctly with NO verbal cueing from instructor. If at any time a student does not comply with the safety requirements outlined on the practical exam rubric, the practical exam will be stopped and the student will fail the practical.

If a student fails the first attempt, the instructor will identify deficiencies and discuss them with the student. The student will be allowed to practice and re-take the exam within one week of the initial exam as scheduled by the instructor.

Attempt Two: 70% of total points can be achieved if the final retake attempt is performed correctly with NO additional cueing from the instructor.

Attempt Two failed: Student will receive zero (0) points and a failing grade on the practical exam and will be unable to pass the course, which will result in academic dismissal from the PTA Program. Students may not take a practical exam more than two times or retake more than 3 practical exams per session.

Students may be videotaped as a strategy to improve self-assessment. Self-assessment and peer review/feedback may be used to evaluate and improve performance. Competency assessments and practical examinations, used to assess application of knowledge and skills with a simulated patient, require that the student arrive for the scheduled assessment in the appropriate attire for their role as clinician, simulated patient, or videographer.

While in the role of the simulated patient, the student is expected to portray the role of the patient as accurately as possible without over-dramatizing the condition. Additionally, the simulated patient is to respond in a manner consistent with a patient offering no guiding comments, repositioning, or other actions/facial expressions that could be considered attempts to aid the simulated clinician being assessed. Should it be determined by the instructor that a student while in the role of the simulated patient did lead or assist in anyway, this may be considered cheating and the score of the simulated patient may be impacted. If feedback is provided immediately following an assessment, the student is expected to respond in an appropriate manner using professional behavior.

For practical examinations, the student is expected to leave the testing area immediately following any necessary clean up. In accordance with academic honesty and integrity, the student should not:

- Discuss the case with any other student.
- Discuss any interventions performed.
- Divulge where points may have been deducted.
- Offer any tips on how to complete the practical to students waiting to be assessed.

### **3.4 – Classroom and Lab Attendance**

It is very important that students in the PTA program attend all classes and labs as there is an abundance of information exchanged. If a PTA student misses more than two days of class in an 8-week course or three days of class in a 16-week course without significant documentation of a major trauma, accident or illness to the student or at the discretion of the Program Director, the student will be placed on a performance improvement plan and may be dismissed from the program if plan is not maintained.

First offense being late for a quiz or exam—If a student arrives more than five minutes late for a quiz or exam for the first time may have 10 points deducted from the quiz or exam and will only have the original time allotment for the quiz or exam. This is at the discretion of the professor teaching the course.

More than one offense—If a student arrives late more than once they may receive a zero on the quiz or exam unless it was due to a major trauma, accident, or illness to the student. This is at the discretion of the professor teaching the course. Students arriving more than fifteen (15) minutes late for class or leaving more than fifteen (15) early and or missing more than 1 hour of class time will be considered absent for the whole day.

### **3.5 – Laboratory Safety and Guidelines**

These guidelines are intended for students or non-students when participating in practice or as subjects/ patient- simulators during laboratory and clinical practice. Activities may include exercise, treatment, modality use, transfers, and other treatment interventions, as well as videotaping, audio-taping, or photographing of individuals for instructional purposes.

### 3.5.1 – Informed Consent

- Each PTA student will be required to sign an Informed Consent Form on or before the first day of the initial lab class. The signed Informed Consent Forms will remain active throughout the student's enrollment in the PTA Program or until otherwise revoked.
- All other persons volunteering to participate as a patient-simulator in lab will be required to sign the informed consent in advance of the lab session. This consent will be valid throughout the term of the course in which the individual is volunteering.
- Signed forms will be maintained by the Program Director in a locked file cabinet and the student's electronic file.

### 3.5.2 – Lab Attire

- Laboratory attire is required for all classes and skill demonstration in which the student will play the role of a simulated PTA or patient. Lab clothes must be kept clean.
- Appropriate lab dress for men includes sports shorts and t-shirts. Women will wear sports shorts, a t-shirt, and a sports bra, or halter top
- Fake or acrylic fingernail are not permitted in the program and nails need to be cut down to the tip of the fingers.
- Hair should be pulled back in a ponytail or clip during labs.
- Physical therapy type clothing, closed-toed shoes, and undergarments must be worn at all times.
- T-shirts should not be offensive or disruptive to the class or may display the Hodges University or PT/PTA related logo.

### 3.5.3 – Lab Safety

- No unsupervised use of laboratory space unless at the discretion of faculty.
- No horseplay tolerated
- No inappropriate use of equipment or supplies.
- PTA program faculty as well as students are responsible to ensure safe operation of equipment by doing the following:
  1. Visually inspect equipment for damage and current inspection sticker or tag (some equipment may not require a tag or sticker).
  2. Pre-check equipment prior to use.
  3. If a sticker is not current, inform lab instructor or Program Director or ACCE. Do not use the equipment!
- When a piece of equipment fails or malfunctions:
  1. Attend to the immediate needs of the subject.
  2. Report the incident to the lab instructor and/or Program Director.
  3. Assist lab instructor in filling out an incident or equipment report.
  4. Remove the equipment from the area and label it as —"out of service".
  5. The Program Director will contact the company or maintenance to attend to the equipment.

#### 3.5.4 – Laboratory Usage

The use of PTA equipment is restricted to the PTA Program faculty and the students enrolled in the PTA Program. Use of equipment by other Health Sciences students is prohibited and may result in disciplinary action.

1. PTA students have access to the lab during specific course hours and open labs times. Students must not be in the lab during open lab time without faculty approval.
2. Students are expected to conduct themselves as though they are in the clinical setting. Inappropriately loud talking or joking, use of foul language, or other disruptive behavior will cause the student to be dismissed from the lab session and will result in a disciplinary action.
3. It is advised that the student utilize open lab time as often as possible.
4. PTA students are to act as partners for one another during open lab time.

At all times, students will conduct themselves as they would in the clinical site. All participants shall be treated with the same respect and courtesy as patients in the clinical setting.

## **Chapter 4: Clinical Education Guidelines**

### **4.1 – Clinical Internship General Information**

The clinical education component of the program includes two full time clinical experiences that provide students with appropriate role modeling and an opportunity to interact with individuals with impairments common to the clinical setting. The clinical affiliations are coordinated with the goal to provide the student with the opportunity to apply new skills at various levels of attainment, as well as ensure adequate didactic education prior to clinical education. The ACCE is responsible for assuring each student has the required experiences appropriate to the level of education. The integrated internship begins in the second session of core coursework in which the student has completed coursework which includes Anatomy and Physiology, Kinesiology, Principles and Procedure for the PTA, Musculoskeletal Disorders and Pathology, Modalities, Therex I (Orthopedics and Balance treatment) and Neurological Pathology. The second and final integrated internship is in the last session of the program. Students have completed all the above coursework plus Clinical I, Therex II (Neurological treatments), PTA Seminar (Laws, rules, professionalism etc.), and PTA Capstone. The clinical experiences will include varying opportunities including, but not limited to pediatrics, acute care, inpatient rehab, skilled nursing facility, home health and outpatient experiences. The students will complete two full time clinical internships in two varying opportunity settings and/or clinical specialties. The ACCE will contact and visit sites to ensure proper experiences.

### **4.2 – Curriculum Timeline**

Students must complete general education and prerequisite courses prior to admittance to the PTA Program. The student must have successful completion of all required coursework and competency in preparation for internship. The experiences are completed during the final weeks of the second and third sessions in the PTA curriculum. The first clinical internship is a minimum of 7 weeks and 280 hours. The second/final clinical internship is a minimum of 8 weeks and 320hrs, for total of a minimum of 15 weeks and 600 hours. Students are expected to meet progressively higher and more complex objectives as they progress through each clinical internship experience. These expectations and objectives are specified in the Clinical Performance Instrument (CPI) and in individual course syllabi for Clinical Internship I – PHT2800 and Clinical Internship II PHT2810. It is important to note that the Clinical Experiences are full time and must be attended as per clinical course syllabi. Any hours missed or changes in the schedule must be discussed with the ACCE and/or the Program Director. These hours must be made up in conjunction with the CI, CCCE and ACCE.

### **4.3 – Acquisition of Clinical Education Experiences and Clinical Site Selection**

Clinical education sites for full-time clinical experiences are selected based on a wide variety of criteria. A licensed Physical Therapist or Physical Therapist Assistant must be available for on-site supervision. The types of experiences the site can provide, the willingness of the site personnel to work with students, the site's past experiences, qualifications of the Clinical Instructor (CI), and location are all taken into consideration when choosing a clinical site. The ACCE can also consult with other local ACCEs to learn more about unfamiliar clinical sites. The Program will maintain

a list of current clinical sites that consistently meet or exceed CAPTE standards for clinical education. The list will be reviewed at least yearly by the ACCE/Program Director prior to the Faculty Retreat/Assessment Meeting. Adjustments, additions and/or deletions will be made at this time. The Program Director and/or ACCE may choose not to participate with a clinical education site if the site no longer meets the needs.

#### **4.4 – Assignment of Students to Clinical Sites**

The process of clinical internship placement is thoroughly discussed with all students as part of the Clinical Internship orientation meetings prior to each clinical internship in order to review policies, procedures, process, requirements, and expectations. One-on-one meetings will also be set-up with each student when needed to provide opportunities for individualized guidance related to this process.

Students are assigned to clinical facilities by the ACCE and the Program Director. The student will not choose their clinical affiliation and the clinical affiliation may change at any time.

The ACCE and/or Program Director has the discretion to revise clinical assignments to assure the student meets the educational objectives or if reasonable accommodations need to be made.

#### **4.5 – General Requirements Prior to Clinical Internship**

##### **4.5.1 – Student Level of Performance**

Prior to participating in clinical education experiences, students must pass all required coursework and competencies as outlined in the University Catalog. Students will not be permitted to attend an internship if they have not completed all required coursework. Additionally, students who do not successfully complete all required coursework and experiences will not be permitted to continue in the PTA Program. Students will be assessed for safety and competency throughout the curriculum and prior to experiences via quizzes, tests, practical exams, skill checks, observation and assignments.

Students must successfully complete the following courses at the time of their first full-time Clinical Internship I (PHT 2800):

PTA Core Technical Component:

PHT 1200C	Principles and Procedures w/ Lab
PHT 1120C	Kinesiology/Anatomy for the PTA w/ Lab
PHT 1132C	Musculoskeletal Disorders/Pathology w/ Lab
PHT 2162C	Neurological Disorders w/ Lab
PHT 2211C	Modalities w/ Lab
PHT 2220C	Therapeutic Exercise I w/ Lab

In addition to the above courses, PTA students must successfully complete the following courses prior to their second full-time Clinical Internship II (PTA 2810):

PTA Core Technical Component:

PHT 2800	Clinical Internship I
PHT 2221C	Therapeutic Exercise II w/ Lab
PHT 2931	PTA Seminar
PHT 2951C	PTA Capstone w/ Lab

#### 4.5.2 – Safety

Students must be deemed safe prior to entering a clinical environment or internship. Critical safety concepts are assessed in class during skill checks, quizzes, tests, and practical exam. If a student does not adhere to safety standards during a practical exam, the exam will be stopped and the student will have to re-take at another time. See Practical Grading section of this handbook.

At minimum, students must understand and exhibit these behaviors to ensure proper safety in a clinical environment:

- Identify the need for and act when safety of patient or self may be at risk or has been compromised.
- Utilize risk management strategies (i.e. universal precautions, body mechanics, patient guarding).
- Never be under the influence of non-prescribed drugs, alcohol, or prescribed drugs that limit your ability to care for patients.

Students who are seriously injured, ill or become pregnant prior to, or during clinical internship must see their physician for a medical release to participate in the clinical experience.

The student assumes all risks of clinical education participation and must be aware that their injury, illness and or pregnancy may interfere with finishing their affiliation and, therefore, not fulfilling the hourly requirement. It is the student's responsibility to set forth a plan of action to fulfill the requirements of the program. The plan must be approved by all parties involved including the ACCE and Program Director. If the requirements are not met, the student may not graduate with their cohort. All requirements must be met in order to graduate.

#### 4.5.3 – Medical Requirements and Documents

Since students will have direct contact with patients/clients and other healthcare workers in affiliated health care facilities, they are expected to have and maintain a satisfactory level of health, which includes freedom from chemical dependency and communicable diseases. Also, in accordance with the Functional Capacity Requirements of the PTA Program, students must demonstrate the physical capability to perform procedures safely, competently, and without potential endangerment to themselves, the clinical staff, patients/clients, and other healthcare providers.

Upon admission into the PTA Program, students must provide a completed Medical History and Physical Examination Form from their physician detailing current health status as well as past



medical history and required immunizations and or titer results to serve as documentation of current health status.

Students should refer to the Student Handbook Immunization Policy for specific information about the COVID-19 vaccine.

Students who request special accommodations based upon a disability and students who have a change in their medical status during their enrollment in the PTA Program will be required to provide a new Medical History and Physical Examination Update Form in addition to a Physician's Verification of Functional Capacity Requirements Form prior to clinical site placement. Changes in medical status may include, but are not limited to, pregnancy, diagnosis of new condition, or progression of existing condition. In addition to information about the student's current general health, these forms provide verification that the student is able to carry out the tasks required for their chosen career such as standing for long periods, manual dexterity, bending, lifting etc.

Students are responsible for the cost of the physical examination and any required immunizations. Students may see a doctor (MD or DO), a nurse practitioner (ARNP), or a physician assistant (PA) for the physician examination. Students may be responsible for any other immunizations or requirements by the clinical site.

#### 4.5.4 – Annual Tuberculosis (TB) Screening

Students are required to have TB screening annually. It is the student's responsibility to ensure testing is completed annually and to submit written documentation of result from the physician's office to the ACCE. Students should retain a copy of the results in their portfolio.

If the student's proof of an annual TB test is not current, they will be unable to attend the scheduled internship until it has been made current. Students are responsible for any cost incurred with the Tuberculosis testing and physical examination.

If the student has documentation of a positive TB test and is found to be without symptoms, the student is required to submit proof of clear chest X-ray. The ACCE will establish submission deadlines for medical documentation. Falsification on the required forms may result in dismissal from the PTA Program.

Students will not be allowed to progress in the curriculum if the information is not complete and on file with the ACCE by the published deadline. Exceptions to the deadline may be made on a case-by-case basis; however, the student will not be allowed to attend the first clinical internship until all required information is complete and on file.

If the student is pregnant when the current TB test expires, the updated TB test will be waived until after the student's pregnancy or once approved by their physician.

#### 4.5.5 – Health and Liability Insurance

Basic health insurance is required during the clinical internships in the program. A copy of the health insurance policy or card will be submitted to the ACCE during the first session. Students who fail to meet this requirement may not be placed in a clinical site as most clinical sites requires health insurance. A student who fails to be placed in a clinical site due to these requirements will not be able to advance in the program and, therefore, dismissed from the program.

The PTA Program requires that all students carry personal health/medical insurance throughout the internships due to the inherent risk of exposure to disease and injury related to physical therapy as well as most clinical sites requiring health insurance. The profession has been defined as having certain occupational health risks.

The University provides liability insurance for attending clinical internships. A student may wish to purchase additional liability insurance. The cost of additional individual liability insurance is the responsibility of the student and may be purchased through the American Physical Therapy Association (APTA) at a reduced student rate, at [American Physical Therapy Association.](#)

Several affiliation sites provide free initial first aid emergency care for students injured while performing patient care services at their facilities. However, any first aid treatment that is rendered during clinical affiliation must be paid for by the student. If further treatment or admission to a hospital is required, it is always at the student's expense. Neither the hospital nor Hodges University provides health care coverage of any kind for the student's treatment.

#### 4.5.6 – Materials/Supplies

Students will be expected to purchase two required Hodges PTA polo shirts to be worn with name tags at all time during their clinical experiences. Students are expected to identify themselves as a “Student Physical Therapist Assistant”, and gain consent from the patient prior to any treatment.

Students and CIs will use the Web Based CPI (Clinical Performance Instrument). The Web Based CPI is highly encouraged. If the CI does have the mean to use the Web Based CPI the students can supply the CI, upon request, with a paper copy. The paper forms would be turned into the ACCE at midterm and final evaluations.

The student will also bring a copy of the Clinical Internship Course Syllabus and a list of skills taught within the PTA Program to the clinical site. This is to be shared with the CI on the first day of the internship. The students will share with the CIs their Student Pre-Self-Assessment Form, and Bi-weekly Strength and Weaknesses Form in their first week.

#### 4.5.7 – Clinical Internship Orientation Meetings

The ACCE prior to each clinical internship will facilitate meetings orienting the students to the Clinical Internship course prior to the internships. The sessions will focus on general information related to the mission and of clinical education, review of criteria required in order to participate in clinical experiences and an introduction to documentation which will need to be updated regularly in the student's portfolio. Session will focus on reviewing specific behavioral expectations with the introduction of the Values-Based Behaviors for the Physical Therapist Assistant Self-Assessment Tool. Students will be provided with a timeline of required communication during their clinical internship and a thorough review of assignments and grading criteria, including the use of the CPI will be provided.

#### 4.6 – Site Visits/Midterm Conference

During Clinical Internship the ACCE will contact each clinical site either by phone and/or email during the first couple of weeks of the clinical internship and throughout the clinical internship as necessary. At midterm, the ACCE will hold a midterm conference visit either by phone or on site

to assess the student's progress and allow the student and Clinical Instructor to share any areas of concerns needing to be addressed the second half of the clinical internship. The ACCE may conduct scheduled or unannounced visits at any time. The clinical site may also contact the ACCE to discuss the student progress or schedule an onsite visit at any time. The ACCE or the CI may request at any time an actual site visit throughout the clinical internship.

#### **4.7 – Grading Criteria for Clinical Internship**

The Hodges University Physical Therapist Assistant Program has specific requirements for evaluating student performance throughout the student's clinical experience utilizing the University grading guidelines and the Clinical Performance Instrument (CPI). The ACCE will provide the CI with the evaluative tools and directions for preferred performance evaluation criteria. CI input is essential in determining the appropriate grade for the student. The CPI is an outcome-based tool that consists of a series of 14 performance criteria, with rating scale anchors for each criterion. Five performance dimensions are also included to more consistently describe the quality of the student performance. Sample behaviors are included for each criterion to assist the CI to determine which behaviors are essential within the particular clinical setting for the student to build skills as a physical therapist assistant student. The student completes a self-assessment CPI and the Clinical Instructor completes an evaluative assessment of the student's clinical performance. Each is completed at mid-term and at the end of the clinical experience. During the assessment of the student's clinical performance, each performance criterion is rated on the CPI. Comments are required for certain circumstances including performance below expectation or performance with distinction, however, comments are encouraged for each rating.

The "summative comments" section provides an opportunity for the Clinical Instructor to give the student feedback related to areas of strength, areas needing improvement, and any other areas of relevance. The student will be expected to complete additional coursework during their clinical internship and the scoring for this work will be part of the overall "clinical internship final grade". In order to receive a passing grade in any clinical internship, the student must meet ALL of the requirements of the internship which includes the rating received on the CPI as well as submission of necessary related assignments as requested by the ACCE.

Students are required to regularly refer to individual course syllabi for due dates and grading information. If all of the requirements (assignments, paperwork, etc.) are not submitted by deadlines, students who are performing well at their clinical sites by receiving the appropriate rating on the CPI may fail the internship.

#### **4.8 – Grading Policies for Clinical Education**

Final grades in PHT2800 and PTA2810 will be a combination of the reported performance on the CPI as well as grades from other learning experiences and assignments outlined in the course syllabi. The ACCE is responsible for determining a final grade for each clinical experience whether or not the performance level is met by the student in accordance to expectations set forth in PTA2800 and PTA2810 courses. A grading rubric used for the CPI is given to the students prior to clinical internship at the Clinical Internship Orientation meeting.

The clinical internship portion of the class is graded and assessed on the student's performance by completion of the APTA PTA CPI by the clinical instructor and course grading criteria in syllabus.

Students are also graded on other assignments during the affiliation including written assignments, in-services, participation in discussion boards, completion of forms and surveys, and development of a portfolio. The ACCE is responsible to assign a grade for the clinical affiliation and will use the Clinical Education Grading Rubric for the CPI in addition to scores on other assignments as well as communication with the CI. If the student fails their clinical internship, they may be required to participate in another clinical experience or dismissed from the program.

At the conclusion of a clinical experience, grading decisions made by the ACCE/DCE, may also consider:

- Student's behavior in the clinical setting
- Clinical setting
- Relative weighting or importance of each performance criterion
- Expectations for the clinical experience
- Expectations of the clinical site
- Progression of performance from mid-experience to final evaluations
- Level of experience within the didactic and clinical components
- Whether or not "significant concerns" box or "with distinction" box was checked
- Congruence between the CI's narrative mid-experience and final comments related to the five performance dimensions and the ratings provided
- Additional assignments (e.g. journal, in-service education provided)
- Site visit information
- Prior performance on skill checks and practical exams

#### **4.9 – Dismissal from a Clinical Site**

The PTA Program reserves the right to discontinue a student's enrollment in the PTA Program if, in the judgment of the PTA faculty and/or administrators, the student does not possess the competencies required and or professional behavior necessary for success as a PTA.

- The student will be notified of the potential for dismissal from the clinical facility when they are failing.
- Notification of impending dismissal does not have to wait until midterm; it can be extended at any time the student is in jeopardy of being dismissed.
- A Performance Improvement Plan may be instituted to avoid dismissal if possible.
- A written Performance Improvement Plan must include expectations of the ACCE, CI and student with time frames for the student to remain at the site. If the terms of the plan are not met in the specified time, the internship will be terminated and the student may be dismissed from the program.

#### **4.10 – Responsibilities of Parties Involved in Clinical Education**

##### **4.10.1 – Responsibilities of the Hodges University PTA Program**

- Assume responsibility for continuing compliance with the educational standards of the appropriate accreditation and licensing bodies.

- Designate a member of the faculty to serve as Academic Coordinator of Clinical Education to communicate with the Facility on all items pertinent to the fieldwork or internship program.
- Notify the facility about the planned schedule of student assignment, level of academic preparation, length and dates of internship assignments.
- Refer to the facility only those students who have completed the prerequisite didactic portion of the curriculum applicable to the Facility.
- Inform the student of any special requirements of the facility for acceptance, uniform requirements if applicable and the necessity to conform to the standards, practices, policies and procedures of the Facility.
- Maintain patient confidentiality as required by all federal, state, and other applicable laws and regulations.
- Obtain and maintain at the University's own expense during the term of this Agreement, and any renewal hereof, a comprehensive liability policy including professional liability insuring the University against any and all claims for personal and bodily injury or death and property damage resulting from the performance of services by the University, its employees and students participating in the clinical training program on the Facility premises. Such insurance shall be in the amount of not less than \$1,000,000 per incident and \$3,000,000 in the aggregate. University shall give immediate notice to Facility if any changes or lapse in policy should occur.
- Student must have a current medical insurance policy and be certified in CPR and HIV/AIDS.
- Obtain and maintain evidence that each student is in good general health, as determined by a physical examination, and the student is free from health impairment which is a potential risk to a patient or might interfere with the performance of their duties, or any other condition which would interfere with the ability to satisfy the requirement(s) of this Agreement and/or potentially create a risk to the health and safety of the Facility, its patients, staff, visitors, and other Affiliates and the student.
- Obtain and maintain evidence that each student has received
  1. Vaccination for Rubella consistent with good medical practice, or a Rubella screening blood test and documentation of the results of that test, including serologic evidence of immunity;
  2. Vaccination for measles, mumps, and rubella or evidence of immunity for those students born in 1957 or later,
  3. Hepatitis B series vaccination or written declination
  4. PPD (Mantoux) skin test for tuberculosis prior to participation in the clinical internship program or a negative chest x ray if positive skin check. The University reserves the right to terminate students from the affiliation when the learning experience does not meet the objectives of the University or inappropriate supervision and mentorship is provided.
  5. Flu shot prior to second clinical
  6. Any other health reports or vaccination required by clinical site

#### 4.10.2 – Responsibilities of the Academic Coordinator of Clinical Education

The ACCE is responsible for managing and coordinating the efforts of the clinical education component of the PTA Program, including managing clinical education experiences, academic instruction and student performance to include:

- Facilitating quality learning experiences for students during clinical education, including academic and didactic information and material.
- Evaluating students' performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum.
- Educating students, clinical and academic faculty about clinical education
- Selecting clinical learning environments that demonstrate characteristics of sound patient/client management, ethical and professional behavior, and currency with physical therapy practice.
- Maximizing available resources for the clinical education program.
- Providing documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc.).
- Actively engaging core faculty clinical education planning, implementation, and assessment.
- Assigning final internship course grades according to syllabi and university guidelines.

The ACCE is also responsible for communication between Hodges University and Affiliated Clinical Education Sites to include:

- Communicates information (e.g., curriculum, clinical education objectives, staffing changes, and site availability) among all concerned stakeholders (e.g., the academic institution, clinical education sites, clinical faculty and students) to maintain current knowledge of the educational program, the clinical education site, and health care changes affecting clinical practice and education.
- Provides ongoing communication with clinical educators at each clinical education site to include:
  - Philosophy of the academic program.
  - Academic program curriculum and specific syllabus and learning objectives for each clinical experience and behavioral expectations that may not be addressed by learning objectives.
  - Policy and procedures of the academic program pertaining to clinical education.
  - Current materials required for accreditation.
  - Clinical education contractual agreement negotiated and maintained between the academic program and each clinical education site.
  - Dissemination of appropriate student and related information (e.g., liability/malpractice insurance, state/federal laws and regulations such as ADA).
  - Collection of information about clinical education sites for use by students in their selection of or assignment to clinical education sites.
  - Provision of dates for each clinical education experience.
  - Academic program requests from clinical education sites regarding the number and type of available student clinical placements.

- Coordinating student assignments (consideration might be given to items such as patient variety, health care settings and size, types of learning experiences, clinical site and student expectations, strengths/limitations of clinical experiences).
- Clinical faculty development opportunities including educational seminars and faculty availability as a resource in their areas of expertise.
- Maintenance and distribution of the Clinical Education Handbook.
- Communicates and oversees communication with Center Coordinators of Clinical Education (CCCEs), Clinical Supervisors and students to monitor progress and assess student performance. Provides guidance and support as required to problem solve and discuss pertinent issues with student(s), and/or CCCEs.
- Places, supervises, and communicates with students while on clinical experiences. Responsibilities associated with these roles include, but are not limited to:
  - Informing students of clinical education policies and procedures.
  - Supplying relevant clinical education site information to facilitate students' selection of assignment to clinical education sites (e.g., learning experiences, clinical site prerequisites, housing availability).
  - Providing a process for students to assess their performance and satisfaction.
  - Preparing clinical rotation assignment schedules and coordinating information dissemination to clinical education sites.
  - Assisting with educational planning, behavior/performance modification, remedial education, referral to student support agencies (financial aid counseling as required).
  - Arranging for periodic and or impromptu visits/communication to students, clinical education sites and clinical faculty as needed to problem solve, support, and discuss pertinent issues with student(s), CIs, and/or CCCEs.
- Evaluates each clinical education site through student feedback, on-site visits, and ongoing communications and routinely shares this information with academic and clinical faculties. Provides feedback to clinical educators concerning their effectiveness in delivering clinical learning experiences based on student feedback and through direct observations.

Reference: [Model Position Description for the ACCE/DCE: PTA Program](#) January 8, 2012.

#### 4.10.3 – Responsibilities of the Student

The student will demonstrate individual accountability, which will include:

- Promoting a positive learning environment.
- Informing the instructor and ACCE whenever an unavoidable absence or lateness may occur.
- Refraining from beeper or cell phone use while in classes or during clinical internship.
- Assuming personal responsibility for appropriate behavior.
- Maintaining high standards of personal hygiene.
- Arriving organized and equipped for clinical internship.
- Attending all required meetings/activities of clinical site staff as directed by Clinical Instructor.
- Avoiding food or drinks in patient care areas.
- Arriving on time for all clinical education related activities.

- Dressing in the assigned clinical uniform and wearing proper identification as “Student Physical Therapist Assistant”.
- Conducting self as a positive representative of Hodges University.

The student will demonstrate lifelong learning and self-assessment by:

- Being motivated to learn and take appropriate initiative to enhance the learning experiences.
- Executing self-assessment to develop increased performance on a regular basis (values-based behaviors).
- Committing to the knowledge and mastery of skills, attitudes, and principles of the chosen profession.
- Recognizing the threshold of own abilities; identifying the necessity for supplementary practice when insufficiencies are displayed.

The student will exemplify professionalism by:

- Communicating in an appropriate manner at all times, abstaining from the use of inappropriate language and/or gestures.
- Discussing difficult matters with sensitivity and objectivity.
- Demonstrating good judgment in negotiating differences that may occur.
- Preserving confidentiality in all interactions.
- Committing to honesty in all interactions.
- Exhibiting a respectful attitude.
- Showing respect for the patient/client’s dignity, privacy, and cultural values.
- Abiding by HIPAA regulations pertaining to confidentiality in all patient/client interactions.
- Demonstrating compassion, emotional support, and empathy at all times without projecting one’s own viewpoints or values.
- Accepting constructive feedback in a positive manner.

#### 4.10.4 – Responsibilities of the Center Coordinator of Clinical Education (CCCE)

The individual should be experienced in clinical education, have an interest in students, possess good communication and interpersonal skills, be knowledgeable of the clinic center and its resources, and serve as a consultant in the evaluative process. Duties may include but not limited to:

- Plan and implement the clinical education program collaborating with all physical therapy staff with the CCCE serving as the key contact person with academic physical therapist assistant programs.
- Update written information within the clinical center and provide current information to academic programs.
- Review and revise the clinical education program as changes in objectives, programs, and staff occur.
- Evaluate the ability of individuals to perform Clinical Instructors responsibilities in the clinic setting.
- Provide education and training for Clinical Supervisors.



- Direct and delegate clinical supervision of students.
- Provide a comprehensive orientation to the student on the first day of the experience.
- Demonstrate effective supervisory skills.
- Demonstrate effective administrative and managerial skills.

#### 4.10.5 – Responsibilities of the Clinical Instructors (CI)

Physical Therapist/Physical Therapist Assistant willing to be involved in the education and supervision of individuals pursuing a career in the physical therapy profession. Guidelines include:

- Possess a current PT/PTA license as required by the Physical Therapy Practice Act in the State of Florida.
- Practice for a minimum of 1 year.
- Be interested in developing knowledge and skills to provide clinical teaching.
- Possess the ability to plan, conduct and evaluate a clinical education experience based on sound educational principles.
- Possess the ability to develop written objectives for a variety of learning experiences, organize activities to accomplish these objectives, and effectively supervise students to facilitate learning and clinical reasoning.
- Demonstrate professional skills acting as a role model for students.
- Demonstrate effective communication skills.
- Demonstrate effective skills in interpersonal relationships.
- Communicate in a timely manner with the CCCE and ACCE as needed.
- Seek assistance/resources as needed to manage issues of clinical education, which would be in the best interest of the student.
- Participate in a multifaceted process for evaluation of the clinical education program.
- Work collaboratively with the Physical Therapist to supervise the physical therapist assistant students (in the case of the Physical Therapist Assistant serving as CI). The institution will prepare the students for clinical education; the clinical facility will ensure a safe, appropriate learning environment for the student.

#### 4.11 – Supervision Guidelines during Clinical Experiences

The PTA student may be supervised by a PT, PTA, or PT/PTA team. The CI may supervise more than one student. If the primary CI is a PTA, the ACCE will discuss interaction between the supervising PT and PTA with the student to ensure appropriate communication and supervision levels are adopted in the clinical setting.

The APTA has identified “direct supervision” as the level required for supervision of PTA students. According to the position statement on levels of supervision, the APTA expects that the CI is physically present and immediately available when supervising a PTA student. A PTA student should never be without proper supervision as outlined by either one or all of those guidelines.

PTA students and Clinical Instructors must follow state laws governing supervision in a physical therapy setting as outlined in state practice act where the clinical experience is taking place.

The student is an unlicensed person who shall, at all times, function under the on-site supervision of a physical therapist or a physical therapist assistant (PTA students only) with supervision by the physical therapist (Chapter 64B17 - 6.001).

Students, as unlicensed personnel, may document tasks and activities of patient care during the patient treatment (Chapter 64B17 - 6.007). Any patient has a right to refuse treatment from a student during a clinical affiliation. If a patient prefers not to be treated by a student, the student and CI should discuss this and make alternate arrangements for the student to gain knowledge and experience with that type of patient.

#### **4.12 – Safety for Off-Campus Educational Experiences**

Hodges University Physical Therapist Assistant students are expected to provide patient treatment procedures in a safe, ethical and legal manner. Any procedure that a student feels unprepared to provide or deems contraindicated should be discussed with their CI prior to implementation. Students are to utilize good body mechanics and request assistance as indicated by treatment procedures. Given the “hands-on” nature of the delivery of physical therapy services, it is acknowledged that incidents and/or accidents may occur which could result in injury to the patient and/or student. Students are expected to adhere to all safety and precautionary guidelines learned in class and lab, in addition to the guidelines in this handbook as well as the PTA and HU Student Handbooks. Failure to practice safety guidelines consistently will result in course failure and dismissal from the PTA Program.

Students must be consistently able to:

- Identify the need for and act when safety of patient or self may be at risk or has been compromised.
- Utilize risk management strategies (e.g. universal precautions, good body mechanics, patient guarding).
- Function under the supervision of the Clinical Supervisors and ultimately a licensed PT.
- Adhere to all rules, regulations, policies and procedures of the clinical facility, PTA Program and Physical Therapy profession.

Safety policies are reviewed with all students throughout the PTA curriculum and are emphasized and assessed through skill checks, practical exams, in lab classes, in annual safety/infection control training, and in annual recertification of adult, infant, and child CPR.

#### **4.13 – Dress Code/Uniforms**

A professional appearance is essential while enrolled in the PTA Program. The required uniform for clinical experiences for all students is a polo shirt with the Hodges University logo and khaki-style pants (similar to Dockers) or any solid pants in neutral or other color. The following guidelines must be adhered to:

- Student Identification: A photo identification badge **MUST** be worn at all times. The student’s ID badge (obtained during the initial registration with HU) will be used for this purpose. The identification should be pinned at the collar on the left side of the HU polo.

- **Polo Shirt:** The polo is an official, embroidered HU shirt, which can only be purchased through the PTA Program. Students must purchase the polo shirts during the first session of the PTA Program. If a purchase is necessary after that time, students must make individual arrangement by contacting the PTA ACCE directly. It is recommended that all students purchase at least two (2) polo's in order to maintain a fresh, professional appearance.
- **Pants:** Pants are to be neatly pressed. Khaki-style uniform pants:
  - Cannot be faded or stained.
  - Cannot be sweatpants, cargo pants, leggings, yoga pants, or scrub pants (unless the facility uniform is scrubs).
  - Cannot have large emblems, designs, or multiple pockets or rivets.
  - Must be of sufficient length to reach the top of shoes and not be flared or bell bottoms.
- **Socks:** White, dark or neutral colored socks are to be worn at all times and should be a style that covers the ankles.
- **Footwear:** White, brown, or black sneakers are acceptable if there are no emblems on them. Black or brown oxford or loafer style shoes may be worn. No open toe, open back shoes, platform, or clogs are permitted. It is the responsibility of students to maintain an appropriate appearance of their footwear.
- **Jewelry:** Should be limited to a simple watch with second hand, one ring, and one earring per ear (must be stud and no dangling hoops). No body piercings are allowed. This includes tongue, belly button, eyebrow, nose or private area piercings. The goal is to minimize injury due to modality application, infection, and jewelry getting caught when performing the duties of a PTA. The faculty reserves the right to change this policy as needed.
- **Watch:** A watch with a second hand or one that is digital that displays seconds is required.
- **Hair:** Hair should be clean, neat, and not extremely styled. If longer than shoulder length, hair should be tied back to avoid contact with the patient or treatment areas. The student's hairstyle should be of a conservative nature and should in no way obscure the student's vision or ability to provide patient care. If worn, beards and/or mustaches must be kept neatly trimmed. No hats or other hair coverings are permitted in the clinic.
- **Nails:** Nails should be clean, short, neatly trimmed (to the level of the skin), and free of colored nail polish. No artificial or acrylic nails are allowed.
- **Makeup:** Makeup should be minimal and used with discretion.
- **Personal Hygiene:** Students should be clean and without offensive body odors. This can include smells from perfume/cologne, cigarette smoke, bad breath, or failure to use deodorant. Gum is not permitted during hours of clinical internship.
- **Tattoos:** All tattoos should be covered and inconspicuous. Students should be aware of tattoo visibility with shifting of clothes during movement. Length of shirts and pants should be sufficient to avoid exposure. In the event that a student has a tattoo in an area that is difficult to cover, the student is to meet with the ACCE to discuss strategies to minimize the exposure of the tattoo.

**Other Considerations:** Since the student is constantly being appraised by patients, peers, and healthcare professionals, the student must be aware of factors which promote the most acceptable appearance. When wearing the clinical uniform, the student is serving as an ambassador

representing Hodges University, the PTA Program and the Physical Therapy profession. The student will receive a written reprimand from the core faculty or administrators for any deviation from the clinical uniform guidelines.

Students who are not outfitted in the official uniform for the PTA Program will be sent home from the clinical site. Any clinical contact time lost due to this will be made-up at the discretion of the ACCE.

Some clinical sites require different dress codes for students other than that of the PTA Program. A student is permitted to comply with the facility dress code, i.e. if the clinical facility PT/PTA uniform is scrubs, students may be permitted to wear scrubs in accordance to the clinical facility guidelines. Some clinical sites have more stringent standards than that of the Hodges guidelines. If the student cannot be placed at an acceptable site, the student will forfeit that clinical experience and may be considered for dismissal. Any recurrent problems with dress codes, professionalism or any other disciplinary actions may result in probation, dismissal from the clinical site, and/or dismissal from the program.

#### **4.14 – Attendance/Tardiness**

##### **4.14.1 – Absence from Clinic**

Clinical internships are based upon a forty or more work hour week. The schedules are determined by each facility. Students are required to follow the schedule provided by the clinical facility. Each student will verify schedule with the facility two weeks prior. Weekly hours in the clinic must total at least 40 hours per week. Lunch time is determined by the CI and is not counted in the weekly clinical hours.

Students must document their hours each week on a time sheet. Time sheets must be signed by the clinical instructor weekly and turned in to Canvas at midterm and final.

Students are responsible for arriving at the clinical site on time. Tardiness may result in a grade of F (fail) for professional behavior. Similarly, students must not leave the clinical site prior to the scheduled departure time.

Late arrival or early departure will be considered and made up as follows:

- Late arrival to clinical up to 30 minutes= 4-hour time deduction
- Late arrival to clinical >30 minutes= 8-hour time deduction
- Leaving clinic early up to 4 hours= 4-hour time deduction
- Leaving clinic early > 4 hour= 8-hour time deduction

If unable to attend a clinical due to any circumstances, the student must call the clinical site and the ACCE at least one hour prior to starting time. If the ACCE is not available, the student must contact the Program Director. The last resort is to leave a message for the ACCE and email the ACCE.

Any time missed during the clinical education must be made up. This must first be approved by the ACCE and/or Program Director. Upon approval, the student is responsible for scheduling make-up time that is convenient for the CI and clinical site. The ACCE must be notified as to the

schedule of the make-up time. Documentation from the clinical faculty must be provided stating that the student was at the clinical site for the required time.

When a student's diagnosed medical condition, or the diagnosed medical condition of an immediate family member prevents the student from attending a clinical, the student must notify the clinical site and the ACCE as soon as possible. In the event a student has a diagnosed medical condition during a clinical experience, prior to the student returning to the clinical experience, the student must have written verification of the condition with a release for full clinical participation or written restrictions. This must be signed by the treating physician and submitted to the ACCE. Depending upon the nature of the restrictions, the student may be allowed to continue the clinical experience or may need to wait until the treating physician signs a full release for clinical participation.

Any absence from the clinical reported on the final evaluation that was not previously reported to the ACCE by the student may result in failure of the clinical course. The required forty hours per week represent a minimum expectation. Students may occasionally work late or come in early to take advantage of a learning opportunity or to complete unfinished tasks, just as there is an occasional need to exceed scheduled hours in the work setting. While the clinical instructor may offer the student an option of leaving early on day in consideration of additional time spent on a previous occasion, it is not permissible for a student to routinely calculate "compensatory time" to substantially alter the hours of the clinical rotation.

There are times that schedules must be changed to accommodate certain situations. The student is responsible to notify the ACCE as far in advance as possible of any such circumstances. This is for extreme circumstances only (i.e., documented death in the immediate family, documented illness, documented accident, etc.). **ALL CHANGES MUST FIRST BE APPROVED BY THE ACCE**, then by the clinical instructor. Students who fail to follow this procedure will not be allowed to change their schedule. Note: personal plans (vacations, wedding, etc.) are not sufficient grounds for approval of a change in schedule. Failure to follow this procedure is a breach of professional behavior and could result in an F (Fail).

The PTA Program requires a minimum of 15 weeks (600 clinical internship hours). Therefore, any absence during a clinical affiliation is unacceptable.

#### Procedure:

- If the student expects to be absent from the clinic during the internship, they **MUST** notify the CI and ACCE directly. Voicemail will record the information if the CI and ACCE are not available to take the call. If a student is unable to reach the ACCE by phone, the student must email immediately. This email will also be used for the date and time stamp of notification.
- All absences **MUST** be made up prior to the end of the clinical internship. Clinical absences are not to be made up at the expense of designated lecture/lab time that occurs on campus. It is imperative that the student attend the total number of hours. Hours for the make-up must be approved by the ACCE.
- It is the responsibility of the student to contact their CI to make arrangements to make up time missed. If a student is absent from the clinic or has missed a significant portion of a particular session due to tardiness, they are required to make up the missed time. The student must notify the ACCE, and may be required to submit extra assignments in addition

to making up the clinical time. The ACCE and the CI will determine the time and length of the make-up session.

Any student who has not attended the clinical internship sufficiently to have acquired the experience or knowledge commensurate with the current level of training may be administratively withdrawn from the PTA Program.

#### 4.14.2 – CI Absence

At times, a CI may need to be absent from the clinic for meetings or illness and the Center Coordinator of Clinical Education (CCCE) should make provisions for these situations to ensure the student continues with the educational plan. Students should not be left unsupervised to manage patients/clients no matter how long the student has been at the facility. These absences may be used as an opportunity for the student to observe other therapists or participate in other value-added experiences.

#### 4.14.3 – Holidays and Inclement Weather

The student will follow all facility policies and procedures regarding observance of holidays and instructions related to natural disasters and inclement weather. You must contact your facility/CI to determine what action to take. Do not presume facility closures.

### **4.15 – Compensation**

Students are not paid by the clinical facilities during clinical internship. In addition, students are discouraged from taking gifts (money or other) from any patient while attending clinical internship education. If a patient persists, most facilities have charitable organizations or funds that the patient may donate to. A student may be prohibited from attending a clinical internship at a facility at which they are currently or have been employed as the objectivity needed to rate clinical performance may be compromised.

### **4.16 – Implementation of Early Warning**

The CI has the responsibility to continuously assess student performance and recognize when performance is at the correct level, above the expected level or below the expected level. In the event that the clinical educator determines that there is a problem, an early warning process will give the student an opportunity to improve.

- The CI will identify problems that the student has using a weekly summary form to be shared with the ACCE via electronic communication. This may also include information reported by other staff. The CI will review the record and all documentation of the student with the student. The CI and student will sign all of the student's documentation to verify that it was reviewed. The CI should also document the student's behavior and response to feedback.
- The CI will describe the performance expectations as defined by the academic assessment tool and the expectations set by the clinic.

- The CI, in collaboration with the student, will define a solution for the performance issue. This may be done on an existing form or by other means.
- The CI will set a timeline during which the student must improve.
- The CI will notify the CCCE and ACCE that there is a problem, that the problem was discussed formally with the student, and that there is a process in place for the student to make the necessary improvements.
- If the plan is not achieved in the time set, the student may be put on probation, dismissed from the clinical site and or dismissed from the program.

#### **4.17 – Universal Precautions**

PTA students receive coursework regarding the use of universal precautions at the beginning of the first session and continuing throughout their PTA coursework. Students must demonstrate an understanding of these concepts through test questions included on written examinations and utilization of universal precautions in all lab and clinical activities including but not limited to:

- Blood and airborne pathogens
- Hepatitis B Immunization
- Mechanisms of pathogen transmission
- Appropriate disposal, labeling and housekeeping measures
- Prevention of exposure to blood and airborne pathogens
- Universal Precautions
- Exposure Control, including determination of exposure and post-exposure reporting

#### **4.18 – Exposure to Blood and Body Fluids**

In addition to any procedures the clinical site may have, the following procedure is to be followed by students and CIs in the event that an exposure to blood or body fluids via parental, mucous membranes, or open skin routes occurs while participating in clinical or laboratory experiences:

Exposure Report:

The exposure incident procedures of the clinical facility as they apply to students should be followed.

- The student will seek immediate medical attention through either the employee health services of the clinical facility or the individual's private physician. Payment of medical bills is the responsibility of the exposed individual.
- The student will notify the ACCE within 24 hours.
- The CI and the student will each complete and submit an original written report on the HU PTA Incident/Accident Report within two working days to the ACCE with the following information:
  - Date and time of exposure.
  - Details of exposure, including procedure being performed, where and how the exposure occurred, if the exposure involved a sharp device, type and amount of fluid or material involved in exposure, and condition of skin, (e.g., intact, chapped, abraded) of student.

- Information about exposure source or individual determining infection risk, when policies of facility do not prohibit direct release of this information.
- Information about follow-up.
- The exposure incident report will be permanently placed in the student's file.
- The ACCE will notify the PTA Chair and the Executive Vice President.

#### **4.19 – Infectious Disease Policy and Informed Consent**

The PTA Program requires that all students enrolled have already completed the necessary certifications required for completion of health career core curriculum. An Informed Consent Form is required by students to participate in clinical experiences and other selected activities. Please refer to the University Student Handbook for further safety and health information.

#### **4.20 – Incident/Accident/Exposure Report (other than exposure to blood and body fluids)**

- Facility procedures are to be followed in all cases involving emergency situations including completion of required documentation.
- The CI is to be notified immediately of any patient or student incident and/or accident.
- Student injuries should be assessed to determine appropriate measures to be taken. If warranted, the student will seek medical attention as indicated through their private physician.
- Payment of medical bills is the responsibility of the student.
- The CI and the student will each complete the HU PTA Program Incident/Accident report and submit the original copies within two working days to the ACCE.
- The incident report will be permanently placed in the student's file.

The facility or agency may provide or make available emergency room treatment when such facilities exist for minor injuries incurred by students while in the health care agency for clinical experience. The health care agency is not responsible for charges made to the student as a result of services rendered to the student in said health care agency. It is the responsibility of the student to arrange and finance post-incident medical follow-up and care.

#### **4.21 – Health Insurance Coverage**

PTA students are required to carry health/accident insurance during their time in the clinical internships. In case of accident or illness, students should follow the safety procedures of the clinical facility as well as procedures detailed in the handbook. Emergencies that occur at a clinical site may be treated by the facility in accordance with the affiliation agreement and the policies/procedures of the facility itself. Emergency Procedures are reviewed at the start of each session.



#### **4.22 – Liability Insurance**

Hodges University provides PTA students with professional liability (malpractice) insurance. However, students should consider purchasing additional professional liability insurance through the APTA at [APTA.org](https://www.apta.org).

## **Chapter 5: Behavioral Expectations**

### **5.1 – Behavioral Expectations and Values**

Students are expected to demonstrate interest, ability, and aptitude for the responsibilities related to the field of physical therapy from the PTA perspective. When choosing a profession, an individual must be willing to assume the behavioral expectations and values inherent to that profession. This transformation begins in the classroom and laboratory settings with a continuation into the clinical arena. Students are expected to exhibit initiative and interest in learning by actively participating in a variety of learning opportunities.

The American Physical Therapy Association has developed a set of Value Based Behaviors for the PTA. The students will utilize the APTA Value Based Behaviors Self-Assessment Tool during the program. These values are briefly described below.

- **Altruism**: Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the PTA's self-interest.
- **Caring and Compassion**: Compassion is the desire to identify with, or sense something about another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- **Continuing Competence**: Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan and subsequent reassessment.
- **Duty**: Duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.
- **Integrity**: Adherence to moral and ethical principles; soundness of moral character; honesty.
- **PT/PTA Collaboration**: The PT/PTA team works together, within each partner's respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.
- **Responsibility**: Responsibility is the active acceptance of the roles, obligations, and actions of the PTA including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.
- **Social Responsibility**: Social responsibility is the promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness.

The above values are evaluated throughout the PTA Program by self-assessment, peer evaluation, and instructor feedback. Students will participate in assessing behavior and responding according to the feedback received. The core faculty will provide verbal and/or written feedback to students on expected behavior and, if necessary, develop a plan of action to improve areas of deficiency. Behavior is also graded on each lab practical examination. Failure to meet behavioral expectations may result in failure of the practical examination.

Disclosing confidential information to unauthorized sources, insubordination to academic or clinical faculty, disregard for patient/clients' or other persons' welfare, disinterest in studies as

shown by frequent tardiness or unexcused absence, failure to participate in class/clinic assignments/discussions, and dishonesty in written assignments or examinations are examples of behaviors that are not appropriate for a PT or PTA.

## **5.2 – Physician’s Health Release and Functional Capacity Requirements**

Upon the student’s declaration of a condition which may inhibit the students’ performance of standards such as a mental or physical (temporary or permanent) disability, documentation of evidence of such impairment must be made at the time of the PTA Orientation on the Medical History and Physical Examination Form. The student will be required to complete a Physician’s Release for Functional Capacity Requirements Form (refer to Forms Appendix) in order to continue to safely participate in classroom, laboratory, or clinical activities.

Any expense incurred will be the responsibility of the student. The Physician’s Release Form will be maintained per HIPAA guidelines. Any necessary accommodations will be provided in accordance with American’s with Disabilities Act.

If the student during the program experiences a condition which may inhibit the students’ performance of standards such as a mental or physical (temporary or permanent) disability, documentation of evidence of such impairment must be completed. The physician must release the student to continue in the program to safely perform the requirements of essentials skills required by the program. This documentation can be found on the Updated Medical History and Physical Examination Release Form.

## **5.3 – Letters of Recommendation or References**

Core faculty will refrain from writing letters of recommendation. It is expected that the student will respect this decision and seek another source of reference. The Consent to Release Information Form must be signed by the student and presented to the referral source prior to requesting a letter of reference (Refer to Forms Section). This form will be completed upon entrance to the PTA Program and should be kept in the student portfolio.

## **Appendix 2: Nursing Program Handbook**

## **Nursing Program Table of Contents**

<b>Chapter 1: General Information .....</b>	<b>145</b>
1.1 – Tuition and Fees .....	145
1.2 – Accreditation and Approval .....	145
1.3– Americans with Disabilities Act (ADA) of 1990 .....	146
1.4– Notice of Nondiscrimination .....	146
1.5 – Mission and Vision .....	146
1.5.1 – Hodges University Mission and Vision .....	146
1.5.2 – Nursing Program Mission and Vision .....	146
1.6 – Student Responsibilities .....	147
1.7 – Student Learning Outcomes.....	148
1.7.1 – Bachelor of Science in Nursing (BSN) Program .....	148
1.7.2 Practical Nursing Program (PN).....	149
1.8 – Student Opportunities for Participation .....	149
1.8.1 – Nursing Student Participation in Program Governance (NSPPG) .....	149
1.8.2 – National Student Nurses Association (NSNA) .....	150
<b>Chapter 2: Nursing Student Behavioral Standards .....</b>	<b>151</b>
2.1 Student Code of Academic and Professional Conduct.....	151
2.1.1 – Introduction .....	151
2.1.2 – Statement of Nursing Dispositions and Resiliency.....	151
2.1.3 – Applicability.....	152
2.1.4 – Unacceptable Behaviors.....	152
2.1.5 – Reporting Procedures for an Alleged Infraction .....	154
2.2 – Behavioral Expectations .....	155
2.2.1 – Communication .....	155
2.2.2 – Self-awareness .....	155
2.2.3 – Self-Care and Resilience .....	155
2.2.4 – Responsible Learning .....	155
2.2.5 – Professional Image .....	156
2.3 – Nursing Student Rights and Responsibilities.....	156
<b>Chapter 3: Academic Policies and Procedures .....</b>	<b>159</b>

3.1 – Nursing Technical Standards .....	159
3.1.1 – General Description .....	159
3.1.2 – Observation .....	159
3.1.3 – Motor .....	160
3.1.4 – Communication .....	160
3.1.5 – Intellectual-Conceptual Abilities .....	160
3.1.6 – Physical Abilities .....	161
3.1.7 – Behavioral and Social Attributes .....	161
3.2 – Professionalism and Safety .....	162
3.2.1 – Professionalism .....	162
3.2.2 – Safety .....	162
3.3 – Academic Requirements .....	162
3.4 – Program Advancement .....	162
3.5 – Unable to Advance .....	163
3.6 – Dismissal from the Program .....	163
<b>Chapter 4: Compliance .....</b>	<b>165</b>
4.1 – Compliance Requirements .....	165
4.2 – Health Status and Proof of Immunization .....	165
4.3 – Compliance Requirements .....	166
4.4 – Level II Criminal Background Check and Drug Screening .....	168
4.5 – Health Insurance .....	169
<b>Chapter 5: Clinical Placements .....</b>	<b>170</b>
5.1 – Clinical Locations .....	170
5.2 – Onboarding .....	170
5.3 – Infection Control .....	170
5.4 – Clinical Skills .....	171
5.5 – Attendance .....	171
5.5.1 – Classroom and Laboratory Attendance .....	171
5.5.2 – Clinical Attendance .....	171
<b>Chapter 6: Clinical Uniforms and Dress Codes .....</b>	<b>173</b>
6.1 – Professional Appearance and Uniform Guidelines for Clinical Courses .....	173
6.2 – Attire Guidelines for Community Clinical/ Psychiatric Mental Health Placements .....	174
6.2.1 – Professional Business Attire .....	174

6.2.2 – Casual Business Attire .....	174
6.2.3 – Psychiatric Mental Health .....	174
6.2.4 – Inappropriate Attire .....	174
6.3 – Equipment Needed .....	174
6.4 – Accidents During Clinical Experiences.....	175
6.5 – Illness, Injury, or Impairment.....	175
6.5.1 .....	176
Incident/Accident/Exposure Report (other than exposure to blood and body fluids) .....	176
6.6 – Malpractice Insurance.....	176
6.7 – Pregnancy.....	176
6.8 – Inclement Weather .....	177
6.9 – Clinical Evaluation .....	177
6.10 – Use of Technology and Social Media for Nursing Students .....	177
6.11 – Confidentiality.....	177
<b>Chapter 7: Progression within the Nursing Program .....</b>	<b>179</b>
7.1– Compliance Requirements.....	179
7.2– Learning Strategies.....	179
<b>Chapter 8: Bachelor of Science in Nursing (BSN).....</b>	<b>180</b>
8.1 – Course Load.....	180
8.2 – Transfer Credit .....	180
8.3 – Course Progression for the BSN Program .....	180
8.4 – Grading.....	180
8.5 – Academic Support.....	180
8.6 – Theory .....	180
8.7 – Examinations .....	181
8.8 – Standardized Testing.....	181
8.9 – Written Assignments.....	182
8.9.1 – General.....	182
8.9.2 – Assignment Policy .....	182
8.10 – Online Discussions.....	182
8.11 – Reflective Journals .....	182
8.12 – Presentations .....	182
8.13 – Other Methods of Evaluation.....	182

8.14 – Clinical .....	183
8.15 – Laboratory Proficiency Exams .....	183
8.16 – Returning Students .....	183
8.17 – Medication Administration (Non-Intravenous Medications).....	184
8.18 – Medication Administration (Intravenous Solutions and Medications).....	185
8.19 – Nursing Student Program Completion .....	186
8.19.1 – Student Exit Interview and Survey (Prior to Graduation) .....	186
8.19.2 – Faculty Evaluation of Student Final Summary .....	186
<b>Chapter 9: Licensure.....</b>	<b>187</b>
9.1 – Application for Licensure .....	187
9.2 – The NCLEX-RN and NCLEX- PN Application .....	187
<b>Chapter 10: Practical Nursing (PN) Certificate Program .....</b>	<b>189</b>
10.1 – Course Load.....	189
10.2 – Transfer Credit .....	189
10.3 – Course Progression for the PN Program .....	189
10.4 – Grading.....	189
10.5 – Academic Support .....	189
10.6 – Theory .....	189
10.7 – Examinations .....	190
10.8 – Standardized Testing.....	190
10.9 – Written Assignments.....	191
10.9.1 – General.....	191
10.9.2 – Assignment Policy .....	191
10.10 – Other Methods of Evaluation.....	191
10.11 – Clinical .....	191
10.12 – Laboratory Proficiency Exams.....	192
10.13 – Returning Students .....	192
10.14 – Medication Administration (Non-Intravenous Medications) .....	193
10.15 – Nursing Student Program Completion.....	194
10.15.1 – Student Exit Interview and Survey (Prior to Graduation) .....	194
10.15.2 – Faculty Evaluation of Student Final Summary .....	194



## **Chapter 1: General Information**

Welcome to the Nursing Programs at Hodges University School of Health Sciences! You have set a goal of becoming a professional nurse and have begun a course of study that will help you successfully achieve your ambition. We have striven to create a curriculum that prepares nurses to meet present and future healthcare needs and is congruent with our philosophy of nursing that is focused on caring.

This Nursing Program Handbook provides information regarding policies, procedures, available resources, and issues that pertain to a nursing student's academic experience. It also outlines the rights and responsibilities of nursing students. The policies contained in this Handbook have been developed in keeping with the Student Bill of Rights published by the National Student Nurses Association. These policies, and any additional nursing policies and procedures relative to student records, publications, grievances, and discipline are consistent with the Family Educational Rights and Privacy Act (FERPA) of 1974.

Hodges University reserves the right to change and update information, policies, and procedures in this publication as necessitated by governing authorities and administrative rights. Nursing students will be promptly notified of changes by email and/or as a posted Announcement on the Canvas Nursing Student Colloquium with a returned Memo of Understanding (MOU) survey request. Changes in University policies and guidelines will take precedence over information described in the Nursing Student Handbook, effective on the date the change is adopted, or on the date specified in the change.

It is the individual student's responsibility to inform themselves about University matters. Failure to read the Student Handbook does not excuse students from the rules, policies, and procedures contained in it. Please consult the current Hodges University Catalog of which contains other information and expectations pertaining to student obligations. The Nursing Student Handbook is available online in the student portal, <https://myhugo.hodges.edu/> and on the Hodges website, [www.hodges.edu](http://www.hodges.edu).

### **1.1 – Tuition and Fees**

Students should refer to the Registration Terms and Conditions for information on tuition and fees for the nursing program. Information about what items are included in the nursing program tuition and what items are not include is also provided in the Registration Terms and Conditions.

### **1.2 – Accreditation and Approval**

The Bachelors of Science in Nursing (BSN) Program is approved by:

Florida Board of Nursing  
4052 Bald Cypress Way, Bin C2 Tallahassee, FL 32399  
(850) 488-0595

Southern Association of Colleges and Schools Commissions on Colleges (SACSCOC)  
Phone: 404-679-4500, ext. 4504  
Fax: 404-679-4558

The Baccalaureate Thelma T. Hodges Nursing Program at Hodges University at the Fort Myers, FL campus located in Fort Myers, FL is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road, NE, Suite 850  
Atlanta, GA 30326  
(404) 975-5000

The Practical Nursing (PN) Program is approved by:

Florida Board of Nursing  
4052 Bald Cypress Way, Bin C2 Tallahassee, FL 32399  
(850) 488-0595

### **1.3– Americans with Disabilities Act (ADA) of 1990**

Please refer to section 1.3 of the Student Handbook.

### **1.4– Notice of Nondiscrimination**

Please refer to section 1.4 of the Student Handbook.

## **1.5 – Mission and Vision**

### **1.5.1 – Hodges University Mission and Vision**

Mission: Hodges University-a private nonprofit institution-prepares students to leverage higher learning in their personal, professional civic endeavors.

Vision: Hodges University will be recognized for excellence in career-focused inclusive education and community engagement.

### **1.5.2 – Nursing Program Mission and Vision**

Mission: The BSN Program at Hodges University develops knowledgeable, caring, and principled nurses with a commitment to excellence.

Vision: The BSN program at Hodges University will be recognized for excellence in nursing education and nurse placement as it broadens its relationships with healthcare providers across the five-county region.

Philosophy: A philosophy of nursing contains three essential elements: beliefs about the central phenomena of the discipline, mechanisms by which phenomena can be known or addressed, and values of the discipline. Taken together these three elements guide the education and practice of the faculty and students of the nursing program.

Beliefs about the Central Phenomena of the Discipline: Humans are viewed as holistic beings that engage in a dynamic interaction with biological, psychological, sociological, spiritual, and environmental factors. Humans' health exists on a continuum of wellness and in a larger context

of family, community, society, and environment. The role of nursing is to provide holistic care and the development of environments that assist in the maintenance and restoration of health for individuals, families, and communities.

Nurses seek to provide holistic care that promotes and restores health. Nurses work both independently and in collaboration with consumers of health care, members of the healthcare team, and other individuals and organizations that are concerned with health to provide the highest quality, safe, evidence-based, and most cost-effective care. Nursing shares, along with other health professionals, the goals of promotion and maintenance of health, prevention of illness and disability throughout the life cycle. Nursing recognizes that optimal health care balances scientific knowledge and technology, patient preferences, and effective resource utilization.

Values of the Discipline: Nurses are committed to the belief that each person is unique and has a right to the highest quality, safe, evidence-based, and effective healthcare. Professional nurses use clinical decision-making that is based on multiple ways of knowing; personal, empiric, ethical, aesthetic, and emancipatory.

## **1.6 – Student Responsibilities**

Students are responsible for using the Nursing Program Handbook as a resource when questions arise and as a guide for academic and nonacademic policies and procedures. Additional information may be found in the Hodges University Student Handbook and the Hodges University Catalog. All students are required to sign the emailed Registration Terms and Conditions and upload it to their online compliance tracker (Castlebranch).

All of the information contained in the Handbook was current at the time of publication. Please note that the information in this Handbook is updated periodically. Additionally, changes in policy may be implemented immediately throughout the academic year and these changes will be announced in nursing courses and via email to your Hodges University email account. These changes have the potential to affect you as a student.

Nursing Education: Nursing education provides an opportunity for students to learn the art and science of nursing. Faculty believe that the same values of caring, integrity, respect, and a drive towards excellence provide a basis for creating the best learning environments. Through a planned sequence of theoretical, simulation, and clinical experiences, students acquire the knowledge, skills, values, and abilities of a professional nurse. Assessment, feedback, and self-reflection provide essential information about students' learning. Education is a process that involves diverse teachers and learners who pursue, generate, and share knowledge in an organized setting with planned activities resulting in desired student learning outcomes. The evidence-based practice supports enhanced learning in settings that promote critical thinking, effective collaboration, and a spirit of inquiry. A goal of professional nursing education is to prepare learners for life-long learning and professional development. Each learner has inherent worth and dignity and the right and responsibility to achieve maximum potential through participation in the education process.

## **1.7 – Faculty Responsibilities**

The faculty generates new knowledge that informs evidence-based practice to improve health outcomes. Faculty members serve as role models in the provision of high quality, innovative

healthcare to diverse clients in a variety of settings. They demonstrate leadership in the formation of local, state, national, and global healthcare policy. The faculty disseminates the results of scholarship activities to advance nursing education, research, and practice.

The faculty facilitates learning by creating and maintaining an environment for scholarly pursuits and for setting and maintaining standards of excellence through teaching, research, and service. The faculty teaches the current and evolving content and process of professional nursing, building upon the heritage of the past, the reality of today, and the needs of tomorrow.

Baccalaureate education is the basic preparation for professional practice and life-long learning prepares generalists to provide leadership in the design, coordination, and management of healthcare.

## **1.8 – Student Learning Outcomes**

### **1.8.1 – Bachelor of Science in Nursing (BSN) Program**

The Bachelor's Degree in Nursing (BSN) Program's end-of-program student learning outcomes reflect the recommendations of the American Association of Colleges of Nursing's (AACN), Essentials of Baccalaureate Education, National League for Nurses (NLN) Educational Competencies, Quality and Safety Education for Nurses (QSEN), and ANA Code of ethics. Graduates of Hodges University Bachelor's Degree in Nursing Programs will be able to:

1. Exhibit the values, ethics, and caring behaviors related to professionalism in nursing (BSN Essential VIII).
2. Demonstrate the knowledge, skills, and nursing judgement related to leadership in nursing that provides for the delivery of high-quality care and patient safety (BSN Essential II).
3. Display a spirit of inquiry in the appraisal of evidence to create excellence in practice (BSN Essential III).
4. Demonstrate knowledge and application of information management in healthcare to inform practice (BSN Essential IV).
5. Describe how healthcare systems and nursing practice are influenced by financial, regulatory, and political actions (BSN Essential V).
6. Integrate effective communication skills in the delivery of collaborative, inter-professional, high quality, safe, and effective patient-centered care (BSN Essential VI).
7. Appraise opportunities to engage in health promotion and disease prevention at the individual level to promote and improve health and the population level to improve the wellbeing of populations (BSN Essential VII).

8. Demonstrate the ability to practice with a variety of diverse patients (including individuals, groups, communities, and populations) across the lifespan and along the continuum of care (BSN Essential VIII).

#### 1.8.2 Practical Nursing Program (PN)

The Licensed Practical Nursing (LPN) Certificate Program's student learning outcomes are based upon the (ACEN) criteria, NLN Educational Competencies, Quality and Safety Education for Nurses (QSEN). Graduates of the Hodges University's Practical Nursing (PN) Certificate Program will be able to:

1. Exhibit the values, ethics, and caring behaviors related to nursing.
2. Demonstrate the knowledge, skills, and nursing judgement in the provision of the highest quality care and patient safety.
3. Describe how the art and science of nursing contributes to excellence in practice.
4. Demonstrate knowledge of information management used in healthcare.
5. Describe how nursing practice provide a continuum of care within healthcare systems.
6. Display effective communication skills in providing patient-centered care.
7. Identify opportunities for health promotion and disease prevention.
8. Demonstrate the ability to practice with culturally diverse patients across the lifespan.

### **1.9 – Student Opportunities for Participation**

Belonging to an organization or club enriches the university experience. Extracurricular activities can foster leadership development, improve interpersonal skills, and encourage involvement. Students have the opportunity to participate in a variety of organizations or clubs.

#### 1.9.1 – Nursing Student Participation in Program Governance (NSPPG)

The purpose of Nursing Student Participation in Program Governance is to coordinate and facilitate communication between nursing faculty, nursing administration, and the nursing student body. NSPPG seeks to provide a communication vehicle for all those in the Nursing Program with the aim of providing the highest quality student experience. One student is selected to represent their class in the monthly Nursing Faculty committee meetings where policies are reviewed and opportunities for Program enhancement are presented.

### 1.9.2 – National Student Nurses Association (NSNA)

The NSNA is a nonprofit organization for students enrolled in nursing programs with a goal of fostering the professional development of nursing students.

## **Chapter 2: Nursing Student Behavioral Standards**

The Hodges University Nursing Programs have a Code of Academic and Professional Conduct that all students are expected to follow. Any questions regarding this Code should be addressed with the Administration of the Program and faculty.

### **2.1 Student Code of Academic and Professional Conduct**

#### **2.1.1 – Introduction**

The education of students at the Hodges University Nursing Programs is based on the concept that integrity, sense, of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing. The continuation and enhancement of ethical standards within the academic community and nursing profession are the individual responsibility of each student and faculty member. Mutual respect and trustworthiness between the faculty and students promotes optimal learning.

The students in the Nursing Programs at Hodges University are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for being in physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care.

#### **2.1.2 – Statement of Nursing Dispositions and Resiliency**

Hodges University Nursing programs promote the development and demonstration of professional nursing dispositions throughout the course of its nursing licensure programs. All nursing students and faculty are expected to demonstrate the following characteristics related to disposition:

- **Caring attitude:** promotes health, healing, and hope in response to the human condition
- **Integrity:** respects the dignity of every person without conditions or limitation
- **Embraces diversity:** affirms the uniqueness of and differences among persons, ideas, values, and ethnicities
- **Reflective attitude:** exhibits self-awareness and willingness to receive and incorporate feedback related to the practice
- **Collaboration:** cooperates and engages with others to ensure optimal care delivery
- **Respectful approach:** values the time commitments and contributions of others
- **Preparation:** physically, academically, and emotionally prepared to perform in the clinical setting
- **Professional demeanor:** displays attitude, appearance, and behaviors that enhance the image of the nursing profession

- **Mindfulness for self-care:** develops healthy coping skills to maintain well-being and resiliency throughout the nursing program

### 2.1.3 – Applicability

The Student Code of Academic and Professional Conduct (Conduct Policy) applies to all students enrolled in the nursing courses and includes programs, events and activities affiliated with, sponsored by or sanctioned by the Nursing Programs. In addition, the Conduct Policy covers all student nonacademic and extracurricular activities regardless of whether the activity takes place on or off campus that have an adverse impact on the University, Nursing Programs, faculty, staff, students, patients, clinical staff, or impacts fitness for the profession and eligibility for licensure.

Any questions regarding the Conduct Policy should be addressed immediately with the Director of Nursing. Any questions regarding the meaning of any provision of this Conduct Policy will be decided by the Executive Vice President. The Executive Vice President's decision as to any questions of interpretation is final.

### 2.1.4 – Unacceptable Behaviors

The following behaviors are examples of violations of the Conduct Policy. This list is not intended to be all-inclusive of behaviors that violate basic ethical or professional standards expected of Nursing Students. In addition, attempts at misconduct as well as completed acts are violation of the Conduct Policy.

1. Violation of Academic Honesty. Refer to the University's Academic Honesty Policy in the Student Handbook.
2. Violation of University Policy. Refer to the University Catalog and Student Handbook.
3. Falsification of Data. Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes. This includes the falsification of any data or information reported to university officials, faculty, staff or clinical instructors.
4. Aiding and abetting dishonesty. Providing material, information, or assistance to another person with the knowledge or reasonable expectation that the material, information, or assistance will be used to commit an act that is prohibited by this Code or that is prohibited by law or another applicable code of conduct. Students are responsible for reporting cheating or dishonesty if they observe a breach of the honor code.
5. Violating instructions regarding completion of assignments. Although independent study is recognized as a primary method of effective learning, at times students benefit from



studying together and discussing home assignments and laboratory experiments. When any material is to be turned in for inspection, grading or evaluation, it the responsibility of the student to ascertain what cooperation between the, if any, is permitted by the instructor.

6. Providing nursing care in an unsafe or harmful manner. This includes carrying out a procedure without competence or without the guidance of a qualified person; willfully or intentionally doing physical harm and or mental harm to a patient; exhibiting careless or negligent behavior in connection with the care of a patient; refusing to assume the assigned and necessary care of a patient and failing to inform the instructor and nursing staff with immediacy so that an alternative measure for care can be found.
7. Disrespecting the privacy of a patient. This includes using sufficient information about a patient (e.g. full name, last name or position) in written assignments and or patient data of any sort (e. g. computer generated forms that will be removed from the clinical area) such that the patient could be identified; discussing confidential information in inappropriate areas, such as elevators; discussing confidential information about a patient with third parties who do not have clear and legitimate need to know; violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA); and referencing patients on social networking sites and devices.
8. Falsifying patient records or fabricating nursing care or patient experiences. This includes fabrication in written materials and verbal reports for the clinical area as well as written material and verbal reports for the Nursing Programs.
9. Failing to report omission or error in treatment or medications. This includes failure to report the omission or error to the appropriate people, including clinical staff, clinical administration and faculty.
10. Students must be aware that in order to provide safe, effective patient care, they must be free of any sort of physical or chemical impairment in which the student's mental or physical capabilities are reduced below their normal levels (with or without reasonable accommodations for disability). For example, nursing students should not work a night shift prior to clinical shifts as sleep deprivation is considered a physical impairment. Chemical impairments include, but are not limited to, abuse of alcohol or the illegal use of illicit or prescription drugs.

11. Students are expected to understand and comply with all clinical site policies and procedures pertaining to impairment(s). Students who are excessively tired should not attend clinical experiences until sufficiently rested. The student will continue to be held to the University and/or program's attendance requirements. You may be required to obtain a physician's note that you are safe to practice nursing before being permitted to return to the clinical setting. Also, most clinical sites engage in reasonable suspicion drug/alcohol testing. Failing a drug/alcohol test while on clinical placement or being convicted of a drug-related crime at any time while enrolled in the nursing program will result in expulsion from the program. If the student refuses to cooperate with the required testing while on clinical placement, the University will consider the test to have been failed.
12. Commission of a crime. Engaging in illegal activity that would impact the student's ability to obtain or maintain a professional license or employment in the nursing profession. The results of criminal proceedings will not be determinative of proceedings under this Conduct Policy.
13. Other professional misconduct. This includes violation of the American Nurses' Association (ANA) Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (ANA Code of ethics for nurses with interpretive statements, 2015, pg. 9).
14. Obstructing the investigation of a possible violation of this code. This includes making dishonest or misleading statements, either orally or in written form, including emails; other falsification of information, altering, destroying, or deleting relevant documents, files or emails; and any other act that hinders an investigation.

#### 2.1.5 – Reporting Procedures for an Alleged Infraction

All members of the nursing community – students, faculty, administrators, and staff – have a responsibility to report any reasonable suspicion that a student has violated this Conduct Policy. A report must be made immediately to the Director of Nursing. Anyone not sure of whether or not to report a suspicion should consult with Director before deciding whether or not to formally report the suspicious behavior.

## **2.2 – Behavioral Expectations**

Since nursing is a human science, students must learn skills that will translate into their success as nurses. These skills include: communication, self-awareness, self-care, responsible learning, professional image, and academic honesty.

### **2.2.1 – Communication**

Communication is the exchange of ideas, thoughts, or feelings by verbal and non-verbal actions. Verbal and written communication includes clear, coherent, timely, honest, concise, and patient-centered communication. They are expected to use pronunciation, pitch, and intonation appropriate for the environment. Non-verbal skills include gestures that are appropriate and employ listening skills in order to assimilate information. Cultural awareness builds upon identifying issues to alleviate obstacles resulting from health literacy, disparities, authority gradients, cultural differences, and language barriers.

### **2.2.2 – Self-awareness**

Self-awareness is the ability to recognize and look at one's inner thoughts, feelings, and beliefs. Through reflection, self-evaluation, and validation of feedback, students will learn to accurately identify their strengths as well as opportunities for improvement. These reflections will enable students to build confidence in their knowledge and skills with realistic perspectives about their capacities. Furthermore, these insights will assist in students' ability to develop emotional intelligence (EI). EI is the ability to recognize one's own and other people's emotions, to discriminate between different feelings, label them appropriately, and then use emotional information to guide behavior.

### **2.2.3 – Self-Care and Resilience**

Self-Care is achieved by promoting and maintaining personal well-being. Students must take responsibility for their own physical and emotional health. This includes sensory capabilities or appropriate compensation and the ability to perform the physical requirements of clinical practice. It is the student's responsibility to obtain adequate rest, nutrition and hydration, exercise, and explore and adopt healthy coping skills to manage personal stress.

### **2.2.4 – Responsible Learning**

Responsible learning is demonstrated by taking control and ownership for learning. This is displayed by students being engaged in academic tasks, persistent in self-learning, seeking feedback, and notifying faculty if not achieving course or program outcomes. Students must practice within their scope of knowledge and skills and recognize their personal limitations while working only under appropriate supervision. Additionally, students who demonstrate responsible learning make efforts to follow the agency's clinical policies, procedures, and principles by adhering to clinical requirements.

### 2.2.5 – Professional Image

Professional image is the appearance of an individual viewed from both inside and outside the discipline. Students are guided to uphold a positive professional image by portraying a compassionate demeanor and demonstrating a respect for others with behaviors that are focused on patient care and learning. Students are expected to demonstrate caring behaviors, flexibility, professional etiquette, and civility.

Students are guided in their development of professional behaviors by faculty, yet are responsible to demonstrate the competencies listed above. Demonstrating professional behavior is required for passing all courses and clinical practices regardless of performance in other areas or grades in the course.

### **2.3 – Nursing Student Rights and Responsibilities**

The NSNA Student Bill of Rights and Responsibilities provides:

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education; students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide for and safeguard the students' freedom to learn.
4. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.
5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable for learning the content of any course of study for which they are enrolled.
6. Students should have protection, through orderly approved standard procedures, against prejudicial or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not

released without the knowledge or consent of the student, and should not be used as an element of evaluation.

8. The student should have the right to advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.
9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student's permanent academic record in compliance with state and federal laws.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed, professional manner, both publicly and privately.
11. Students should be allowed to invite and hear any individual of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership, or representation on relevant faculty committees.
13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written, and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.
15. The nursing program should have readily available a set of clear, defined grievance procedures.
16. As citizens and members of an academic community, students are exposed to many opportunities and they should be mindful of their corresponding obligations.
17. Students have the right to belong to or refuse membership in any organization.

18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.
19. Adequate safety precautions should be provided by nursing programs, for example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.
20. Dress code, if present in school, should be established with student input in conjunction with the school, administration, and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.
21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student - faculty understanding.
22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.
23. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.
24. Please email the Director of Nursing with any concerns, questions, or comments.

## **Chapter 3: Academic Policies and Procedures**

### **3.1 – Nursing Technical Standards**

#### **3.1.1 – General Description**

A candidate for a nursing degree must possess abilities and skills which include those that are observational, communicational, motor, auditory, tactile, physical, intellectual-conceptual, behavioral, and social. These technical standards are key components of the nursing academic program. If the administration of the program believes that a student cannot meet one or more of these essential functions, the student will be referred for evaluation and may be suspended pending evaluation. The nursing faculty members are responsible for determining, at any point in students' academic program, whether they have demonstrated or are able to demonstrate appropriate levels of skills and abilities as delineated in the Nursing Technical Standards. The faculty have the right to request consultation with the administration when needed. Students who fail to demonstrate appropriate skills and abilities may have their clinical assignment changed until they are able to demonstrate skills at the appropriate level. If the administration determines that a student cannot meet the appropriate levels, even when reasonable accommodations are made, that student may be dismissed from the program.

#### **3.1.2 – Observation**

The student must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and behavioral sciences. Observation involves visual, auditory, and tactile abilities.

##### *A. Visual*

- Observe a patient accurately, at a distance, and close at hand within a variety of clinical settings
- Acquire information from oral presentations, demonstrations, and observations
- Observe written documents and visualize information as presented in images from paper, films, slides, video, or other media
- Interpret visual and graphic images and digital and analog representations of physiological phenomena with or without use of assistive devices

##### *B. Auditory*

- Listen to verbal communication to identify and respond to a patient's health status
- Identify and differentiate sounds such as those related to heart, lung, or other bodily functions with or without use of assistive devices
- Listen to verbal communication to provide care in collaboration with other providers

C. *Tactile*

- Assess patients, collect data, and provide patient care through touch such as with palpation
- Identify changes in body texture and temperature

3.1.3 – Motor

The student must be able to possess motor skills, including gross and fine muscular movements, necessary to directly perform diagnostic and interventional maneuvers such as palpation, percussion, auscultation.

- Execute motor movements reasonably required to provide general and emergency patient care such as airway management, cardiopulmonary resuscitation, application of pressure to control bleeding, administer medication, perform health assessments, and other interventions required for care of the patient
- Manipulate a variety of objects using both fine and gross dexterity

3.1.4 – Communication

The student must be able to communicate verbally and in writing.

- Ability to communicate verbally and in writing with maximum accuracy, clarity, efficiency and effectively with patients and families, other members of the healthcare team, and faculty within rapidly changing and stressful health settings
- Ability to demonstrate proficiency in keyboarding for documentation
- Ability to perceive and interpret nonverbal communication

3.1.5 – Intellectual-Conceptual Abilities

The student must be able to demonstrate intellectual, cognitive, conceptual abilities in order to provide safe patient care.

- Ability to measure, calculate, reason, plan, analyze, integrate, synthesize, and evaluate complex information for problem-solving
- Comprehend three dimensional relationships and understand spatial relationships of structures
- Exercise appropriate judgement with analysis of situations and anticipation of consequences



### 3.1.6 – Physical Abilities

The student must demonstrate the physical ability to provide safety for the patient and self.

- Move and transport objects that reflect a range of weights
- Perform physical activities and exhibit mobility required to provide care to patients and families, at times in urgent situations
- Tolerate physically demanding workloads

### 3.1.7 – Behavioral and Social Attributes

The student must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgement, prompt completion of all responsibilities attendant to the care of patients and families, and the development of mature, sensitive, and effective relationships with patients.

- Function effectively and with good judgement under stressful and demanding situations
- Adapt to changing environments
- Display flexibility and function in environments inherent with uncertainties in the clinical environment
- Care for individuals in a respectful, caring, sensitive, and effective manner regardless of gender, age, race, sexual orientation, religion, disability, or any other status
- Engage consistently in providing care to patients in rapidly changing, stressful, and demanding environments without current evidence of behaviors of addiction or abuse of or dependence on alcohol or other drugs that can impair behavior or judgement
- Exhibit emotional stability that enables full utilization of abilities to engage in safe care to patients and participate effectively with peers, faculty, and other health care professionals
- Demonstrate compassion, integrity, concern for others, and effective interpersonal skills
- Demonstrate interest and motivation in providing the highest quality of safe health care and interacting with the health care team and faculty

Personal qualities reflected in behaviors that affect care of patients and the ability to function as part of a team, thus jeopardizing safety, will be assessed during the educational process and considered as required components for progression in the program.

### **3.2 – Professionalism and Safety**

Professionalism is a key component of the role of a baccalaureate-prepared nurse. Safety is inherent in professionalism. The faculty of the Nursing Programs have defined these concepts:

#### **3.2.1 – Professionalism**

Nursing professionalism is comprised of behaviors, practices, and communication styles that demonstrate core values of nursing working to achieve optimum health outcomes in patients, families, and communities. This includes conduct that applies the principles of altruism, excellence, caring, ethics, respect, communication, and accountability. Students learn these principles through the practice of nursing, self-assessment, self-reflections, responsible learning, accountability, effective communication, and continuous professional engagement.

#### **3.2.2 – Safety**

The term “patient safety” implies the prevention of harm to patients. It includes human factors, teamwork, communication, patient management, and clinical performance. Professional nurses strive to deliver care that is grounded in evidence, of the highest quality, and safe.

### **3.3 – Academic Requirements**

Students who are having academic difficulty should contact the faculty teaching the course early in the session. This allows the opportunity to plan for improvement and determine strategies that may be helpful. Students should also contact their academic advisor for additional resources and assistance. A delay in contacting faculty or the advisor for assistance may make it difficult to be successful in a course. For specific academic requirements for the Nursing Program, refer to the University Catalog.

### **3.4 – Program Advancement**

In order to successfully complete all of the requirements for the BSN Program, students must fulfill all of the following:

1. Complete all required BSN courses in the curriculum in the correct sequence.
2. Earn a minimum grade of B in all NUR prefix courses.
3. Demonstrate ongoing development of professional behaviors and competency in skills performed by an entry-level BSN. (This includes skills checks and dosage and calculation exams.)
4. Participate in faculty advisement sessions to review advancement towards graduation.
5. Exhibit conduct that exemplifies BSN Program and RN profession standards, Hodges University Student Conduct Policy, ANA Code of Ethics, and the Florida Board of Nursing Practice Act
6. Maintain all of the following:
  - a. Current requirements (American Heart CPR, TB Tests, etc.) during the BSN Program.
  - b. Health Insurance throughout the program.

### **3.5 – Unable to Advance**

It is the intent of the University and BSN Program that each student succeeds in their academic endeavors. Course expectations and requirements are outlined in each syllabus. Core faculty is available to assist students in succeeding in the program. However, a student is unable to advance if the student:

- 1.Fails to complete all required coursework within the BSN curriculum in a logical sequence as required by the Program.
- 2.Fails to demonstrate competencies through skills checks, dosage and calculation exams, and clinical evaluations.
- 3.Fails to achieve the required grade of 80% or higher in each NUR course
- 4.Fails to demonstrate ongoing development of professional behaviors and competency in skills performed by a student BSN.
- 5.Fails to participate in faculty advisement sessions to review advancement towards graduation.
- 6.Fails to consistently adhere to safety standards and guidelines in class, lab, or clinical settings.
- 7.Fails to submit completed required forms indicating satisfactory health status and additional verifications required.
- 8.Fails to hold current certifications (American Heart CPR,TB Tests, etc.) during the Program.
- 9.Participates in conduct that violates the policy and procedures and standards of the university, program, or nursing profession.
- 10.Fails to provide current health insurance.

### **3.6 – Dismissal from the Program**

The BSN Program reserves the right to discontinue a student's enrollment in the BSN Program if, in the judgment of the BSN faculty and/or administrators, the student does not possess the professional behavior or competencies necessary for success as a Registered Nurse. If this situation occurs and is contested by the student, a committee will be formed consisting of core faculty, an administrator, and a non-biased third party, such as a faculty member from another school within HU unrelated to the BSN Program. The committee will assess the situation and the student to decide accordingly in compliance with HU policy. Additionally, the following are conditions under which dismissal may occur without an advisory hearing:

- 1.Receiving a final course grade of a C or below in two or more NUR courses.
- 2.Failure to demonstrate appropriate progression in developing professional behaviors.
- 3.Failure to demonstrate appropriate competency skills in skills checks and dosage and calculation exams.
- 4.Breach of academic honesty.
- 5.Breach of confidentiality.
- 6.Failure to meet Individualized Retention/Remediation Plan criteria, if developed.
- 7.Repeated tardiness and/or frequent absences from class, laboratory, or clinic as per syllabi and institutional guidelines.
- 8.Failure to make up missed labs or assignments as per course syllabi.

- 9.Failure to satisfactorily meet the criteria as detailed in the Clinical Evaluation Tool (CET)
- 10.Failure to comply with requirements and standards as detailed in the University and Nursing Student Handbooks.
- 11.Fails to provide current health insurance.

## **Chapter 4: Compliance**

Before beginning any Nursing course (NUR) all students in all programs are required to satisfy all compliance requirements including an annual health assessment and physical examination, proof of immunizations, annual influenza vaccine, Verification of Technical Standards, a Level II Criminal Background Check including fingerprinting, drug screening, Basic Life Support for Healthcare Providers (BLS), from the American Heart Association (AHA), and carry personal health insurance. These requirements constitute Nursing's Compliance Policy.

### **4.1 – Compliance Requirements**

Hodges University Nursing Programs require all nursing students to be in full compliance, regardless of the NUR course in which they are enrolled including courses without a clinical component. In order for a student to be considered in full compliance, all of the Nursing compliance requirements (with the exception of the influenza vaccine) must be valid for the entire academic year. None of the compliance requirements may expire at any time during the academic year. The dates for this are determined by the student's first nursing session. The deadline for the influenza vaccine will be announced annually.

All compliance requirements, except for the influenza vaccine, must be uploaded to and in an approved or completed status by Castlebranch, a compliance certification vendor, prior to the start of the student's first session. Proof of the influenza vaccine must be uploaded to and in an approved or completed status by a date determined by the Nursing Programs. Students are advised to upload their compliance materials at least 2 weeks prior to the due date to allow processing time for approval. Any student who does not fulfill the compliance requirements by the beginning of the session is at risk for losing their clinical placement.

Compliance documents are managed by a third-party vendor, Castlebranch. All students must purchase and create an online account to upload all compliance documents into the online account while enrolled in any Hodges University Nursing Program. The Director of the Program or their designee will monitor the compliance of students.

### **4.2 – Health Status and Proof of Immunization**

Students are required to submit a Health History and Physical Examination, Immunization Record, and Verification of Technical Standards Form prior to enrollment in the nursing program and to submit an annual Health History and Physical Examination form annually.

In addition, students are responsible for sharing personal health information that may affect safety and performance in the classroom and clinical areas. Should a student have a health problem or hospitalization that interferes with classroom or clinical activities, the student will be asked to obtain a health clearance documentation from the student's health provider in order to continue with the Program. This form will be given to the Director of the Program. If the student is unable to continue with the Program, the student will request a leave of absence (LOA) for health reasons or be administratively withdrawn from the Program.

### 4.3 – Compliance Requirements

Upon Admission and Annually		
	Item	Description
1	HEALTH HISTORY AND PHYSICAL EXAMINATION	A licensed health care provider must complete and sign the form. The University form must be used.
2	IMMUNIZATION FORMS*	This Form can be found in the forms library.
3	VERIFICATION OF NURSING TECHNICAL STANDARDS FORM	In addition to the licensed health care provider, the student must read and sign the form. The document must be uploaded to Castlebranch. This form can be found in the forms library.
4	CARDIOPULMONARY RESUSCITATION CERTIFICATION (CPR)	Only the following courses are accepted. Each of these is valid for two years. The certification must be valid for the entire academic year. 1. American Heart Association (AHA) – BLS Course for Healthcare providers. Submit the front and back of the signed AHA certification course to Castlebranch. 2. American Red Cross – BLS for Healthcare Providers Course. Submit the digital certificate of completion to Castlebranch.
5	TB SKIN TEST (ALSO CALLED PPD)	Complete documentation includes the date that the skin test was administered, the date that it was read, and negative results OR a lab report showing a negative QuantiFERON TB Gold or T-SPOT blood test and test date. Blood tests are valid for three years. If there is a positive result or a known history of a positive result at chest X-ray must be done. It is valid for 2 years. The tests must be administered on or after December 1, in order to be valid for the entire upcoming calendar year.
6	LEVEL II CRIMINAL BACKGROUND CHECK AND FINGERPRINTING	The student must order a Level II Criminal Background Check and Fingerprinting through <a href="#">Castlebranch</a> .
7	DRUG SCREENING	The student must order a drug screening check through <a href="#">Castlebranch</a> .
8	HANDBOOK CERTIFICATION DOCUMENT	The student must print the emailed Registration Terms and Conditions, sign the document, and upload it to Castlebranch.
9	AUTHORIZE TO DISCLOSE INFORMATION STATEMENT	The student must read the form, sign the form, and upload it to Castlebranch.

<b>PRIOR TO SESSION START</b>		
	Item	Description
10	INFLUENZA VACCINE	Instruction detailing proof of compliance with this requirement will be sent before each Fall session.
<b>PRIOR TO ENROLLMENT</b>		
	Item	Description
11	MMR (MEASLES, MUMPS, AND RUBELLA)	The MMR vaccine is in two doses. Complete documentation includes the dates of the first or second doses of the vaccine after 12 months of age or a lab report for positive antibody titer for each of the three components (Measles, Mumps, and Rubella).
12	VARICELLA ZOSTER (CHICKEN POX)**	This compliance requirement can be met in one of two ways: Complete documentation showing date of the first and second doses administered OR A complete lab report for a positive Varicella titer. If varicella IGG tier is negative, two doses of Varicella vaccine is required (4-8 weeks apart)
13	TDAP (TETANUS, DIPHTHERIA, AND PERTUSSIS)	Documentation of a valid Tdap vaccine after 11 is required. Tdap vaccines are valid for ten years. If a student's Tdap vaccine will expire for the upcoming year, the Tdap booster should be administered and must be valid for the entire upcoming academic year.

<b>OPTIONAL</b>		
	Item	Description
14	COVID-19 VACCINE	Hodges University does not require its students to get the COVID-19 vaccine or otherwise provide proof of vaccination for admission to the institution. However, a student may be required by their clinical or practicum site to have completed the COVID-19 vaccine series prior to starting their student practicum or student clinical experience. In addition, a clinical or practicum site may require a student to abide by certain masking and social distancing requirements. If a student fails to abide by the placement site's policies and procedures, the student may be terminated from the site. The placement site may require certain attestation(s) and/or proof of vaccination. Students required by their clinical site to have the COVID-19 vaccine must make every effort to obtain the completed vaccine series. Any student required to have the completed COVID-19 vaccine series, but fails to obtain the vaccine may not be placed at their practicum or clinical site. If a student is removed, terminated, or otherwise unable to participate at the site due to their vaccination status, their course progression

<b>OPTIONAL</b>		
	Item	Description
		and graduation may be delayed. If a student is terminated from a clinical site for their failure to follow the site's policies and procedures, their grade may also be negatively impacted. Students should consult their health insurer for any potential costs of completing the COVID-19 vaccine. Students required to obtain the completed COVID-19 vaccine series may also be required to provide evidence or affirmation prior to beginning their experience at the placement site.
15	HEPATITIS B	Not mandatory but the CDC recommends for Healthcare workers. The Hepatitis B vaccine is a series of three doses. Complete documentation includes the dates of the first, second, and third doses of the vaccine OR a lab report for a positive Hepatitis B titer. For students deemed as "non-converters" or non-responders" immunization activity records must state for the hepatitis B requirement non-converters" or non-responders.
16	MENINGOCOCCAL VACCINE	Administered every five years
17	POLIO	Documented series of polio immunizations. In the absence of documentation, this polio vaccination is assumed for students who attended school in the US. Students educated outside the US may be at risk unless they are vaccinated.

\*Immunity must be demonstrated through blood tests (titer) for some conditions. A copy of the lab report is required for each titer; a practitioner's documentation of a "positive titer" is not adequate. Immunization records are shared with faculty for clinical facilities requesting such information. Otherwise all student health records are considered confidential and not released.

\*\*Varicella Zoster (Chicken Pox) - Varicella-zoster, the virus that causes chicken pox and shingles is believed to be transmitted by the respiratory route and is highly contagious. Incubation period from an exposure to the development of the rash is usually 10 to 21 days. The virus is believed to be contagious prior to the onset of the rash. Any student with a negative varicella titer and who has not completed the varicella immunizations, and who is to have known exposure to chicken pox or shingles will not be allowed to participate in clinical activities until the 21-day incubation period has passed.

#### **4.4 – Level II Criminal Background Check and Drug Screening**

A Level II Criminal Background check with fingerprinting and Drug Screening will be required of applicants who have been conditionally accepted, returning students prior to enrollment or reenrollment, and on an annual basis for students in the Nursing Program. Nursing Program



administrators may also request a Criminal Background Check and/or Drug Screening on a student at any other time during enrollment.

- Applicants will sign a Criminal Background Check and Drug Screening Acknowledgement form after conditional acceptance.
- Applicants or students are responsible for payment of the Criminal Background Check and Drug Screening fee. This fee is paid to the vendor selected by the Nursing Program.
- Applicants and students will complete a drug test including but not limited to the following: Alcohol, Amphetamines, Cannabinoids, Phencyclidine, Opiates, Barbiturates, Benzodiazepine, Synthetic Narcotics: Methadone, and Propoxyphene.

A Criminal Background Check free of any conviction or pending conviction and negative drug screening is typically required for placement in clinical settings. Clinical placement is a requirement for Nursing Program completion. Therefore, unsuccessful Criminal Background Checks or Drug Screening may prevent the student from completing the Nursing Program. Hodges University assumes no obligation to locate an alternative site and cannot guarantee the completion of degree requirements for such an individual. Furthermore, Hodges is under no obligation to refund tuition or fees or to otherwise accommodate a student if deemed ineligible to complete course requirements based on the results of a criminal background check or drug screening, or if the student is unable to obtain licensure.

Unless otherwise provided by law or regulation, a criminal record will not automatically disqualify a student, however State laws generally permit a state licensing board or agency to deny a license to practice if the applicant has been convicted of a felony or other specified crime(s). Students whose Criminal Background Check results indicate potential inability to be placed in a clinical agency or hold a license will be notified and counseled. Any student who had any evidence of an issue in their background may be interviewed to elicit further information. The student may be informed that they may not be allowed to continue enrollment in the Program, be placed in a clinical agency, sit for a licensure exam, or be issued a license.

#### **4.5 – Health Insurance**

All nursing students must carry personal health insurance for the entire time they are in the program. Documentation of the health insurance must be uploaded to Castlebranch annually.

## **Chapter 5: Clinical Placements**

### **5.1 – Clinical Locations**

Clinical and observational experiences for nursing students take place in a wide range of health agencies in Collier and Lee counties. Clinical placements include, but are not limited to, acute care agencies (hospitals), extended care facilities, city and county health departments, schools, preschool enrichment programs, child health centers, community mental health agencies, senior citizen centers, and hospices.

As a result of the various clinical locations, nursing students are expected to travel for these experiences. Some of the clinical locations may be as far as one hour from the University. Students are responsible for their own transportation to clinical sites and the associated costs, if any.

In many clinical placements, secured space may not be provided for books and other valuables, therefore it is recommended that students leave personal belongings and valuables at home. Neither Hodges University nor the clinical site will be responsible for lost or stolen items.

### **5.2 – Onboarding**

Onboarding is composed of completing various institutional requirements. For a successful placement, students must complete all onboarding requirements by communicated deadlines. If onboarding requirements are not completed by the communicated deadlines, students will be removed from clinical placement for the session. Student onboarding requirements must be valid during dates of clinical placement.

Onboarding may include, but are not limited to, completion of forms, assessments such as a free eye test, or educational modules regarding the institution. In-person training and orientations set forth by the clinical agencies may be part of the onboarding process. These include essential areas of information deemed vital to faculty, students, and other health center personnel who participate in direct patient care. These include, but are not limited to:

- Fire Safety
- Patient Safety
- Infection Control
- HIPAA

### **5.3 – Infection Control**

Faculty and students will comply with current Center for Disease Control guidelines for Standard Precautions in the care of all patients. Patients may be on other precautions as well and the student will follow the agency policy.

## **5.4 – Clinical Skills**

Students must be able to perform the designated skills and competencies and pass medication calculation testing for their course. Students are notified in advance of the specific skills and competencies they are required to perform. Assistance and practice opportunities will be available.

## **5.5 – Attendance**

### **5.5.1 – Classroom and Laboratory Attendance**

Attendance is an important component of academic success. Students are expected to be present, punctual, and participatory in class. If a student is absent on a class day, the student must notify the faculty prior to the scheduled class time. If a student is absent for an examination and fails to notify the course faculty or notify the nursing department, the student may not be able to take the exam. Additionally, a late penalty may be extracted for make-up laboratory proficiency exams or clinical experiences. Attendance will be taken in the classroom, in any online course component, in the laboratory, and in the clinical area.

### **5.5.2 – Clinical Attendance**

Attendance at all clinical experiences is mandatory. All missed clinical days, including excused and unexcused absences, must be made up. A fee may be charged for any clinical make-up days. It is the responsibility of a student to promptly inform their instructor in the event of an absence or illness. In addition, if the student cannot contact the instructor, the student should call the unit to which they are assigned at least one hour (or earlier, if possible) before the scheduled clinical time.

- Excused: An excused clinical absence requires the permission of the instructor for reasons such as illness or a family emergency. All excused absences require appropriate documentation from the student, such as a note from a health provider for an illness.
- Unexcused: An unexcused clinical absence is an absence from the scheduled clinical activity without permission of the instructor. Students having two unexcused absences may be withdrawn from the course. Examples of unexcused absences include:
  - Not calling in advance of clinical time
  - Not showing up for clinical
  - Missing clinical because compliance or onboarding requirements are not complete
  - Being asked to leave clinical for reasons such as lack of preparation or unprofessional behavior

When reporting an illness or absence, students need to provide the following information:

- Name
- Date
- Nature of illness
- Anticipated date of return

After a student misses two clinical days for any reason, the Director of Nursing will be notified by the course faculty. The course faculty will recommend whether the student should be allowed to

complete the course or should be withdrawn from the course. This decision will be made on a case-to-case basis considering factors such as centrality of the missed experiences, opportunity to make up the experience, and projected length of time of absence. The grade received will be determined using the standards outlined in the University Catalog.

The student is responsible for informing the course faculty regarding anticipated health issue or situations resulting in an interruption of the program. Anticipated absences of more than three days are reviewed by the course faculty, in consultation with the Director of Nursing, to determine the student's ability to complete the course based on the factors listed above.

Occasionally, students will have special health concerns. Students are obliged to report any type of health problems that could affect their ability to safely care for patients or their own safety. Examples include but are not limited to: unstable diabetes, seizures, being immune compromised, contagious infections, and severe clinical depression. The ability of a student to have a safe experience is determined by the Nursing Department, the student's health care provider, and agency requirements and policies.

## **Chapter 6: Clinical Uniforms and Dress Codes**

A clinical placement dress code has been established in recognition of the fact that the mode of dress does affect the establishment of rapport and a working relationship with patients, families, and other care providers. Please reference Nurse-Patient Relationships and Professional Conduct sections of the Student Handbook and the Nursing Student Handbook. Nursing students are expected to wear Hodges University clinical uniforms when giving nursing care, unless a different policy is specifically defined by the clinical unit or agency. This occurs most often in Community Health, Psychiatric Mental Health, and other community agencies. Course faculty will advise students of the agency guidelines for attire in these settings prior to the beginning of the clinical experience.

### **6.1 – Professional Appearance and Uniform Guidelines for Clinical Courses**

- Students must appear neat, clean, and professional at all times when visiting clinical sites. The Hodges University BSN nursing uniform includes:
- **Uniforms:** White scrub tops with the Hodges University logo on the front pocket and navy scrub pants comprise the uniform. Students must also have a white scrub jacket with the Hodges University logo on the front. Uniforms must be clean, neatly pressed, and worn so that the elastic of the pants is at the student's waist and leg length does not drag on the ground at the heel. The top must cover the student's hips. The uniform should be loose enough that it allows the student full movement.
- **Identification:** Hodges University student uniforms must include a photo ID badge that is worn in a visible location.
- **Shoes and Hosiery:** White or flesh-toned socks or stockings must be worn with uniforms. Shoes must be all white, clean, and made from leather and must enclose and protect the toe and heel. Athletic type of shoes may be worn, but they must be white leather (no mesh). Shoelaces must be white and clean. No sandals are permitted.
- **Hair and Head coverings:** Student's hair is expected to be up off the shoulder and/or appropriately styled for the work setting. Long hair which may flow over patients or that could interfere with duties or present a potential hazard must be tied back without excessive ornamentation or be contained. No unnatural hair colors or party colors are permitted. Mustaches, sideburns, and/or beards must be neatly trimmed. Students with facial hair may be asked to use beard or mustache covers to comply with agency policies. Religious, cultural, or medical head coverings for men and women are permitted (e. g. yarmulke, hijab).
- **Nails:** Nails must be clean and trimmed to a short length that will not place the client at risk for injury. No nail polish may be worn. Acrylic nails are prohibited as they harbor microorganisms that place patients at risk.
- **Jewelry:** Only one small stud/post earring per ear is allowed on the lower earlobe. No dangling or hoop-style earrings are permitted. The only rings worn are plain metal bands. No visible body piercing, including tongue jewelry, is allowed. No necklaces, bracelets (unless medical alert), pendants, pins, or buttons may be worn. Students must wear a wrist watch with a second hand.
- **Body art:** Body art (tattoos) must be covered by clothing. A white undergarment, such as a long sleeve t-shirt, may be required to cover body art that extends down the arms.

- Miscellaneous: Make-up must be kept to a minimum. No perfume, aftershave, cologne, or noticeable scented lotions or other products should be used. Students must be clean and free of offensive odors, including cigarette odor. No gum chewing permitted. Neutral (i.e. white or flesh toned) undergarments must be worn (designs and colors should not show through uniform or clothing).

## **6.2 – Attire Guidelines for Community Clinical/ Psychiatric Mental Health Placements**

### **6.2.1 – Professional Business Attire**

Suit or jacket and pants or a skirt (knee length); tailored dress shirt or blouse  
 Shoes - Comfortable with low heel; coordinates with attire, clean and shined  
 Stockings or socks – to complement attire  
 Jewelry – simple  
 Belt (if applicable)  
 Tie (for male students, if applicable)  
 Hodges University photo ID badge

### **6.2.2 – Casual Business Attire**

Shirt or blouse with collar or polo style  
 Slacks  
 Chinos or Khakis – pressed  
 Skirt (knee length)  
 Blazer or sweater  
 Loafers, flats, or laced-up shoes  
 Hodges University photo ID badge

### **6.2.3 – Psychiatric Mental Health**

Business casual or conservative street clothes may be designated attire required by certain mental health settings, check with instructor prior to clinical. Shoes should be comfortable for walking and allow for participation in a variety of activities with patients. Hodges University photo ID badges should always be worn unless otherwise stipulated by clinical agency.

### **6.2.4 – Inappropriate Attire**

Inappropriate Attire includes t-shirts, tank tops, denim, shorts, skirts shorter than 2 inches above the knee, tight-fitting or suggestive clothing, flip flops, sneakers, sandals, athletic wear including hoodies, leggings, bare midriffs, or low-cut garments (low-cut necklines or low-rise pants).

## **6.3 – Equipment Needed**

Students must bring to clinical the following items:

- Bandage scissors
- Watch with second hand

- Stethoscope
- Ballpoint pen with black ink
- Pocket size notebook
- Penlight

#### **6.4 – Accidents During Clinical Experiences**

If a nursing student is injured (including a needle stick) during a clinical experience, they must immediately contact the clinical instructor. The clinical instructor will alert appropriate staff at the facility and will assist in the submission of reports to the clinical agency and University. The student may be sent to Employee Health Services, or if the injury is serious, to the Emergency Department. A copy of this University's report will be placed in a student's file.

In addition to any procedures the clinical site may have, the following procedure is to be followed by students and clinical instructor in the event that an exposure to blood or body fluids via parental, mucous membranes, or open skin routes occurs while participating in clinical or laboratory experiences:

##### **Exposure Report:**

The exposure incident procedures of the clinical facility as they apply to students should be followed.

- The student will seek immediate medical attention through either the employee health services of the clinical facility or the individual's private physician. Payment of medical bills is the responsibility of the exposed individual.
- The student will notify the DON within 24 hours.
- The clinical instructor and the student will each complete and submit an original written report on the HU BSN Incident/Accident Report within two working days to the DON with the following information:
  - Date and time of exposure.
  - Details of exposure, including procedure being performed, where and how the exposure occurred, if the exposure involved a sharp device, type and amount of fluid or material involved in exposure, and condition of skin, (e.g., intact, chapped, abraded) of student.
  - Information about exposure source or individual determining infection risk, when policies of facility do not prohibit direct release of this information.
  - Information about follow-up.
- The exposure incident report will be permanently placed in the student's file.
- The DON will notify the Executive Vice President.

#### **6.5 – Illness, Injury, or Impairment**

Students who become ill or injured in the classroom or clinical setting will report to the faculty responsible for the student to determine the appropriate course of action.

In the event of an illness or injury at a clinical site the ill or injured student is directed per the policy of the agency to the appropriate level of care. In an emergency situation, the policy of the

agency is followed for assessing care urgently. Reporting of the event is to be completed per the agency policy. Associated medical and hospitalization charges not covered by insurance are the responsibility of the student. During clinical learning experiences in the hospital, students are not employees, and thus are not covered by Workmen's Compensation. Accident or injury care expenses will be billed to the student's health insurance plan.

#### **6.5.1 -Incident/Accident/Exposure Report (other than exposure to blood and body fluids)**

- Facility procedures are to be followed in all cases involving emergency situations including completion of required documentation.
- The clinical instructor is to be notified immediately of any patient or student incident and/or accident.
- Student injuries should be assessed to determine appropriate measures to be taken. If warranted, the student will seek medical attention as indicated through their private physician.
- Payment of medical bills is the responsibility of the student.
- The clinical instructor and the student will each complete the HU BSN Program Incident/Accident report and submit the original copies within two working days to the DON.
- The incident report will be permanently placed in the student's file.

The facility or agency may provide or make available emergency room treatment when such facilities exist for minor injuries incurred by students while in the health care agency for clinical experience. The health care agency is not responsible for charges made to the student as a result of services rendered to the student in said health care agency. It is the responsibility of the student to arrange and finance post-incident medical follow-up and care.

### **6.6 – Malpractice Insurance**

Hodges University provides malpractice insurance for all nursing students. Students who hold professional licensure may wish to obtain additional malpractice insurance from a private organization (e.g. American Nurses' Association ANA).

### **6.7 – Pregnancy**

If a student chooses to declare a pregnancy, it must be done in writing. The declaration may be performed at any time during the pregnancy. If the student decides to declare a pregnancy, then they are required to meet with the Director of Nursing. Voluntarily declaring a pregnancy is the most prudent course of action. It provides maximum protection for the developing embryo/fetus.

Any information provided to the Director of Nursing regarding pregnancy will be kept confidential. Consideration must be given to the student's welfare during pregnancy as well as the policies of clinical sites to which they are assigned. Students returning to their clinical assignments following a leave of absence due to pregnancy or any other health-related concern must provide documentation from their physicians stating they are able to resume their clinical duties "without restriction in class, labs, and clinical settings."



## **6.8 – Inclement Weather**

When the University is closed due to inclement weather, classes and on-campus clinical experiences, including skills laboratory sessions will be cancelled. However, course work and clinical time must be made up. Off-site clinical experiences will follow the schedule of the clinical facility.

## **6.9 – Clinical Evaluation**

Each course with a clinical component has a Clinical Evaluation Tool (CET) that demonstrates a progression throughout the Program in expected level of achievement (ELAs). These serve to guide the student toward attainment of course and end-of-program student learning outcomes. The CET is graded as: Excellent (4 pts), Above Average (3 pts), Average (meets competencies 2 pts), Below Average (1 pt.), Fails to meet Standard (0 pts.) system for meeting criteria. These evaluations are completed by the clinical faculty and reviewed with the student mid-term and at the end of the session for BSN and PN clinical courses. Faculty provide feedback by documenting the student level of achievement for each course student learning outcome, including anecdotal comments. By the end of the course, students must be competent in all of the required criteria. The final clinical grade, a component of the course grade, is expressed as either “pass” (P) or “fail” (F). Students must pass the clinical portion of the course to pass the course.

## **6.10 – Use of Technology and Social Media for Nursing Students**

All students are responsible for respectable communication or social media sites (e.g. twitter, Facebook, etc.). Any technology, tool or online space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding use of technology and social media. At times, a clinical setting may allow use of technology or on-line space or use of social media for work purposes. They are only to be used as they relate directly to specified agency activities.

- Clinical agency computers cannot be used for personal business such as checking e-mail or any other social media.
- Any personal communication such as cell phone use or texting must be done outside of the agency clinical area on students’ personal time.
- Posting or discussing any information about faculty, staff, or other students or external clients (i.e. patients and families) on social media or on-line space is not permitted. Non-compliance with policies regarding the use of technology and social media may result in a violation of the Student Code of Academic and Professional Conduct. The consequences of these violations may include a reduction in course grade up to and including withdrawal from the Nursing Program.

## **6.11 – Confidentiality**

The Health Insurance Portability and Accountability Act (HIPPA) governs the use and release of a patient’s personal health information (PHI) also known as “protected health information”. It is imperative that all students and faculty with any access to a clinical setting comply with HIPPA

rules and regulations. This includes understanding HIPPA and training in HIPPA that meets the clinical agency requirements. Students also must follow agencies policies regarding use of and access to electronic medical records.

## **Chapter 7: Progression within the Nursing Program**

### **7.1– Compliance Requirements**

Before beginning any nursing (NUR) course, all students are required to satisfy all compliance requirements. Students must be in full compliance with all of the requirements (with the exception of the flu vaccine) for the entire academic year. Additionally, students may be required by a clinical agency to meet additional compliance requirements. In these situations, students will be informed of this via email by the course instructor.

### **7.2– Learning Strategies**

Preparing for a health care career involves a different type of learning than traditional classroom education. The BSN and PN Programs involves practice in hands-on techniques, measurement and treatment procedures, problem-solving, the performance of interventions, and educating patients and/or caregivers.

Students are encouraged to continuously assess their own abilities, developmental needs, goals, and plan learning experiences to meet personal and professional goals. This is accomplished throughout the BSN or PN Program by self-assessment, peer evaluation, and instructor feedback.

The courses in the BSN and PN Programs are designed to allow the student to apply theoretical knowledge to simulated patients in the laboratory setting and finally on actual patients in the clinical setting under the supervision of licensed clinical instructors. Strategies for continued success in the learning process include the following:

- Participate in all class, laboratory, and clinical sessions
- Study/complete all assignments
- Ask questions and ask for help when needed
- Take advantage of all optional activities
- Complete self-assessments of knowledge and skills
- Acknowledge and value peer evaluation and instructor feedback
- Practice skills identified as needing improvement
- Change lab partners regularly
- Be proactive in learning
- Always strive to be your personal best

## **Chapter 8: Bachelor of Science in Nursing (BSN)**

### **8.1 – Course Load**

Students should refer to the University Catalog for information on course loads for the nursing program.

### **8.2 – Transfer Credit**

Students should refer to the University Catalog for information on transfer credits.

### **8.3 – Course Progression for the BSN Program**

Students should refer to the University Catalog for information on course progression for the BSN program.

### **8.4 – Grading**

Students should refer to the University Catalog for information on grading.

### **8.5 – Academic Support**

Students who are having academic difficulty should contact the faculty teaching the course early in the term. This allows the opportunity to plan for improvement and determine strategies that may be helpful. Students should also contact their academic advisor for additional resources and assistance. A delay in contacting faculty or the advisor for assistance may make it difficult to be successful in a course.

### **8.6 – Theory**

The theory portion of the course indicates the extent to which the student has achieved the student learning outcomes (SLOs) of the course.

Information regarding the components of the course grade are found in the syllabus. The total weight for all theory evaluation methods in each course equals 100%. All theory work is graded and recorded on a percentage basis and is not rounded. Each grade is multiplied by its percentage worth; e.g. an exam worth 25% of the theory grade would be calculated as follows:  $84.43 \times .25 = 21.10$ . The final theory grade consists of all the components added together and recorded as a whole number. Students will receive the grade that coincides with the numerical grade they have achieved in the course. The theory work is not rounded. For example, an 89.56 is an 89.56 and the student would receive a B in the course.

Students can monitor their grades throughout the semester in the learning management system (LMS).

When students have a concern with an academic issue or action during the nursing program, students have the opportunity to express their concern(s) through the proper channels. Every effort

should be made to resolve the matter at the instructor level. If the concern is not resolved at that level, students may schedule an appointment to discuss the issue with the Director of Nursing. Issues not resolved within the Department may then be discussed with the Executive Vice President.

The assessment methods for theory portions of nursing courses include examinations, standardized testing, written assignments, online discussions, and presentations.

## **8.7 – Examinations**

The number and weighting (% of total grade) of examinations for each nursing course are specified in the course syllabus. This has been determined by the faculty teaching the course and is based on the type of content and complexity of the student learning outcomes (SLO).

- Examination Policies are as follows: Testing accommodations may be made for those students who have an education accommodation plan on file. It is the student's responsibility to inform the faculty of this accommodation. All quizzes, examinations, and proctored ATIs will be administered in person on campus.
- Examination grades will be available within a week of the exam unless otherwise noted.
- All examinations are to be taken at the scheduled times. Students unable to attend an examination due to illness or an emergency are responsible for notifying the course instructor prior to the examination time. Documentation substantiating the illness or emergency may be required. Make-up options for examinations, including denial for exam make-up, are provided at the discretion of the faculty.
- One make-up exam/quiz will be permitted and must be scheduled within 24 hours. The instructor reserves the right to use a different format for make-up exam.
- Student has three attempts to pass the medication calculation quiz and laboratory skills competencies to pass the course. Students must achieve a "P" (Pass) on clinical evaluation tool to successfully pass the course.

## **8.8 – Standardized Testing**

Students are required to take ATI assessments, both Practice and Proctored, as part of their courses. These ATI assessments provide a certain percentage (%) of the final grade in the course. Points for the Practice assessments are based on taking the assessment and remediation; points for the Standardized Proctored Assessments are based on the student score/level and remediation. In the final nursing course, NUR4048, Transition to Professional Practice; Seminar & Practicum, an ATI NCLEX Predictor Assessment is given. All of the proctored assessments will be administered using a secure, proctored environment.

Throughout the BSN Nursing Program, students use the ATI Complete package. The purpose of this package is to prepare students for nursing practice and the NCLEX exam. By participating in this testing service, students will be able to measure their achievement against national norms that have been researched by the company. The complete package includes: 1) a combination of proctored, secure, web examinations; 2) "unsecured, web tests" for practice; 3) review module booklets for each course. Students have access to their own test results while faculty and administrators have access to the test results of all of the students.

## **8.9 – Written Assignments**

### **8.9.1 – General**

Instructions and rubrics for all assignments will be available on the learning management system (LMS).

### **8.9.2 – Assignment Policy**

All assignments are expected by the designated due dates. These dates are posted on the syllabus. All assignments are submitted via the learning management system (LMS). All scholarly paper assignments must be submitted via Turnitin. All submissions must be below 30% on the originality report, submission greater than 30% must be corrected and resubmitted prior to the assignment due date. Extensions must be negotiated with the faculty prior to the scheduled date of submission. All assignments must be completed prior to the deadline for the course late assignment date or will result in a zero. If extenuating circumstances occur that the Faculty has approved the assignment must be completed by the Faculty determination by end of the academic term.

## **8.10 – Online Discussions**

All online discussions weeks will begin on Monday at 12:01 AM and end on Sunday at 11:59 PM. Students will respond via an initial posting on the topic of the week by Wednesday at 11:59 PM and to two of their peers. The BSN Discussion Rubric contains further information regarding how discussions will be graded.

## **8.11 – Reflective Journals**

Reflective journals will be required in courses with a clinical component. These reflective journals will be maintained on the learning management system (LMS). Topical prompts will be provided for each journal posting. The BSN Reflective Journal Rubric contains additional information regarding how these assignments will be graded.

## **8.12 – Presentations**

Presentations are required in some courses. They will be evaluated using the BSN Presentation Rubric.

## **8.13 – Other Methods of Evaluation**

There may be other methods of evaluation in a course. In those cases, the expectations for the assignment will be clearly conveyed to the student and the percent of final grade may be noted in the syllabus.

### **8.14 – Clinical**

The clinical grade for each clinical nursing course is documented as either a pass or fail. The clinical portion of the course must be passed in order to pass the course. Should a student pass the theory portion of the course but fail the clinical portion, the grade will be recorded as an F. All clinical nursing courses require application of classroom knowledge to the clinical setting. Components of the clinical portion of the course grade include the Medication Calculation Examinations, Laboratory Proficiency Exams, and Clinical Evaluation Tools (CETs).

Students are expected to be able to accurately calculate medication dosages for patients across the lifespan. A medication calculation examination will be given in every clinical course each term.

Students who fail (score of less than <90%) the first medication calculation exam will be given a Nursing Academic Warning and have two additional opportunities to pass the exam. If a grade of 90% is not achieved after three attempts by the end of the third week of the term, the student may be dismissed from the course. Clinical calculation textbooks and software that include progressive self-study medication related activities are available. Students are encouraged to take practice exams that are provided. Additionally, students should seek faculty for assistance.

### **8.15 – Laboratory Proficiency Exams**

Students are required to pass Laboratory Proficiency exams during each clinical course. Students are provided with preparation materials, as well as practice time in the Clinical Learning Center (CLC). Students who fail a Laboratory Proficiency exam will have two opportunities to retake the exam within the next two weeks. Assistance from faculty and practice opportunities will be available. If a student fails on the third attempt that student may be withdrawn from the course.

### **8.16 – Returning Students**

Students who miss a semester for any reason will be re-evaluated in the Clinical Learning Center (CLC) to determine clinical competency. They may also be required to take a comprehensive examination for any of the courses they have previously successfully passed. Students may be required to retake previously successfully passed courses to ensure competency.

- Medication Calculation Examinations
  - Students are expected to achieve, maintain, and demonstrate a consistent pattern of accuracy in dosage calculation throughout the curriculum. A Medication Calculation Examination will be given in every clinical nursing course. Students must pass the Medication Calculation Examination, for each course, with a grade of 90% or better. This grade is not calculated as part of the theory grade. Students exhibiting a pattern of difficulty with medication dose calculation will be provided with remediation. Students may attempt the Medication Administration Examinations up to three times until a grade of 90% or better is achieved. Students may not administer medications in any course until they have passed the Medication Calculation Examination. Students who have not passed the medication calculation examination with a 90% or better after 3 attempts will receive a failing clinical grade and therefore a failing grade for the course and dismissal from the program.

- Laboratory Proficiency Exams
  - Students are given clinical laboratory examinations throughout the program. Students are allowed three attempts to successfully pass these examinations. When students exhibit a pattern of difficulty with the laboratory examinations, they will be provided with remediation. Students who have not passed each clinical laboratory examinations after 3 attempts will receive a failing clinical grade and therefore a failing grade for the course and dismissal from the program.
- Clinical Evaluation Tools (CET)
  - Each course's Clinical Evaluation Tool (CET) has been designed specifically for that clinical course and include achievement of Course Outcomes, specific skills needed in that clinical area, and competencies associated with professional nursing practice. Competencies for each CET includes the expectation of satisfactory completion of clinical paperwork and assignments.

### **8.17 – Medication Administration (Non-Intravenous Medications)**

Medications are to be administered according to the policies and procedures of the Program and each clinical agency. Students may not accept a verbal or telephone order for any medication.

Students are expected to be familiar with the purpose, action, dosage, possible interactions, side effects, and nursing considerations prior to the administration of a prescribed medication. All medication preparation for administration must be done under the direct supervision of the clinical instructor. Students must correctly calculate divided doses of medication. The administration of medications to the patient is at the discretion of the faculty, clinical site, and patients. Students, under the direct supervision of the clinical faculty, administer medications according to agency policies and procedures. Administration of medications safely is a requirement of all medical surgical nursing courses. Inability to administer medications safely will result in a student being placed on nursing academic warning. Students will not be able to administer medications when the following has occurred:

- The medication renewal time has expired
- The patient does not have two identifiers
- The medication was prepared by another person. Exceptions to this include medications prepared and labeled by the pharmacy staff.

The student should verify each medication to be administered with the physician's order prior to administration time. The student should assess necessary baseline parameters prior to administration, e.g. lab values, vital signs, time of last administered dose, allergies, etc. Medications will be given according to the "Seven rights" for administration of medications:

- Right Drug
- Right Dose
- Right Route
- Right Patient
- Right Time
- Right Documentation



- Right to Refuse

Medications should be prepared, scanned, and administered to one patient at a time under the direct supervision of the clinical faculty. All medications are to remain in original packaging until scanned into medication administration system. Patient identification should be confirmed using at least two identifiers according to agency policy prior to the administration of medications. The student should verbally review all medications with the patient before administering when appropriate. The student must observe the patient taking the medication. Medications must not be left at the bedside. If the patient does not take the medication the student should follow the agency policy regarding disposition and documentation of the unused medication. Students and clinical faculty should scan and document the administration of the medication according to agency policy. The clinical faculty will review all medications administered by students according to agency policy. If a medication variance is noted, faculty and when possible, the student, must notify the appropriate agency representative regarding a variance report.

### **8.18 – Medication Administration (Intravenous Solutions and Medications)**

IV solutions and medications are to be administered according to the policies and procedures of the Program and each clinical agency. Students may not accept a verbal or telephone order for any IV solution or medication. The role of the student in the nursing care of the individual with IV therapy is as follows:

- The student is responsible for the assessment and maintenance of the IV infusion in progress and may administer selected IV medications, hang IV solutions, change IV lines and flush Intermittent Venous Access Devices (IVAD) under the direct supervision of faculty in accordance with agency policy.
- The student is expected to be familiar with the purpose, action, dose and rate, possible interactions, side effects, compatibilities and nursing considerations prior to administration of a prescribed IV solution or medication. All IV solutions and medication preparation must be done under the direct supervision of the clinical instructor.
- Students and clinical faculty will administer medication according to agency policies and procedures. Safe administration of IV medications is a clinical requirement. Inability to do so will result in a student being placed on nursing academic warning and possible dismissal from the program.
- A student may not administer an IV solution or medication when the medication renewal time has expired, the patient does not have proper identification (according to agency protocol) or the solution or medication was prepared by another person. The only exception to this is IV solutions or medications prepared and labeled by the pharmacy staff.

The student and faculty should verify each IV solution and medication to be administered by the student according to agency protocol.

The student should assess necessary baseline parameters prior to administration, e. g. lab values, including IV drug lines, vital signs, time of last administered dose, urine output, allergies, etc.

IV solutions will be given according to the “Seven Rights” for administration of medications:

- Right Drug
- Right Dose

- Right Route
- Right Patient
- Right Time
- Right Documentation
- Right to Refuse

IV solutions and medications should be prepared, scanned, and administered to one patient at a time under the direct supervision of the clinical faculty. Patient identification should be confirmed using at least two identifiers according to agency policy prior to the administration of IV solutions or medications. The patency of the IV line and site should be assessed prior to and during the administration of the IV solution or medication. All IV solutions or medications should be labeled according to agency protocol. The student will verbally review the IV medication with the patient, when appropriate. The patient will be observed to determine response and side effects to IV therapy and medications. Students and faculty will scan and document IV solutions and medications and will document on intake and output record according to agency protocol.

### **8.19 – Nursing Student Program Completion**

#### **8.19.1 – Student Exit Interview and Survey (Prior to Graduation)**

Students in the final semester will have an exit interview with an assigned faculty member to share their thoughts regarding the Program and make recommendations for improvement. In addition, they will be given a confidential survey (Nursing Student Evaluation of Program at Graduation Tool (NSEPG)), regarding satisfaction with the Nursing Program including meeting end-of-program student learning outcomes. All written and verbal data will remain confidential and be reported in the aggregate.

#### **8.19.2 – Faculty Evaluation of Student Final Summary**

A final summary is written for each student by the assigned faculty at the end of the program describing their attainment of the end-of-program student learning outcomes. It is written no longer than one month before a student's completion. The faculty will use the Clinical Evaluation Tools (CETs) as a guide for this evaluation of the student's progress in meeting the end-of-program student learning outcomes (SLOs). This document is then signed by the student and faculty and placed in the student's nursing file. Any honors or awards the student has received will be noted in the summary. This summary remains as part of the graduate's record ad infinitum and is used as the basis for references.

## **Chapter 9: Licensure**

### **9.1 – Application for Licensure**

Once the degree has been officially conferred by the University (not the same date as the end of the session) the Director of the Program will send the list of the names of all the graduating students to the Board of Nursing. It may take the Board of Nursing several weeks to process this document.

When the Director is notified that the State has processed the list of graduates, the Director will contact the graduates and inform them that they are now able to apply to take the National Council Licensure Examination (NCLEX) licensure exam to become a registered nurse (RN) or the NCLEX-PN to become a licensed practical nurse.

### **9.2 – The NCLEX-RN and NCLEX- PN Application**

The NCLEX Candidate Bulletin and Information can be downloaded online from Pearson Vue's the NCLEX Examination page.

Prior to beginning the application process, it is strongly recommended that students visit that state to which they require licensing Board of Nursing (BON). The website for Florida is [floridanursing.gov](http://floridanursing.gov).

The **Florida Board of Nursing** licenses, monitors, disciplines, educates and, when appropriate, rehabilitates its licensees to assure their fitness and competence in providing health care services for the people of Florida. The sole legislative purpose in enacting the Nurse Practice Act is to ensure that every nurse practicing in Florida meets minimum requirements for safe practice. It is the legislative intent that nurses who fall below minimum competency or who otherwise present a danger to the public shall be prohibited from practicing in the State of Florida.

To apply for Florida licensure:

Submit application fees to the Florida Board of Nursing (FLBON) and begin registration with Pearson VUE, the testing vendor. See the following website for more information: <http://www.vue.com/nclex/>. The School Code for Hodges University for the BSN Program is: US70512700. The School Code for Hodges University for the Practical Nursing program is US70112800.

1. Schedule an electronic fingerprint appointment with a Livescan service provider; submit to fingerprinting.
2. Once all materials are submitted, an application specialist will review them. It may be necessary for the application specialist to request additional information.
3. If eligibility requirements are met, the applicant will receive an eligibility letter with instructions regarding registration with Pearson VUE. Approval is transferred to Pearson VUE.
4. Once Pearson Professional Testing receives the edibility to test from the Board of Nursing, graduates will receive an Authorization to Test (ATT) from Pearson Professional Testing. **DO NOT LOSE THIS FORM.**

5. Schedule exam. Students must take the NCLEX within 90 days of receiving ATT.
6. Upon passing the licensure examination the initial license is issued within 7-10 days.

To apply for RN or PN licensure in a state other than Florida:

1. A student may apply for RN or PN licensure in the state they wish to practice. The student should contact the State Board of Nursing in the state the license will be sought. Specific information regarding examination requirements in states other than Florida may be procured from the appropriate State Board of Nursing. For more information, visit the National Council of State Boards of Nursing.
2. Read all instructions carefully.
3. Complete a Certificate of Completion/Certification for Education from the application and bring it with the instructions to the department of nursing. It is important to have the specific instructions with the certificate as various State Boards of nursing have different procedures.
4. Once the student completes all BSN or PN Program requirements, the Nursing Department will send the information to the appropriate State Board of Nursing.
5. The School Code for Hodges University for the BSN Program is: US70512700. The School Code for Hodges University for the Practical Nursing program is US70112800.

If an official copy of the student transcript with the BSN or PN degree posted is required for state licensure, a student is able to order a copy an official copy of their transcript from the Hodges University website.

## **Chapter 10: Practical Nursing (PN) Certificate Program**

### **10.1 – Course Load**

The PN Program is a 12-month, 3 semester program totaling 36 credits. Students in the Practical Nursing (PN) program will move through the program in cohort groups. Students should refer to the University Catalog for additional information on course loads for the nursing program.

### **10.2 – Transfer Credit**

Credit cannot be transferred into the Hodges University PN program.

### **10.3 – Course Progression for the PN Program**

Students should refer to the University Catalog for information on course progression for the PN program.

### **10.4 – Grading**

Students should refer to the University Catalog for information on grading.

### **10.5 – Academic Support**

Students who are having academic difficulty should contact the faculty teaching the course early in the term. This allows the opportunity to plan for improvement and determine strategies that may be helpful. Students should also contact their academic advisor for additional resources and assistance. A delay in contacting faculty or the advisor for assistance may make it difficult to be successful in a course.

### **10.6 – Theory**

The theory portion of the course indicates the extent to which the student has achieved the student learning outcomes (SLOs) of the course.

Information regarding the components of the course grade are found in the syllabus. The total weight for all theory evaluation methods in each course equals 100%. All theory work is graded and recorded on a percentage basis rounded to the hundredth (second digit after the decimal place); for example,  $84.433 = 84.43$ . Each grade is multiplied by its percentage worth; e.g. an exam worth 20% of the theory grade would be calculated as follows:  $84.43 \times .20 = 16.89$ . The final theory grade consists of all the components added together, rounded, and recorded as a whole number. Students will receive the grade that coincides with the numerical grade they have achieved in the course. The theory work is rounded to the hundredth (second digit after the decimal place); for example, an 89.56 is rounded to a 90 and the student would receive an A in the course.

Students can monitor their grades throughout the semester in the Canvas learning management system (LMS).

When students have a concern with an academic issue or action during the nursing program, students have the opportunity to express their concern(s) through the proper channels. Every effort should be made to resolve the matter at the instructor level. If the concern is not resolved at that level, students may schedule an appointment to discuss the issue with the Director of Nursing. Issues not resolved within the Department may then be discussed with the Executive Vice President.

The assessment methods for theory portions of nursing courses include examinations, standardized testing, written assignments, online discussions, and presentations.

### **10.7 – Examinations**

The number and weighting (% of total grade) of examinations for each nursing course are specified in the course syllabus. This has been determined by the faculty teaching the course and is based on the type of content and complexity of the student learning outcomes (SLO).

- Examination Policies are as follows: Testing accommodations may be made for those students who have an education accommodation plan on file. It is the student's responsibility to inform the faculty of this accommodation.
- Examination grades will be available within a week of the exam unless otherwise noted.
- All examinations are to be taken at the scheduled times. Students unable to attend an examination due to illness or an emergency are responsible for notifying the course instructor prior to the examination time. Documentation substantiating the illness or emergency may be required. Make-up options for examinations, including denial for exam make-up, are provided at the discretion of the faculty.
- One make-up exam/quiz will be permitted and must be scheduled within 24 hours. The instructor reserves the right to use a different format for make-up exam.
- Student has three attempts to pass the medication calculation quiz and laboratory skills competencies to pass the course. Students must achieve a "P" (Pass) on clinical evaluation tool to successfully pass the course.

### **10.8 – Standardized Testing**

Students are required to take ATI assessments, both Practice and Proctored, as part of their courses. These ATI assessments provide a certain percentage (%) of the final grade in the course. Points for the Practice assessments are based on taking the assessment and remediation; points for the Standardized Proctored Assessments are based on the student score and remediation. In the final nursing course. All of the proctored assessments will be administered using a secure, proctored environment.

Throughout the PN Program, students use the ATI Complete package. The purpose of this package is to prepare students for nursing practice and the PN- NCLEX exam. By participating in this testing service, students will be able to measure their achievement against national norms that have been researched by the company. The complete package includes: 1) a combination of proctored, secure, web examinations; 2) "unsecured, web tests" for practice; 3) review module booklets for

each course. Students have access to their own test results while faculty and administrators have access to the test results of all of the students.

## **10.9 – Written Assignments**

### **10.9.1 – General**

Instructions and rubrics for all assignments will be available on the learning management system (LMS).

### **10.9.2 – Assignment Policy**

All assignments are expected by the designated due dates. These dates are posted on the syllabus. All assignments are submitted via the learning management system (LMS). All scholarly paper assignments must be submitted via Turnitin. All submissions must be below 30% on the originality report, submission greater than 30% must be corrected and resubmitted prior to the assignment due date. Extensions must be negotiated with the faculty prior to the scheduled date of submission. All assignments must be completed prior to the deadline for the course late assignment date or will result in a zero. If extenuating circumstances occur that the Faculty has approved the assignment must be completed by the Faculty determination by end of the academic term.

## **10.10 – Other Methods of Evaluation**

There may be other methods of evaluation in a course. In those cases, the expectations for the assignment will be clearly conveyed to the student and the percent of final grade will be noted in the syllabus.

## **10.11 – Clinical**

The clinical grade for each clinical nursing course is documented as either a pass or fail. The clinical portion of the course must be passed in order to pass the course. Should a student pass the theory portion of the course but fail the clinical portion, the grade will be recorded as an F. All clinical nursing courses require application of classroom knowledge to the clinical setting. Components of the clinical portion of the course grade include the Medication Calculation Examinations, Laboratory Proficiency Exams, and Clinical Evaluation Tools (CETs).

Students are expected to be able to accurately calculate medication dosages for patients across the lifespan. A medication calculation examination will be given in every clinical course each term during the first week of classes.

Students who fail (score of less than <90%) the first medication calculation exam will be given a Nursing Academic Warning and have two additional opportunities to pass the exam. If a grade of 90% is not achieved after three attempts by the end of the third week of the term, the student may be dismissed from the course. Clinical calculation textbooks and software that include progressive self-study medication related activities are available. Students are encouraged to take practice exams that are provided. Additionally, students should seek faculty for assistance.

### **10.12 – Laboratory Proficiency Exams**

Students are required to pass Laboratory Proficiency exams during each clinical course. Students are provided with preparation materials, as well as practice time in the Clinical Learning Center (CLC). Students who fail a Laboratory Proficiency exam will have two opportunities to retake the exam within the next two weeks. Assistance from faculty and practice opportunities will be available. If a student fails on the third attempt that student may be withdrawn from the course.

### **10.13 – Returning Students**

Students who miss a semester for any reason will be re-evaluated in the Clinical Learning Center (CLC) to determine clinical competency. They may also be required to take a comprehensive examination for any of the courses they have previously successfully passed. Students may be required to retake previously successfully passed courses to ensure competency.

- Medication Calculation Examinations
  - Students are expected to achieve, maintain, and demonstrate a consistent pattern of accuracy in dosage calculation throughout the curriculum. A Medication Calculation Examination will be given in every clinical nursing course. Students must pass the Medication Calculation Examination, for each course, with a grade of 90% or better. This grade is not calculated as part of the theory grade. Students exhibiting a pattern of difficulty with medication dose calculation will be provided with remediation. Students may attempt the Medication Administration Examinations up to three times until a grade of 90% or better is achieved. Students may not administer medications in any course until they have passed the Medication Calculation Examination. Students who have not passed the medication calculation examination with a 90% or better after 3 attempts will receive a failing clinical grade and therefore a failing grade for the course and dismissal from the program.
- Laboratory Proficiency Exams
  - Students are given clinical laboratory examinations throughout the program. Students are allowed three attempts to successfully pass these examinations. When students exhibit a pattern of difficulty with the laboratory examinations, they will be provided with remediation. Students who have not passed each clinical laboratory examinations after 3 attempts will receive a failing clinical grade and therefore a failing grade for the course and dismissal from the program.
- Clinical Evaluation Tools (CET)

Each course's Clinical Evaluation Tool (CET) has been designed specifically for that clinical course and include achievement of Course Outcomes, specific skills needed in that clinical area, and competencies associated with professional nursing practice. Competencies for each CET includes the expectation of satisfactory completion of clinical paperwork and assignments.



#### **10.14 – Medication Administration (Non-Intravenous Medications)**

Medications are to be administered according to the policies and procedures of the Program and each clinical agency. Students may not accept a verbal or telephone order for any medication.

Students are expected to be familiar with the purpose, action, dosage, possible interactions, side effects, and nursing considerations prior to the administration of a prescribed medication. All medication preparation for administration must be done under the direct supervision of the clinical instructor. Students must correctly calculate divided doses of medication. The administration of medications to the patient is at the discretion of the faculty, clinical site, and patients. Students, under the direct supervision of the clinical faculty, administer medications according to agency policies and procedures. Administration of medications safely is a requirement of all medical surgical nursing courses. Inability to administer medications safely will result in a student being placed on nursing academic warning. Students will not be able to administer medications when the following has occurred:

- The medication renewal time has expired
- The patient does not have two identifiers
- The medication was prepared by another person. Exceptions to this include medications prepared and labeled by the pharmacy staff.

The student should verify each medication to be administered with the physician's order prior to administration time. The student should assess necessary baseline parameters prior to administration, e.g. lab values, vital signs, time of last administered dose, allergies, etc. Medications will be given according to the "Seven rights" for administration of medications:

- Right Drug
- Right Dose
- Right Route
- Right Patient
- Right Time
- Right Documentation
- Right to Refuse

Medications should be prepared, scanned, and administered to one patient at a time under the direct supervision of the clinical faculty. All medications are to remain in original packaging until scanned into medication administration system. Patient identification should be confirmed using at least two identifiers according to agency policy prior to the administration of medications. The student should verbally review all medications with the patient before administering when appropriate. The student must observe the patient taking the medication.

Medications must not be left at the bedside. If the patient does not take the medication the student should follow the agency policy regarding disposition and documentation of the unused medication. Students and clinical faculty should scan and document the administration of the medication according to agency policy. The clinical faculty will review all medications administered by students according to agency policy. If a medication variance is noted, faculty and

when possible, the student, must notify the appropriate agency representative regarding a variance report.

### **10.15 – Nursing Student Program Completion**

#### **10.15.1 – Student Exit Interview and Survey (Prior to Graduation)**

Students in the final semester will have an exit interview with an assigned faculty member to share their thoughts regarding the Program and make recommendations for improvement. In addition, they will be given a confidential survey (Nursing Student Evaluation of Program at Graduation Tool (NSEPG)), regarding satisfaction with the Nursing Program including meeting end-of-program student learning outcomes. All written and verbal data will remain confidential and be reported in the aggregate.

#### **10.15.2 – Faculty Evaluation of Student Final Summary**

A final summary is written for each student by the assigned faculty at the end of the program describing their attainment of the end-of-program student learning outcomes. It is written no longer than one month before a student's completion. The faculty will use the Clinical Evaluation Tools (CETs) as a guide for this evaluation of the student's progress in meeting the end-of-program student learning outcomes (SLOs). This document is then signed by the student and faculty and placed in the student's nursing file. Any honors or awards the student has received will be noted in the summary. This summary remains as part of the graduate's record ad infinitum and is used as the basis for references.

## **INCIDENT/EXPOSURE FORM**

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

**SID #:** \_\_\_\_\_

**Class/Clinic Location:** \_\_\_\_\_ **Time of injury/exposure:** \_\_\_\_\_

**Injury/Exposure:** \_\_\_\_\_

**Date Reported:** \_\_\_\_\_ **Time reported:** \_\_\_\_\_

**\*\*If the above dates/times conflict, explain why: (may attach paper)** \_\_\_\_\_

**Was there a witness to the incident/accident? YES NO**

**If yes, print name, title/position:** \_\_\_\_\_

**Describe type/location of injury/exposure:** \_\_\_\_\_

**Describe the specifics of the circumstances leading up the incident/accident/exposure (add additional pages if necessary):** \_\_\_\_\_

**If the incident/accident involved exposure to blood or body fluids, describe procedure being performed:** \_\_\_\_\_

**Protective equipment utilized:** \_\_\_\_\_

**Exposure type (sharp device, etc.) and amount of fluid/material involved:** \_\_\_\_\_

**Condition of skin (intact, chapped, abraded) of student:** \_\_\_\_\_

**Exposure source information:** \_\_\_\_\_

---

**Was a hospital incident report filled out? YES NO      If yes, report #**\_\_\_\_\_

**Describe follow-up treatment rendered: (e.g., examination by physician, post exposure prophylaxis, etc.)**\_\_\_\_\_

---

---

**Number of additional pages added to this report:** \_\_\_\_\_

**I attest that the above information is correct.**

X \_\_\_\_\_

**Print Name of Student**

X \_\_\_\_\_

**Signature of Student**

**Date**

X \_\_\_\_\_

**Print Name of Clinical Instructor and Title**

X \_\_\_\_\_

**Signature of Clinical Instructor**

**Date**

X \_\_\_\_\_

**Print Name of DON**

X \_\_\_\_\_

**Signature of DON**

**Date**

### **Appendix 3: Clinical Mental Health Program Handbook**

## **Clinical Mental Health Program Table of Contents**

<b>Chapter 1: General Information</b>	<b>199</b>
1.1 – Mission Statement and Program Objectives	199
1.2 – Program Academic Advisor	200
<b>Chapter 2: Program Information</b>	<b>201</b>
2.1 – Information for Online Students	201
2.1.1 – Synchronous Classes	201
2.1.2 – Residencies	201
2.2 – Practicum and Internship	201
2.2.1 – General Information	201
2.2.2 – Insurance	202
2.2.3 – Site Supervisor Responsibilities for Practicum and Internship	202
2.2.4 – Faculty Supervisor/Clinical Coordinator Responsibilities for Practicum and Internship	203
2.2.5 – Student Responsibilities for Practicum and Internship	204
2.3 – Licensure	204
2.4 – Personal Growth	205
<b>Chapter 3: Academic Requirements</b>	<b>206</b>
3.1 – Student Suitability for the Counseling Profession Review and Retention Requirement	206
3.2 – Progress as a professional counselor	206
3.3 – Dismissal	207
3.4 – Student Development Plan (SDP)	208
3.5 – Opportunities to Join Professional Organizations	208
3.5.1 – Professional Organizations in Southwest Florida	208
3.5.2 – Professional Organizations in Florida	208
3.5.3 – Online students	208
3.5.4 – National Professional Organizations	208
3.6 – Requests for Faculty Letter of Recommendation	209
<b>Chapter 4: Behavioral Standards</b>	<b>210</b>
4.1 – Professional Attitude and Behavior	210
4.2 – Expected Attitudes and Behaviors	210

## **Chapter 1: General Information**

### **1.1 – Mission Statement and Program Objectives**

Mission: The Hodges University Clinical Mental Health Counseling program prepares the student for entry level professional counseling positions in the mental health and substance abuse fields, as well as eligibility for candidacy for licensing as a Mental Health Counselor.

The Clinical Mental Health Counseling program is designed to prepare students to provide counseling services for individuals, groups, and families while developing the necessary skills to help their clients work through a wide variety of issues in addition to helping students develop their professional identity as a counselor. To accomplish this goal, the Clinical Mental Health Counseling program supports the following objectives:

#### **Clinical Mental Health Counseling Program Outcomes**

1. Students will demonstrate a self-awareness of the following: professional strengths, professional areas needing improvement, seeking consultation when needed, integrating personal values with a professional ethic, and appropriate use of video review.
2. Alumni and Employer ratings regarding application of Alumni counseling knowledge and skill domains will be consistent.
3. Evolve an ethical professional practice with a knowledge of relevant ethical codes and applicable law which integrates personal morals and beliefs.
4. Develop a strong counselor identity through exposure to professional rules, supervision and consultation, professional membership and credentialing.
5. Evaluate and apply increasing personal and professional knowledge of diversity and inclusion to their practice and advocacy for clients.
6. Use an understanding of human growth to facilitate optimal wellness, crisis management, and community resilience with their clients.
7. Model formulating career plans based on assessment of client desires and skills, and the facilitation of effective career-based problem-solving strategies.
8. Construct evidence-based prevention strategies and interventions that utilize effective helping skills in order to assist clients in personal growth, orientations to wellness, and crisis resolution.
9. Construct appropriate group curricula, including psychoeducational activities, and skillfully support effective group process that are likely to achieve client goals.
10. Apply reliable and valid, culturally relevant methods of appraisal to be utilized with individual clients and groups.

11. Evaluate and synthesize research that informs evidence-based practice and be able to select appropriate practice research and program evaluation strategies.
12. Demonstrate knowledge, skill and practices to address a wide variety of situations in counseling, prevention, intervention, and diagnosis.

## **1.2 – Faculty Advisor and Student Success Coach**

The first aim of the advising process is to assist the student to discover their aptitudes and interests in the Clinical Mental Health Counseling field. This is a process which is accomplished over time. The Faculty Advisor, along with the Student Success Coach, will be able to help and assist with resources available at the school and in the community to help the student with their decision-making.

There are several required classes that the student will take early in their academic career. Then, as the student starts to make plans for where the student would like to participate in their Practicum and Internship, as well as choose their program electives, hopefully their discussions about career direction will facilitate the student to pick appropriate placements and course electives. The Faculty Advisor will touch base with them each session to indicate what classes are recommended and check in with the student on their career thoughts. The Student Success Coach will plan the courses for the student. The student is advised to make an appointment to discuss career issues personally with their Faculty Advisor.

Additionally, all program faculty can provide other perspectives for the student and they are encouraged to tap into their knowledge and experience. The student may find particular faculty have interests and experience in a direction they want to go. The student's Faculty Advisor will encourage the student to discuss their career questions with other program faculty and may suggest consulting with key professionals in the community.

At the start of the student's academic career, they also will be given a checklist of courses (program guide) they will need to take to complete the program and graduate. The student is encouraged to use this checklist to keep track of their progress. The Student Success Coach will provide the student with a tentative Graduation Plan which identifies the courses to take each session (course sequence) in order to stay on track for graduation. The Clinical Mental Health Counseling Program (CMHC) curriculum can be viewed in the University Catalog. The program guide and course sequence can be viewed on the CMHC program page on the University's website. .

The Student Success Coach will assist the student to tailor the program planning sequence to their needs. Occasionally a student may encounter challenges that necessitate consideration of a temporary leave from the program. Prior to completing a petition with the assistance of the Student Success Coach, the student needs to consult with the CMHC Program Director.



## **Chapter 2: Program Information**

### **2.1 – Information for Online Students**

#### **2.1.1 – Synchronous Classes**

For all classes that are taught in the fully online format there will be 6-8 hours of synchronous class time. What this means is that all of the students and the instructor will meet together at a pre-determined time to go over class material and discuss class concepts. These sessions will be conducted utilizing Zoom, an online meeting tool that allows us to share PowerPoints, utilize audio and video as well as be able to chat via text. You will be required to have a computer or tablet that has a camera and a microphone (either internal or external) in order to attend and participate in the classes.

#### **2.1.2 – Residencies**

All students in the online format of the program will be required to attend 4 weekend-long residencies during their time in the program. The residencies will take place in the fall and spring sessions. There will be morning and afternoon sessions on Friday and Saturday, and a morning session on Sunday to allow for traveling on Sunday evening if necessary. These sessions will serve to provide you the opportunity to learn and practice your counseling skills as well as be involved in experiential learning for each of the core areas of counseling practice. It is imperative that the students read the pre-residency materials that will be provided one month prior to the residency dates and come prepared to discuss the concepts and participate in all activities.

### **2.2 – Practicum and Internship**

#### **2.2.1 – General Information**

Practicum and Internship begin to expose the student to real professional settings and experiences. Each student must plan how they will handle this commitment in advance.

If a student is on a remediation plan, they will not be able to begin practicum or sign up for their next internship course until the remediation plan is satisfactorily resolved.

Students admitted after Summer 2018 are required to complete a 155-hour practicum, including 40 clock hours of direct care to clients. Students then complete Internship over the course of two sessions, for a total of 300 hours on site including 120 hours of direct care to clients per session. This also applies to all cohorts starting Fall 2019 or later. This will require an average commitment of 20 hours a week for each of the two Internship classes. Students will also be receiving 45 hours each session under supervision in the course.

Additionally, the student must complete certain requirements while in the Practicum and Internship. For example, students must document an hour of supervision with the site supervisor, who is in most cases an LMHC licensed therapist who supervises a student's work at the agency.

The classwork in Practicum and Internship will focus on the student's experience at the placement, both in their adjustment to the professional work world and in the improvement of their clinical

knowledge and skill set. The Clinical Coordinator, one of the Hodges faculty members, will assist the student in creating the best possible educational experience while first ensuring client safety and welfare.

The student is representing themselves as a future professional counselor in training, as well as being a representative of the Hodges University student body while at the agency site. Many students are able to find employment through Internship experience, and therefore should consider the experience as an extended interview. Site supervisors (and prospective employers) will evaluate punctuality, consistent production of on time documentation, student ability to follow supervision, and other important work factors in addition to the student's expanding clinical knowledge and skill.

Any and all problems or adjustment issues on site should be reported first to the Faculty Supervisor and then to the Clinical Coordinator, who will assist the student to problem-solve any concerns or issues informally or in a conference with the site supervisor, while putting the client's safety and welfare first. The Practicum and Internship classes are designed to be a challenging yet manageable time of exciting growth in the student's professional life.

If a student already has a paid position in the counseling field, it may not be utilized for hours for Practicum or Internship. In the case that a placement is authorized by the Clinical Coordinator at the student's own counseling agency, the hours must be worked separately, without pay, in a substantially different area of practice than the student's current job. Also, remember that a placement must meet the learning requirements of a Master's degree level.

Due to the challenges of professional growth, all Practicum and Internship classes are limited to a maximum of 12 students. Along with the student's Site Supervisor, who will provide individual supervision, the Faculty Supervisor, a faculty member here at Hodges University, will guide the student in class discussions, exercises and assignments designed to help them learn and grow as the student proceeds in their placements.

### 2.2.2 – Insurance

Students must purchase liability insurance prior to starting in their placement. This insurance can be obtained by joining the American Counselors Association or at a nominal fee from other sources like HSPO and CPH. The Clinical Coordinator will help the student with finding appropriate liability insurance if needed.

### 2.2.3 – Site Supervisor Responsibilities for Practicum and Internship

Following are the responsibilities of the site supervisor during a practicum or internship placement.

- Negotiate with the student their internship schedule and responsibilities. The clock hours of direct service with clients (including leading groups) per week and in total are defined in the course syllabus.
- Orient the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
- Develop goals and objectives with the student for their experience early in the semester.
- Ensure that the student has appropriate experiences during the placement based on student's goals and objectives. This would include the opportunity to become familiar with

a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). This includes the required number of supervision hours, direct service hours, and hours at the agency in total.

- Interaction with the student for individual or triadic (no more than 6 students) supervision should average one hour per week.
- Make available the opportunity for the student to develop program-appropriate audio/video recording for use in supervision with Hodges University faculty supervisor/clinical coordinator or to receive live supervision of their interactions with clients.
- Provide a written evaluation of the student's performance at mid-semester and at the end of the placement. Evaluations are to be submitted to the student's Hodges University faculty supervisor/clinical coordinator.
- Maintain contact with Hodges University faculty supervisor/clinical coordinator for assistance and consultation relating to student's progress on at least a monthly basis by email, phone, or in person. The site supervisor will advise the faculty supervisor/clinical coordinator of any significant problems that require intervention.
- Engage in ongoing assessment of the student's performance and communicate with the Hodges University faculty supervisor/clinical coordinator about any problems with the student's performance. If problems continue, the site supervisor in consultation with the student and Hodges University faculty supervisor/clinical coordinator, will develop a remediation plan.
- Meet in person with the Hodges University faculty supervisor/clinical coordinator at least once per semester.
- Maintain appropriate confidentiality (with the exception of the Hodges University faculty supervisor/clinical coordinator) regarding information obtained during supervision with the student.
- Provide an overall appropriate counseling instruction environment. A counseling instruction environment is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. The counseling instruction environment needs to include all of the following when individual and/or group counseling opportunities are available at the Agency/Site:
  1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
  2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
  3. Necessary and appropriate technologies and other observational capabilities that assist learning.
  4. Procedures that ensure that the client's confidentiality and legal rights are protected.

#### 2.2.4 – Faculty Supervisor/Clinical Coordinator Responsibilities for Practicum and Internship

Following are the responsibilities of the faculty supervisor/clinical coordinator during a practicum or internship placement.

- Assure that all required field experience forms are submitted.
- Provide orientation, assistance, and consultation to site supervisors.
- Maintain contact with each student and each site supervisor.

- For internship students, provide a minimum of one and one-half hours per week of group supervision with other students in a similar internship over the course of a semester, and an evaluation of the student's performance throughout the internship including a formal evaluation at the end of the experience.
- Obtain direct evidence of a student's performance (direct observation, audio/ video recording) in relevant areas, and provide effective and timely feedback on student's performance.
- Provide instruction regarding issues relevant to the field experience.
- Maintain confidentiality regarding client information obtained during faculty supervision.
- Provide site with evaluation forms and deadlines.
- Confer with site if student's experiences need to be changed or altered.
- Submit a grade for the student.

### 2.2.5 – Student Responsibilities for Practicum and Internship

Following are the responsibilities of the student during a practicum or internship placement.

- Become aware of the policies and procedures of the internship site.
- Attend all orientation programs concerning the field experience.
- Participate in all individual and group supervision associated with the learning experience.
- Establish the specifics of time commitments and schedules.
- Maintain appropriate professional appearance, be punctual, and adhere to site expectations.
- Assure that the site supervisor is kept fully informed about client contacts.
- Complete internship hours as specified above for internship requirements.
- Maintain a detailed log to be signed by the site supervisor and submitted to the faculty supervisor/clinical coordinator.
- Abide by the ethical standards and confidentiality laws established by the American Counseling Association.
- Obtain and maintain professional liability insurance.
- Complete a Supervisee Evaluation of Site Supervisor and Site at the conclusion of the field experience.

## 2.3 – Licensure

The Clinical Mental Health Counseling program is designed so that graduates are eligible candidates for licensing as a Licensed Mental Health Counselor (LMHC) in the state of Florida after graduation. Graduates must first register with the state as a Registered Mental Health Counselor Intern, and complete these requirements before obtaining full licensure as a LMHC. Florida's regulations can be accessed online at: Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling

For students who reside in states other than Florida, please consult that particular state's licensing board to review their regulations as Hodges University is still in the process of determining licensure requirements in all states. Contact information for each state's licensing board is provided on the American Counseling Association's (ACA)'s website at: American Counseling Association. Most states have a similar provisional licensing period that lasts 2 years post-

master's degree before you can be fully licensed as a counselor in that state. As we are a CACREP-accredited program, the master's degree coursework in this program is designed to align with the educational requirements of most states' licensing boards. No graduate program, however, can guarantee licensure after graduation. If you reside outside of Florida or may move after graduation, review your state's licensing requirements and contact the state licensing board if you have questions about the coursework standards for your state.

The graduate, in order to obtain their license, must have two years of full-time work experience under supervision of a Qualified Supervisor for Registered Mental Health Counselor Interns in Florida. If a Qualified Supervisor is not available at the agency that the student is hired at post-master's, then the student will have to hire and pay a Qualified Supervisor for MHC Interns as a consultant. More information on this process, as well as all other licensing requirements, can be found at: Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling.

In Florida, the student must also pass the NCMHCE exam administered by the National Board for Certified Counselors. The student will become familiar with the exam process while in the CMHC program. Most states now require the NCMHCE exam for state licensure, although some states may require the National Counselor Exam (NCE) for licensure. Check the licensure information in your state for exam requirement information. More information about the NCMHCE can be found at: National Board for Certified Counselors NCMHCE.

## **2.4 – Personal Growth**

The successful Licensed Mental Health Counselor is continually growing personally as well as professionally. The faculty of the Hodges University Clinical Mental Health Counseling Program recommend that the student seek their own therapy and personal growth, but in general do not require it. Participating in therapy has an advantage to the professional in addition to personal growth; the experience of what a client goes through. However, when deciding to enter therapy, it should be a personal choice with clear and useful goals. Therefore, the timing of entry into therapy will vary from student to student. The student has the right to choose their own properly credentialed therapist, even in the case that therapy is recommended in a remediation plan.

## **Chapter 3: Academic Requirements**

### **3.1 – Student Suitability for the Counseling Profession Review and Retention Requirement**

The CMHC faculty evaluates student preparedness for the role of Licensed Mental Health Counselor. Licensed counselors are held to a higher ethical standard, as well as a higher level of personal growth and mental health than the average person. The student's performance in the CMHC program will be evaluated as part of their development into a professional clinical mental health counselor. The evaluation focuses on two key areas of the student's progress while in the program: Academic progress (see University Catalog) and progress as a professional counselor, as explained below.

### **3.2 – Progress as a professional counselor**

This includes a student's interpersonal interactions with students, faculty, site supervisors and others involved with their academic progress. A student's interpersonal skills in engaging others, asking for cooperation and in managing conflict all relate to a student's future counseling ability. As well, a student's classroom ability to demonstrate an appropriate level of counseling skill for their stage of development will be a factor in the evaluation. Finally, a student's performance in their practicum placement and internship placements will continue this evaluation process.

CMHC faculty will discuss the progress of each student at least once during each session. The emphasis is on progress rather than a fixed point of comparison, because each student starts in a different place based upon personality, previous experience and other factors. Students may receive feedback both formally in class and informally about areas of improvement the faculty observes. If after sufficient evidence has accumulated, the student still has a significant need to improve despite prior feedback in their ability to relate to others in the program or through counseling skills, all full time faculty will agree on a Student Development Plan (located on the student MyHUGo portal at [Student Development Plan](#)) to recommend to the student.

The student will be asked to prepare a list of their goals and objectives (specific actions which will help to meet the goals) prior to the first meeting. The CMHC Program Director and any faculty who have helpful feedback to share will meet with the student to review the student's goals and objectives and to present the plan. The plan may include some combination of intensified supervision and contact in the classroom or placement sites, and a recommendation for the student's own counseling or other form of self-care.

If a student disagrees with the remediation plan after reviewing it with faculty, the student may request changes or indicate the reasons that they believe a remediation plan is not necessary or should be modified. If the student is still not satisfied with the faculty plan for remediation after requesting changes or elimination of the plan, they may appeal their progress status by utilizing the appeals process as outlined in the Student Handbook. As well, academic appeals can be made through the Student Grievance Procedure contained in the Hodges University Student Handbook.

Students will have two sessions in which to meet the goals of the Student Development Plan, and each session after the Plan is recommended there will be a follow-up meeting with the program director and any involved faculty and the student, to review progress. In addition, there will be a monthly meeting during the session in order to assist the student with any questions or challenges

they are encountering, until such time as the concerns noted on the Student Development Plan have been resolved.

Great care will be taken to convey behavior specific feedback and concrete recommendations that the student can clearly follow that have measurable objectives. These observations and recommendations will be paired with a specific area of the [2014 American Code of Ethics](#). This Code of Ethics details the appropriate professional skills and behavior necessary to practice as a licensed professional.

When presented with such evidence, if students find that they are unable to improve sufficiently, students often arrive at a conclusion that the counseling field may not be the correct career choice for them. Deciding on a career is a process which often has a few turning points. The faculty will provide support for the student to renew their pursuit of a career and Master's degree in a more appropriate direction.

Students are encouraged to ask the faculty if assistance is needed, such as graduate tutoring options, counseling referrals, and assistance of many kinds. Many of these helpful options are referenced in this Student Handbook.

### **3.3 – Dismissal**

If the program's full-time faculty evaluate the student's behavior, after a reasonable attempt at remediation over two academic sessions to be substandard, unethical, and/or professionally unbecoming at any time during the course of training, then the faculty will recommend dismissal from the program. Illegal behavior may result in dismissal from the program depending on the circumstances of the case, whereas a felony will result in immediate dismissal from the program. The student does have the right to initiate the appeals process at any point during the remediation process. The student has the right to receive a written list of concerns and recommendations for remediation, and to have adequate time and consultation/coaching from faculty over two sessions in order to remediate the concerns. The concerns must indicate which section of the 2014 ACA Code of Ethics from the American Counseling Association is involved in the concerns identified and choices for recommendation for student remediation. If the student's behavior is judged to be a danger to themselves or another person, all program faculty are obligated to start procedures under Florida Law through the Baker Act or Marchman Act.

Students are strongly encouraged to read and review the 2014 ACA Code of Ethics from the American Counseling Association. This information should be considered by students contemplating their goals and objectives prior to a meeting to discuss a Student Development Plan. Students should also consider the CMHC program mission and objectives in their goal and objective planning.

Students will be provided with a copy of the 2014 ACA Code of Ethics at their orientation, along with the [Professional Attitudes and Behaviors Agreement](#) located on the student MyHUGO portal.

### **3.4 – Student Development Plan (SDP)**

An SDP is a written document for those students experiencing academic or personal difficulties that are interfering with successful completion or suitability to perform at the graduate level at Hodges University or as a Licensed Mental Health Counselor.

The SDP identifies the specific behaviors and performance criteria for which the student received a “non-passing” rating.

The SDP provides clear and specific ways for the student to improve performance for each behavior.

The SDP will adhere to guidelines of the American Counseling Association Code of Ethics and Hodges University Catalog in order to support improvements in performance, remedial improvements, progressive discipline and other student and Hodges University actions. The academic appeal process is explained in the University Catalog, section 4.29 – Appealing Satisfactory Academic Progress (SAP) Suspension and subsections 4.29.1 through 4.29.3.

### **3.5 – Opportunities to Join Professional Organizations**

Participation of professional organizations can assist the student in many ways. Below the student will find some of the organizations that can assist them as a student to learn more about their profession and provide many kinds of assistance. The student should contact their program advisor or any program faculty for more information on the organizations or their benefits.

#### **3.5.1 – Professional Organizations in Southwest Florida**

- Gulf Coast Mental Health Counselor Association
- The Mental Health Association of Southwest Florida

#### **3.5.2 – Professional Organizations in Florida**

- Florida Counseling Association
- [Florida Mental Health Counselors Association](#)

#### **3.5.3 – Online students**

All states have professional organizations at the state level. If you need help locating these organizations, please contact the CMHC Online Coordinator or ask your instructors.

#### **3.5.4 – National Professional Organizations**

American Counselors Association (ACA) supports students in many ways, as does the American Mental Health Counselors Association (AMHCA). These organizations offer free ethics consultation, internship liability insurance options for members, access to counseling magazines and journals, as well as career support.

[American Counselors Association website](#)



### **3.6 – Requests for Faculty Letter of Recommendation**

Students will from time to time wish to request a letter of recommendation from Clinical Mental Health Counseling Program faculty for employment or credentialing purposes. The CMHC faculty, as licensed counselors, have an ethical obligation to be honest and accurate in their assessment of a student in a letter of recommendation. This ethical obligation concerns not only providing each student with accurate feedback on their abilities and attitudes, but also as a safeguard to clients who deserve competent service. If a student wishes to request a letter of recommendation from a faculty member, please first make sure that:

The faculty member knows the student well. Letters can only consist of observations made over time in order to form a consistent opinion. Remember, this will include important behaviors such as classroom attendance, consistency in being on time and not leaving early from class, prompt submission of high-quality assignments, and positive student attributes in the classroom such as a cooperative attitude and ability to take risks and provide leadership.

The student knows in advance who the letter is directed to, what the letter is for, in order to provide the most specific advice possible to the letter writer. It is also acceptable to ask for a general letter of reference; however, be aware that it might not address what the student wants addressed as well as a focused letter.

The student may also request the letter from a faculty member. The student should remember they have a right to refuse to write a letter. If there may be issues that reflect on the student unfavorably, the student will be advised of this in as specific a way as possible so that they can decide if they want the letter written. In most cases, if there are concerns, the student would have heard about them previously in feedback from classroom and Practicum/Internship faculty, and/or Practicum/Internship Site Supervisors.

## **Chapter 4: Behavioral Standards**

### **4.1 – Professional Attitude and Behavior**

Students enter the Clinical Mental Health Counseling Program with a set of personal values and personal ethics. While in the program, it is expected that the student will make significant progress to align their personal ethics with the professional ethics as defined by the American Counseling Association (ACA) 2014 Code of Ethics. The Code of Ethics is attached to this document.

In section 4.2, specific attitudes and behaviors expected of student counselors in the CMHC program are identified. The student may receive feedback at some point in their academic career from a faculty member, site supervisor or a fellow student regarding these attitudes and behaviors, or other attitudes and behaviors identified in the 2014 ACA Code of Ethics. The student has the right to their own thought processes, and to evaluate the feedback they receive. The student also has the right to ask for clarification of the feedback if needed, as well as the ability to ask others about the feedback if the student finds that to be helpful.

The list below is by no means an inclusive list. Standards are included in the order in which they appear in the Code of Ethics in order to make cross-referencing to the Code easier. The process of incorporating the student's own value system and ethics into professional ethics takes time, and must be done honestly. This will require some internal dialogue on the student's part as well as discussions with faculty and other students, as well as other professionals. Students enrolled in the CMHC are expected to be independent critical thinkers while at the same time acknowledging the professional experience and positive intent of CMHC faculty in giving feedback to the student.

Section F of the 2014 ACA Code of Ethics covers the roles and responsibilities of counselor educators in their capacity as faculty, advisors and site supervisors.

### **4.2 – Expected Attitudes and Behaviors**

Professional attitudes and behaviors of the professional counselor:

- Puts a high priority on avoiding harm to clients or future clients. The student has an open and willing attitude toward feedback and suggestions given by faculty, peers and site supervisors to help the student reduce the possibility of harm. (ACA 2014 A.4.a)
- Is willing to continue to become more aware of their own values, beliefs and behaviors, and identifies those personal beliefs, values and behaviors which should not be imposed on a client and their goals. The student is open and honest about areas of personal belief, values and behaviors which will conflict with the diversity of client beliefs, values and goals. The student makes every effort to reconcile an unconditional acceptance of client beliefs, values and goals, even while they may retain their own. (ACA 2014 A.4.b)
- Monitors their growing effectiveness as a counseling student, and is open to constructive feedback from faculty, peers and site supervisors and seeks help or advice when necessary. The student demonstrates awareness that personal effectiveness includes an ability to relate to others and grow personally, effective application of a developing skill set in the classroom, culminating in effective student level practice in practicum and internship. (ACA 2014 C.2.d)

- Recognizes ethical dilemmas and knows how to seek consultation, and at a more advanced student level is able to reason through a dilemma using standard processes and tools. The student shows an ever-increasing ability to apply a professional ethic to difficult situations involving ethical dilemmas and associated law, and has a clear idea of when to consult with supervisors, and others. Assists faculty, professionals and relevant boards with investigations of ethical violations. (ACA 2014 C.2.e; H.1.a; H.1.b)
- Highly values continuing education both in the program and from other sources. The student is able to find the latest research, professional forums, conferences and workshops, and other sources of information that increase the student's professional knowledge base in areas of current growth. (ACA 2014 C.2.f)
- Understands the ACA 2014 Code of Ethics in its entirety and is able and willing to adhere to the standards as well as Florida law, and local law and other applicable standards, such as practicum or internship agency policy or Hodges University policies and procedures. The student gathers information about the standards which will guide their future practice and demonstrates an increasing awareness of them, culminating in a mastery of the relevant standards in the MHS6780 Legal, Ethical and Professional Standards of Counseling Practice class. (ACA 2014 C.1; F.8.a)
- Monitors areas of personal physical, mental, emotional and social problems for impairment. The student has the ability to gauge when physical, and/or psychosocial stressors and conditions impair their ability to effectively learn or perform properly in practicum or internship. The student effectively seeks help or advice on proper avenues of help. (ACA 2014 C.2.g; F.5.b)
- Takes great care to properly transfer clients and ensure records are fully up to date to agency and professional standards when a leave of absence or withdrawal from the program is taken during a practicum or internship placement. The student, even in times of stress, must demonstrate a clear ability to put client welfare and safety first. (ACA 2014 C.2.h; D.1.g)
- Accurately represents themselves as a Mental Health Counselor Intern to clients, other professionals and the general public, and claims only proper credentials and degree accreditations. The student at no point misrepresents their professional status regarding licensure status, current credentials, types of professional memberships and accreditation status of their degree. (ACA 2014 C.4.a, b, e, and f)
- Accepts others without rejection based upon age, culture, disability, ethnicity, race, religion, spirituality, gender, gender identity, sexual orientation, marital status or partnership, language preference, socioeconomic status, or any other basis provided by law, and does not condone discrimination by others. The student actively works to become more aware of diversity and their own reactions to differences which might interfere with their counseling effectiveness. (ACA 2014 C.5; E.5.b, c)
- Neither condones nor engages in sexual harassment nor the creation of an intimidating or unfair classroom or placement environment. The student clearly conforms to all professional standards of conduct and applicable law when relating with fellow students, site supervisors and agency employees, the general public, faculty and school personnel, and especially clients. (ACA 2014 C.6.a)
- Works professionally and respectfully with fellow students, faculty, site supervisors and site employees. The student is respectful of differing opinions and professional practice, and respects the need for interdisciplinary teamwork and consultation, and works to

continually improve their professional relationship skills and clarify professional boundaries. (ACA 2014 D.1.a, b, c)

- Masters the knowledge of procedures of ethical research and publication in the MHS6710 Research and Program Evaluation class. The student follows ethical procedures for conducting research, publishing, and with classroom work, including an ethic of rigorous academic honesty. (ACA 2014 Standard G)

### **Appendix 3: Dental Hygiene Program Handbook**

The Bachelor of Science in Dental Hygiene program at Hodges University has been granted Initial Accreditation by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, Illinois, 60611; telephone: 800-232-6108; website: <http://www.ada.org/coda>. You may contact the Dental Hygiene Program Director directly by telephone at 239-938-7721 or by email [sanderson1@hodges.edu](mailto:sanderson1@hodges.edu)

## **Dental Hygiene Program Table of Contents**

<b>Chapter 1: General Information .....</b>	<b>217</b>
1.1– Tuition and Fees .....	217
1.2– Accreditation and Approval .....	217
1.3 – Americans with Disabilities Act (ADA) of 1990 .....	218
1.4 – Notice of Nondiscrimination .....	218
1.5 – Mission and Vision .....	218
1.5.1 – Hodges University Mission and Vision .....	218
1.5.2 – Dental Hygiene Mission Statement.....	218
1.5.3 – Dental Hygiene Program Curriculum Plan Philosophy.....	218
1.5.4 – Dental Hygiene Program Outcomes.....	219
1.6 – Competencies for Entry into the Profession of Dental Hygiene .....	220
1.7– Dental Hygiene Performance Standards.....	222
1.8– Student Responsibilities.....	223
1.9– Student Opportunities for Participation .....	223
1.9.1 – American Dental Hygiene Association (ADHA) Student Membership .....	223
1.10 – Code of Ethics for Dental Hygienists .....	224
Standards of Professions Responsibility .....	224
To Ourselves as Individuals.....	224
To Ourselves as Professionals.....	224
To Family and Friends .....	224
To Clients.....	224
1.11 – Notice of Opportunity/Procedure to File Complaints with the Commission on Dental Accreditation .....	225
<b>Chapter 2: Dental Hygiene Behavioral Standards .....</b>	<b>226</b>
2.1 – Student Code of Academic, Ethical, and Professional Conduct .....	226
2.1.1 – Expected Behaviors .....	226
2.2 – Informed Consent/Consent to Participate .....	227
2.3 – Complaints by Students .....	227
2.4 – Federal and State Level 2 Background/Drug Tests .....	227
2.5 – Health Requirements .....	228

2.6 – Continuing Student Dental Hygienists .....	229
2.7 – Health Status Change .....	229
2.8 – Pregnancy Policy .....	229
2.9 – Attendance .....	230
2.10 – Recommended Study Hours/Student Employment.....	230
2.11 – Dress and Appearance .....	231
2.11.1 – For Clinic.....	231
2.11.2 – Personal Care .....	231
2.12 – Smoking Policy .....	232
<b>Chapter 3: Academic Standards and Guidelines .....</b>	<b>233</b>
3.1 – Learning Strategies.....	233
3.2 – BSDH Program Requirements and Conduct.....	233
3.3 – Program Advancement .....	234
3.4 – Unable to Advance .....	234
3.5 – Dismissal from the Program.....	235
3.6 – Reinstatement.....	235
3.7 – Remediation/Retention .....	236
<b>Chapter 4: Infection Control and Risk Management Protocols .....</b>	<b>237</b>
4.1 – Goals.....	237
4.2 – Infection Control Protocol.....	237
4.2.1 – Standard Precautions .....	237
4.3 – Engineering and Work Practice Controls .....	238
4.4 – Environmental Surface/Equipment Cleaning and Disinfecting.....	240
4.4.1 – Identification of dental environmental surfaces include .....	240
4.5 – Daily Infection Control Protocol.....	241
4.5.1 – Unit Preparation and Pre-Treatment Set-Up .....	241
4.5.2 – Patient Treatment .....	241
4.5.3 – Clean Up After Patient Treatment .....	242
4.5.4 – Instrument Recirculation .....	243
4.5.5 – Renewal.....	243
4.6 – Biohazard or Medical Waste Disposal.....	244
4.7 – Exposure Incident/Accidents .....	244
<b>Chapter 5: Dental Hygiene Chemical Hazard Control Policy .....</b>	<b>247</b>

<b>Chapter 6: Accidents/Incidents Protocol .....</b>	<b>248</b>
6.1- Accidents/incidents that occur on-campus will be handled as follows.....	248
6.2 – Medical Emergency Procedures.....	248
6.2.1 – Serious Injuries/Medical Emergencies .....	248
6.2.2 – Serious Injuries to Patient/Medical Emergencies in the Clinical Setting .....	249
6.2.3 – Emergency Equipment: Locations.....	250
6.2.3.1 – Evaluation of Emergency Inventory .....	250
6.3 – Foreign Object Policy .....	255
<b>Chapter 7: Radiology Policies.....</b>	<b>256</b>
7.1 – General Policies Regarding the Use of Ionizing Radiation .....	256
7.1.1 – Maximum Permissible Dose .....	256
7.1.2 – ALARA Concept.....	256
7.2. Pregnancy and Radiation .....	257
<b>Chapter 8: Clinical Sessions .....</b>	<b>259</b>
8.1 – Clinical Assignment .....	259
8.1.1 – Jeopardizing health .....	259
8.3 – Patient Appointments.....	259
8.4 – Patient Cancellations.....	259
8.5 – Patient Recare/Recall Appointments .....	260
8.6 – Student Appointment Responsibilities .....	260
8.6.1 – Punctuality .....	260
8.6.2 – Clinic absence Notification.....	260
8.6.3 – Students Scheduling Patients.....	260
8.6.4 – Confirming and Obtaining Medical Clearance .....	260
<b>Chapter 9: The Dental Hygiene Process of Care .....</b>	<b>261</b>
9.1 – Outline of Patient Care.....	261
9.2 – The Clinical Evaluation .....	262
<b>Chapter 10: Licensing .....</b>	<b>263</b>
<b>APPENDIX FORMS.....</b>	<b>264</b>



## **Chapter 1: General Information**

Welcome to the Dental Hygiene Program at Hodges University School of Health Sciences. You have set a goal of becoming a professional dental hygienist and have begun a course of study that will help you achieve your academic and professional goals. Hodges University in conjunction with the American Dental Hygiene Association (ADHA), the American Dental Association (ADA), and the Commission on Dental Accreditation (CODA) has developed a curriculum that will help prepare you for your career and to meet the dental care needs of the public.

The information in this handbook applies to the Bachelor of Science in Dental Hygiene (BSDH) Program students and supplements the policies and procedures of Hodges University. Other Hodges University student policies and procedures are found in the Hodges University Catalog and the University Student Handbook.

The Dental Hygiene Program is one of the health career programs offered at Hodges University as part of the School of Health Sciences. Students in the Dental Hygiene Program participate in all lecture, lab, and clinic courses as a cohort. Offsite learning experiences will be arranged and managed by the Dental Hygiene Program Director during the students' final semester.

The BSDH program strives to develop meaningful curriculum to meet the current and future oral health care needs of society. To fulfill this obligation, students in the BSDH program will have the opportunity to develop their technical skills through experiences in the classroom, simulation laboratory, and on-campus dental hygiene clinic.

The Dental Hygiene Program is a full-time, traditional day program. Dental Hygiene students are required to attend class five days a week for 4 consecutive semesters from 8:30A to 6:00P, Monday through Friday. Dental Hygiene Clinic sessions will run from 8:30A-12:30P and/or 2:00P-6:00P depending on the cohort progression schedule. During the students' last semester, students must also complete a dental specialty internship and a 40-hour Capstone internship that may require a short-term evening or weekend session depending on the dental site. Dental Hygiene students must complete their coursework together as a cohort, no exceptions.

### **1.1– Tuition and Fees**

Students should refer to the Registration Terms and Conditions for information on tuition and fees for the dental hygiene program. Information about what items are included in the dental hygiene program tuition and what items are not included is also provided in the Registration Terms and Conditions.

### **1.2– Accreditation and Approval**

The Hodges University BSDH Program has been awarded initial accreditation through the Commission of Dental Accreditation (CODA). CODA is "...nationally recognized by the United States Department of Education (USDE) as the sole agency to accredit dental and dental-related education programs...." (CODA, 2020). CODA serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education program.

Contact information for CODA is:

Commission on Dental Accreditation  
211 E. Chicago, IL 60611-2678  
Telephone: 312-440-4653

Additionally, Hodges University is accredited by:

Southern Association of Colleges and Schools Commission on Colleges.  
1866 Southern Lane  
Decatur, GA 30033  
Telephone: 404-679-4500

### **1.3 – Americans with Disabilities Act (ADA) of 1990**

Please refer to section 1.3 of the Student Handbook

### **1.4 – Notice of Nondiscrimination**

Please refer to section 1.4 of the Student Handbook

### **1.5 – Mission and Vision**

#### **1.5.1 – Hodges University Mission and Vision**

Please refer to section 1.13 of the University Catalog.

#### **1.5.2 – Dental Hygiene Mission Statement**

The BSDH Program at Hodges University develops technically skilled, caring, socially aware, ethical dental hygienists committed to providing the highest levels of patient-centered care.

#### **1.5.3 – Dental Hygiene Program Curriculum Plan Philosophy**

The BSDH curriculum is designed to provide professional education to inspire the self-development and intellectual growth of the aspiring dental hygienist. To meet CODA accreditation standards, the overall curriculum to earn the BSDH degree includes: general education, biomedical sciences, dental sciences, and dental hygiene science.

Design of the BSDH curriculum is based on the belief that learning begins with basic sciences and liberal arts education, continues with technical education and skill development, followed by integration and application of the material and skills learned, with the opportunity to practice in real-world clinical settings within the university's setting. The BSDH faculty understands that success not only relates to technical competency, but also professional behaviors, cultural sensitivity and social responsibility. These items are addressed and modeled throughout the curriculum and threaded from the first core session through the final terminal courses.

A variety of teaching methods are used in the BSDH program to achieve the proper depth and breadth of information and provide activities for visual, auditory and kinesthetic learners. These activities include, but are not limited to, lecture, lab, simulated clinic, group and individual

activities and projects, teaching and mentoring, observation and role playing, open lab practice time and clinical experiences. The faculty recognizes the diversity of the student and patient population and provides experiences and opportunities for active student participation, involvement, and learning within the classroom, the profession, and the community

#### 1.5.4 – Dental Hygiene Program Outcomes

To be able to fulfill the requirements of a Bachelor Degree in Dental Hygiene and promote the overall program goals, graduates will be able to:

Program Goals with Associated Program Learning Outcomes (PLOs):

**Goal #1:** Students will practice appropriate dental hygiene treatments with a diverse patient population to promote and maintain oral health to help patients achieve their oral health goals.

PLO1A: Students will demonstrate successful preventative treatments to help patients achieve their oral health goals.

PLO1B: Students will demonstrate successful therapeutic treatments to help patients achieve their oral health goals.

PLO1C: Students will demonstrate competency with regard to use of instrumentation.

**Goal #2:** Students will demonstrate critical thinking with regard to information in an evidence-based, effective manner through self-assessment using problem-solving strategies in order to gain experience in developing health promotion via activities for diverse populations

PLO2A: Students will deliver an original presentation for peer critical review.

PLO2B: Students will develop a dental hygiene project to present to their approved external community of choice.

**Goal #3:** Students will exhibit patient-centered decision-making consistent with the ethical standards of the profession while providing patient care.

PLO3A: Students will demonstrate patient-centered decision-making in the clinical setting.

PLO3B: Students will demonstrate patient-centered decision-making in the classroom setting.

**Goal #4:** Students will demonstrate effective communication skills in the classroom, in the clinical setting, and in performing community service.

PLO4A: Students will demonstrate effective verbal and written skills in the classroom.

PLO4B: Students will demonstrate effective communication skills in the clinical setting.

PLO4C: Students will demonstrate effective communication skills in the external community setting.

## **1.6 – Competencies for Entry into the Profession of Dental Hygiene**

Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. Hygienists practice in collaboration with dental and other healthcare professionals in a variety of settings.

### **Core Competencies (C):**

- C.1 Apply a professional code of ethics in all endeavors.
- C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
- C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
- C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
- C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
- C.6 Continuously perform self-assessment for lifelong learning and professional growth.
- C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
- C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
- C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
- C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
- C.11 Record accurate, consistent, and complete documentation of oral health services provided.
- C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
- C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
- C.14 Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training or knowledge.

### **Health Promotion and Disease Prevention (HP)**

- HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
- HP.2 Respect the goals, values, beliefs, and preferences of all patients.
- HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.

HP.4 Identify individual and population risk factors and develop strategies that promote health-related quality of life.

HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.

HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

### Community Involvement (CM)

- CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
- CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the healthcare system.
- CM.3 Provide community oral health services in a variety of settings.
- CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.
- CM.5 Evaluate reimbursement mechanisms and their impact on the patient's access to oral health care.
- CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.
- CM.7 Advocate for effective oral health care for underserved populations.

### Patient Care (PC)

#### Assessment

PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.

PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.

PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

PC.4 Identify patients at risk for a medical emergency and manage the patient care in a manner that prevents an emergency.

#### Dental Hygiene Diagnosis

PC.5 Use patient assessment data, diagnostic technologies, and critical decision-making skills to determine a dental hygiene diagnosis, a component of dental diagnosis, to reach conclusions about the patient's dental hygiene care needs.

#### Planning

PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.

PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.

PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.

PC.9 Obtain the patient's informed consent based on a thorough care presentation.

#### Evaluation

PC.11 Evaluate the effectiveness of the provided services, and modify care plans as needed.

PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.

PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

#### Professional Growth and Development (PGD)

PGD.1 Pursue career opportunity within healthcare, industry, education, research, and other roles as they evolve for the dental hygienist.

PGD.2 Develop practice management and marketing strategies to be used in the delivery of oral health care.

PGD.3 Access professional and social networks to pursue professional goals.

Reference: American Dental Association, House of Delegates, (2011), Competencies for Entry into the Profession of Dental Hygiene.

### **1.7– Dental Hygiene Performance Standards**

In order to be admitted and to continue in the Dental Hygiene Program, a student must have skills and abilities essential to perform as a dental hygienist. Reasonable accommodations will be made on an individual basis upon request; however, the candidate must be able to reasonably perform in an independent manner.

Critical Thinking: Critical thinking ability sufficient for clinical judgment.

Examples of Activities: Identify cause-effect relationships in clinical situations, develop treatment plans.

Communication: Communication abilities sufficient for effective interaction with patients and other members of the healthcare team in verbal and written form.

Examples of Activities: Able to obtain information, explain treatment procedures, initiate health education training, describe patient situations, perceive non-verbal communications.

Mobility: Physical abilities (including standing, walking, bending, range of motion of extremities) to move from room to room and maneuver in small spaces.

Examples of Activities: Able to administer CPR; move around in-patient treatment areas.

Motor: Gross and fine motor function sufficient to provide safe and effective dental hygiene care.

Examples of Activities: Able to use dental instruments, manipulate various dental materials.

Hearing: Auditory ability sufficient to monitor and assess health needs.

Examples of Activities: Able to listen to breath and heart sounds. Able to hear equipment monitors, such as x-ray equipment and autoclave timers.

Visual: Visual ability sufficient to provide safe and effective dental hygiene care.

Examples of Activities: Able to observe patients and use instruments in the oral cavity. Adequate close vision to see small lesions and deposits on teeth.

Tactile: Tactile ability sufficient for physical assessment and scaling skills.

Examples of Activities: Able to perform palpation of a pulse, extraoral and intraoral structures, and feel calculus deposits.

Source: Southern Council on Collegiate Education for Nursing and Medical College of Georgia.

## **1.8– Student Responsibilities**

Students are responsible for using the Dental Hygiene Program Handbook as a resource when questions arise and as a guide for academic and nonacademic policies and procedures. Additional information may be found in the Hodges University Student Handbook and the Hodges University Catalog. All students are required to sign the emailed Registration Terms and Conditions and upload it to their online compliance tracker (Castlebranch).

All of the information contained in the Handbook was current at the time of publication. Please note that information in the Handbook is updated periodically. Additionally, changes in policy may be implemented immediately throughout the academic year and these changes will be announced in dental hygiene course and via email to your Hodges University email account. These changes have the potential to affect you as a student.

## **1.9– Student Opportunities for Participation**

Belonging to an organization or club enriches the university experience. Extracurricular activities can foster leadership development, improve interpersonal skills, and encourage involvement. Students have the opportunity to participate in a variety of organizations.

### **1.9.1 – American Dental Hygiene Association (ADHA) Student Membership**

Students have the opportunity to join the largest professional organization representing the interests of dental hygienists. Students can access professional journals and educational programs, receive support from the ADHA, and take advantage of professional discounts. Students can assist in supporting the ADHA mission “to advance the art and science of dental hygiene, and to promote the highest standards of education and practice in the profession.” The website to join is: [www.adha.org](http://www.adha.org)

## **1.10 – Code of Ethics for Dental Hygienists**

### **Standards of Professions Responsibility**

We are obligated to practice our profession in a manner that supports our purpose, beliefs, and values in accordance with the fundamental principles that support our ethics.

We acknowledge the following responsibilities:

#### **To Ourselves as Individuals**

- Avoid self-deception, and continually strive for knowledge and personal growth
- Establish and maintain a lifestyle that supports optimal health.
- Create a safe work environment.
- Assert our own interests in ways that are fair and equitable.
- Seek the advice and counsel of others when challenged with ethical dilemmas.
- Have realistic expectations of ourselves and recognize our limitations.

#### **To Ourselves as Professionals**

- Enhance professional competencies through continuous learning in order to practice according to high standards of care.
- Support dental hygiene peer-review systems and quality-assurance measures.
- Develop collaborative professional relationships and exchange knowledge to enhance our own lifelong professional development.

#### **To Family and Friends**

- Support the efforts of others to establish and maintain healthy lifestyles and respect the rights of friends and family.

#### **To Clients.**

- Provide oral health care utilizing high levels of professional knowledge, judgment, and skill.
- Maintain a work environment that minimizes the risk of harm.
- Serve all clients without discrimination and avoid action toward any individual or group that may be interpreted as discriminatory.
- Hold professional client relationships confidential.
- Communicate with clients in a respectful manner.
- Promote ethical behavior and high standards of care by all dental hygienists.
- Serve as an advocate for the welfare of clients.
- Provide clients with the information necessary to make informed decisions about their oral health and encourage their full participation in treatment decisions and goals

Source: American Dental Hygiene Association (2021)



### **1.11 – Notice of Opportunity and Procedure to File Complaints with the Commission on Dental Accreditation**

CODA will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, Illinois 60611 or by calling 1-800-621-8099 extension 2719.

An appropriate complaint is defined as one alleging that 1) Commission-accredited educational program, or a program which has an application for initial accreditation pending, may not be in substantial compliance with Commission standards or required accreditation procedures and 2) the practice, condition or situation is of a continuing and pervasive nature, as opposed to an unfair or arbitrary act of an individual or isolated nature.

## **Chapter 2: Dental Hygiene Behavioral Standards**

### **2.1 – Student Code of Academic, Ethical, and Professional Conduct**

Nothing less than the highest order of professional conduct is expected of all dental hygiene students. Courtesy and consideration must prevail at all times whether in the classroom or in the clinic. When caring for patients, lapses in professional conduct will result in the loss of the patient's confidence in the student, the school, and the dental hygiene profession.

Dental hygiene standards of professionalism require all practitioners to maintain confidentiality. Anything involving the student and patient must be kept strictly confidential. Patient information must not be discussed with classmates. Patient information can only be discussed with the clinical staff if it applies to developing and/or providing care to that patient.

#### **2.1.1 – Expected Behaviors**

The core faculty and administration have identified specific guidelines that should be followed by each student in order to successfully advance through the BSDH Program. Student success depends on attention to responsibilities as outlined below:

- Be punctual and make every effort to attend all scheduled classes, labs, field trips and other meetings.
- All cell phones are to be turned off and out of site during class unless otherwise instructor by professor.
- Take responsibility to obtain any materials covered in a missed class or lab.
- Ensure reliable access to a computer.
- Be prepared to spend a minimum of nine hours per week preparing for each class (online assignments, reading assignments, in-service development, etc.). Refer to specific course syllabi.
- Review previously completed course content, as it will assist in understanding subsequent content due to the cumulative nature of the BSDH Program.
- Successfully complete all assignments and requirements on time including any additional verifications of ability to meet requirements.
- Actively participate in all classes, simulated laboratories, open lab sessions, online discussion forums, etc. as required.
- Actively participate in remediation activities as detailed when necessary.
- Initiate additional learning experiences including study groups and review sessions with instructors as necessary.
- Demonstrate competency in specified areas of practice through successful completion of practical examinations and skill checks.
- Adhere to the Program requirements and professionalism guidelines, and the American Dental Hygiene Association Code of Ethics.

## **2.2 – Informed Consent/Consent to Participate**

BSDH students are expected to participate in in-class and off- campus activities. Students must participate in mock lab, practice sessions, and practical exams as simulated patient and practitioner. Labs and practical testing may be photographed or videotaped for instructional, assessment or promotional purposes. Students enrolled in the BSDH Program will be required to sign an Informed Consent Form stating that they are aware of their rights, responsibilities, and risks associated with participating in the BSDH Program and in their clinical internship and dental specialty visits.

In addition, clinical affiliates may require copies of the student's HIV/AIDS, Prevention of Medical Errors, CPR certifications, as well as Medical History and Physical Examination results prior to attending a clinical internship. Consent is required before HU can release this information to the clinical site. Students will sign a Consent to Release Student Information to Clinical Site Form during the BSDH Program orientation.

Confidentiality of patients while in clinic must follow HIPAA privacy guidelines, which will be covered in the first session of the program. Any breach in confidentiality, especially as it relates to patient/client information, may result in dismissal from the BSDH Program and the University.

During lab and clinical internships, students may be involved in developing educational material and completing assignments, which require the participation of actual patients in the clinical setting. This may involve videotaping, audiotaping, and/or photography. Students will sign a Student/Patient Consent to Participate Form which includes videotaping, audiotaping, and/or photography.

## **2.3 – Complaints by Students**

Please refer to the University Student Handbook.

## **2.4 – Federal and State Level 2 Background/Drug Tests**

A Level II FBI Criminal Background check with fingerprinting and a 10 panel Drug and Alcohol Screening will be required of applicants who have been conditionally accepted into the BSDH Program. This will be conducted after signing appropriate forms prior to the start of the BSDH Program. Acceptance into the BSDH Program requires a student to remain free of disqualifying charges and drug free.

Students whose Criminal Background Check results indicate potential inability to hold a license will be notified and counseled. Students who have multiple arrests, pending convictions, or disqualifying convictions may be unable to obtain a license to practice dental hygiene in Florida. Therefore, the student will be informed that they may not be accepted or allowed to continue enrollment in the BSDH Program. Any student who had any evidence of an issue in their background may be interviewed and investigated to elicit further information.

Hodges University assumes no obligation and cannot guarantee the completion of degree requirements for an individual with an unsuccessful criminal background check or drug screen. Furthermore, Hodges is under no obligation to refund tuition, fees or to otherwise accommodate a student if deemed ineligible to complete course requirements based on the results of a criminal background check or drug screening, or if the student is unable to obtain licensure.

Students in the program are obligated to notify the BSDH Program Chair of any arrests, incidents and/or charges regardless of adjudication that occur after acceptance and during enrollment in the program. Failure to notify the BSDH Program Chair within seven days shall be grounds for immediate dismissal from the program.

BSDH Program faculty, administrators as well as any clinical site may also request a Criminal Background Check and/or Drug Screening on a student at any time during enrollment.

State laws generally permit a state licensing board or agency to deny a licensee or potential licensee to practice if the applicant is not of “good moral character”, has been convicted of a felony, has had multiple arrests, or other specified crime(s).

A student with an unsuccessful Level 2 Criminal Background Check or Drug Screen must contact the Florida Board directly as the student may not be eligible for licensure. It is the responsibility of the student to determine eligibility for licensing.

## **2.5 – Health Requirements**

OSHA recommendations require that students engaged in clinical contact with patient/clients must provide evidence of current professional-level CPR certification valid for the duration of the clinical portion of the dental hygiene programs. CPR training will be an initial part of the curriculum. Annual TB documentation, is also required. This policy is necessary so that the BSDH program is in compliance with accreditation and community health agency policies.

The BSDH Program Director may provide the community health agencies with proof that each student has completed all immunizations, (including Hepatitis B series, DT booster, MMR, and Varicella), CPR certification, background checks, and annual TB documentation. The program must also have these available should they be required by CODA. It is the student’s responsibility to update their health records and have all documentation submitted to the Division of Dental Education by August 1 for each clinical year.

Failure to submit all required health documentation by the appropriate deadline and/or the beginning of the clinical semester (whichever comes first) will result in administrative withdrawal from all dental hygiene courses and the student will be considered out-of-progression in the dental hygiene degree program.

When a student is first admitted to the BSDH Program, the student will receive information regarding the need for proper immunization verification (including Hepatitis B series, DT booster, MMR, and Varicella), a health evaluation (history and physical examination) completed by a primary care provider, TB (PPD or X-ray), dental health, and vision screening. Every student must provide written verification of a history of chicken pox or a Varicella Zoster Titer before entering

clinical courses. Newly admitted students must provide written documentation of the above stated items in advance of beginning their clinical courses. For students who are enrolled in clinical dental hygiene courses in the fall semester, the above materials must be filed with the Programs in Student Dental Hygienist Services office by the specified deadline (August 1 prior to the fall start). Failure to submit all required health documentation by the appropriate deadline will result in administrative withdrawal from all dental hygiene courses and the student will be considered out-of-progression in the dental hygiene degree program.

Students who are admitted late to the dental hygiene program will be handled on a case-by-case basis. However, those applicants who are on a “waiting list” or “alternate list” are encouraged to begin gathering the necessary documentation to avoid delays. Even students who are admitted late must have all documentation on file with the BSDH Program Director prior to beginning the clinical dental hygiene courses. Failure to do so will result in the student being automatically withdrawn from all clinical dental hygiene courses for which they are registered.

## **2.6 – Continuing Student Dental Hygienists**

Students are responsible for ensuring they receive annual TB documentation and maintaining their current professional-level CPR re-certification. In addition, immunization status must be updated as necessary. It is the student’s responsibility to monitor the status of these and to submit proper documentation to the BSDH Program Director in a timely manner no later than August 1.

Documentation of annual TB documents and current professional-level CPR re-certification needs to be submitted no later than August 1. Heart saver certification is inadequate. It is the student’s sole responsibility to provide documentation of updates prior to expiration. Clinical instructors will be notified, and students will be prohibited from attending clinical if these vital documents are not submitted. Clinical requirements will be reassigned to eligible student clinicians. The program is not responsible for replacement of requirements due to lack of preparation exhibited by the student. These unexcused absences could lead to course failure in clinical courses.

Some community agencies require more recent verification of TB screening before they will allow our students to be on site. Therefore, students may be required to submit this documentation just prior to beginning a semester even if it is not yet expired. Students will be informed if this is required.

## **2.7 – Health Status Change**

It is the responsibility of the student to contact the Program Director if their health status changes while in the program. A change in health status may require a release statement from the physician verifying the student’s return to the program without any restrictions. These forms must be on file prior to resuming BSDH courses after any major event including but not limited to surgery, injury, accident or pregnancy.

## **2.8 – Pregnancy Policy**

Pregnant students must provide the BSDH Program Chair with written permission to participate in radiology and clinical courses. A student’s good health is essential to the practice of dental

hygiene. In order to successfully complete the program, full participation in all areas of practice will be required regardless of medical conditions. The BSDH Program Director and clinical instructor must receive copies of this medical clearance.

Pregnant students must wear a fetal monitor badge in addition to a radiology badge during all clinical sessions. A due date must be noted in writing. Additional information is contained within the Radiation Policies section. The BSDH Program Chair will provide any additional information and mandatory forms.

## **2.9 – Attendance**

It is essential that all students gain experience to increase their skills and knowledge of their chosen profession. To facilitate this, clinical requirements are established based on 100% attendance at clinical sessions. An absence from even one clinical session may result in the student being unable to complete their clinical requirements.

- No absences during laboratory or clinical sessions will be excused, except in cases of illness and emergencies as recognized by the University. A written physician's release will be required to readmit the student to lab or clinic after an absence due to illness.
- It is the student's responsibility to notify their instructor that the student will be absent from class/clinic/class at least one hour prior to class.
- In the case of illness during a clinic session, staff must have the time to reassign or reappoint the scheduled patient so as not to inconvenience the patient.
- Attendance in clinic will be required regardless of cancelled or no-show appointments. If this situation occurs, it is the student's responsibility to schedule a backup patient for all clinical sessions to ensure that clinical time is not lost.

## **2.10 – Recommended Study Hours/Student Employment**

Students should plan to study a minimum of three hours per week for each credit hour enrolled. For example, a student in their first semester is enrolled in 15 credits. Therefore, the student can expect to study a minimum of 45 hours per week. Due to the rigors of the dental hygiene program and time constraints, a working student should adjust their working schedule with particular attention to weeks with final examinations.

### **Department of Dental Hygiene Due Process and Appeals Policy**

Should a difference of opinion develop between a student and an instructor regarding course work, the student should make an appointment to discuss the matter privately with the instructor involved within five (5) class days from the date the disputed event occurred.

If the problem has not been resolved, the student and the instructor may arrange a conference with the Program Director within five (5) class days from the date of conference with the instructor.

Prior to the scheduled conference at any level of the grievance process, the student shall submit the grievance in writing to the person(s) with whom the conference is scheduled. A written notice of all decisions regarding a student's grievance shall be provided to the student.

The Department of Dental Hygiene Due Process and Appeals Policy ends when the disputer matter is turned over to the campus judicial system.

## **2.11 – Dress and Appearance**

### **2.11.1 – For Clinic**

- Students will wear a school scrub uniform.
- All students must wear clean, closed heel and toe, white, full leather shoes and safety glasses with side shield or face shield. Further details of specific dress codes will be discussed in class.
- Uniform, crew length socks, shoes and shoelaces must be neat and clean at all times.
- A male student who chooses to wear a beard must wear it ½ inch or less in length, neat and well-trimmed. Beards must be in place prior to the beginning of each semester.
- Students must take particular care of their hands. Nails must be natural, short, clean, well-manicured and free from any nail policy or adornment. Nails must be shorter than the fingertips when observed from the palm side. Nails should not touch the table when fingertips are placed tip down on a flat surface. Gloves must be worn during all lab and clinical procedures. Nail polish, acrylic nails, tips or overlays are not permitted.
- As a practicing health professional, students are strongly encouraged to dress appropriately for class. Classrooms are frequently cold. Protecting your health must become a priority.
- Necklaces, bracelets, and watches must not be worn as they can harbor bacteria or contact the patient. Students will be permitted to wear a single stud earring and a smooth gold ring.
- Make-up should be minimal and reflect a neat, natural appearance.
- There will be no exposed tattoos. Any tattoos should be discretely covered when in the clinic or when participating in Practicum or Capstone courses.
- Any body piercing jewelry, which is exposed and not covered by scrubs, should be removed. Any piercing that interferes with visual and/or verbal communication with the patient should be removed.

### **2.11.2 – Personal Care**

- Guard against offensive odors by bathing and shampooing frequently and by applying deodorant
- Avoid heavily seasoned foods particularly those containing onions and garlic
- Due to allergies, NO perfumes or colognes are permitted to be worn during any class, lab, or clinic.

## **2.12 – Smoking Policy**

Hodges University is a No-Smoking Campus. Additionally, because it is not always possible to predict a patient's reaction to the smoke on a student's clothing, hair or person, smoking will not be permitted on clinic days. This policy reflects the Dental Hygiene Department's concern for the welfare of the patients that will be served by the student clinicians.



## **Chapter 3: Academic Standards and Guidelines**

### **3.1 – Learning Strategies**

Preparing for a health care career involves a different type of learning than traditional classroom education. The BSDH Program involves practice in hands-on techniques, measurement and treatment procedures, problem solving, performance of interventions, and educating patients and/or caregivers.

Students are encouraged to continuously assess their own abilities, developmental needs, goals, and plan learning experiences to meet personal and professional goals. This is accomplished throughout the BSDH Program by self-assessment, peer evaluation, and instructor feedback.

The courses in the BSDH Program are designed to allow the student to apply theoretical knowledge to simulated patients in the laboratory setting and finally on actual patients in the clinical setting under the supervision of licensed clinical instructors. Strategies for continued success in the learning process include the following:

- Participate in all class, laboratory, and clinical sessions
- Study/complete all assignments
- Ask questions and ask for help when needed
- Take advantage of all optional activities
- Complete self-assessments of knowledge and skills
- Acknowledge and value peer evaluation and instructor feedback
- Practice skills identified as needing improvement
- Change lab partners regularly
- Be proactive in learning
- Always strive to be your personal best

### **3.2 – BSDH Program Requirements and Conduct**

The core faculty and administration have identified specific guidelines that should be followed by each student in order to successfully advance through the BSDH Program. Student success depends on attention to responsibilities as outlined below:

- Be punctual and attend all scheduled classes, labs, and other meetings.  
All cell phones are to be turned off and out of sight during class unless otherwise instructed by professor.
- Take responsibility to obtain any materials covered in a missed class or lab.
- Ensure reliable access to a computer.
- Be prepared to spend the time required per week preparing for each class (online self-assessment assignments, online assignment submission, reading assignments, in-service development, etc.). Refer to specific course syllabi.
- Review previously completed course content, as it will assist in understanding subsequent content due to the cumulative nature of the BSDH Program and licensing examinations.

- Successfully complete all assignments and requirements on time including any additional verifications of ability to meet requirements.
- Actively participate in all classes, simulated laboratories, open lab sessions, online discussion forums, etc. as required.
- Actively participate in remediation activities as detailed when necessary.
- Initiate additional learning experiences including study groups and review sessions with instructors as necessary.
- Demonstrate competency in specified areas of practice through successful completion of practical examinations and skill checks.
- Adhere to the BSDH Program requirements and professionalism guidelines, and the American Dental Hygienist Association's Code of Ethics and the Standards of Practice for Clinical Dental Hygiene. <https://www.adha.org/resources-docs/2016-Revised-Standards-for-Clinical-Dental-Hygiene-Practice.pdf>

### **3.3 – Program Advancement**

In order to successfully complete all of the requirements for the BSDH Program, students must fulfill all of the following:

1. Complete all BSDH courses in the curriculum and in the correct sequence.
2. Maintain an overall average GPA of 2.5 or above in the BSDH program.
3. Earn a minimum grade of 75 in all Dental Hygiene Clinic courses.
4. Demonstrate ongoing development of professional behaviors and competency in skills performed by an entry-level dental hygienist.
5. Participate in faculty advisement sessions to review advancement towards graduation.
6. Exhibit conduct that exemplifies BSDH Program and BSDH profession standards, Hodges University Student Conduct Policy, ADHA Code of Ethics, and the Florida Dental Hygiene Practice Act
7. Maintain all of the following:

Current certifications (CPR, AIDS, TB Tests, etc.) during the BSDH Program.

Health Insurance throughout the program.

Students will have liability coverage throughout the BSDH Program.

### **3.4 – Unable to Advance**

It is the intent of the University and BSDH Program that each student succeeds in their academic endeavors. Course expectations and requirements are outlined in each syllabus. Core faculty is available to assist students in succeeding in the program. However, a student is unable to advance if the student:

1. Fails to complete all required coursework within the BSDH curriculum in a logical sequence as required by the Program.
2. Fails to demonstrate competencies through skill checks and practical examinations
3. Fails to achieve the required grade point requirements.
4. Fails to demonstrate ongoing development of professional behaviors and competency in skills performed by a student dental hygienist

5. Fails to participate in faculty advisement sessions to review advancement towards graduation.
6. Fails to consistently adhere to safety standards and guidelines in class, Simulation lab, or clinic.
7. Fails to submit completed required forms indicating satisfactory health status and additional verifications required.
8. Fails to hold current certifications (CPR, AIDS, TB Tests, etc.) during the Program.
9. Participates in conduct that violates the policy and procedures and standards of the university, program, or Dental Hygiene profession.
10. Fails to successfully complete all clinical requirements with a grade of 75 or better.
11. Fails to provide current health insurance.

### **3.5 – Dismissal from the Program**

The BSDH Program reserves the right to discontinue a student's enrollment in the BSDH Program if, in the judgment of the BSDH faculty and/or administrators, the student does not possess the professional behavior or competencies necessary for success as a dental hygienist. If this situation occurs and is contested by the student, a committee will be formed consisting of core faculty, an administrator, and a non-biased third party, such as a faculty member from another school within HU unrelated to the BSDH Program. The committee will assess the situation and the student to make a determination accordingly in compliance with HU policy. Additionally, the following are conditions under which dismissal may occur without an advisory hearing:

1. Failure to maintain the required 2.5 overall session GPA in the BSDH program
2. Receiving a score less than 75 in a Dental Hygiene Clinic course or receiving a final course grade of D in other BSDH Program courses.
3. Failure to demonstrate appropriate competency skills in skill checks and practical exams.
4. Breach of Academic Honesty.
5. Breach of confidentiality.
6. Failure to meet Individualized Retention/Remediation Plan criteria, if developed.
7. Repeated tardiness and/or frequent absences from class, laboratory, or clinic as per syllabi and institutional guidelines.
8. Failure to make up missed labs, clinics, or assignments as per course syllabi.
9. Failure to satisfactorily meet the Performance Criteria as detailed in the Clinical Performance Evaluation Instruments and Competencies.
10. Failure to comply with requirements and standards as detailed in the University and BSDH Student Handbooks.
11. Fails to provide current health insurance.

### **3.6 – Reinstatement**

A student who withdraws or who has been dismissed from the BSDH Program (either passing or failing) has no guarantee of reinstatement into the next year's cohort. Since the BSDH Program is limited access, availability of space in the classroom and or clinical site placement it may

determine whether reinstatement can occur. In addition, a student may only re-enter the program one time, for a total of two attempts.

To be considered for re-admittance, a student must reapply and pass all of the BSDH Program requirements including the interview and essay process. Each situation will be handled on a case-by-case basis. The student will be considered with all other applicants for the new academic year; all admissions requirements apply. If a student fails or withdraws from one or more courses within the semester, the student is deemed to have completed their first attempt. If readmitted during the next application process, it will be deemed the second (and final) attempt. If a student is unsuccessful following re-entry (during the second attempt) they will be permanently dismissed from the BSDH Program.

Any student failing to progress through the entire curriculum despite the two attempts permitted in order to complete the BSDH Program successfully, will be referred to an Academic Advisor to assist in exploring other educational and career options.

### **3.7 – Remediation/Retention**

It is the intent of the University and BSDH Program that each student succeeds in their academic endeavors. Course expectations and requirements are outlined in each syllabus. Core faculty are available to assist students in succeeding in the program. Courses, labs, and clinics are designed to provide students the opportunity to master content areas in which they are having difficulty as well as to provide a means by which the overall course grade may be improved. Grading policies and requirements are outlined in each course syllabus.

Any remediation will be documented in the student's electronic file under a Communication or Performance Improvement.

## **Chapter 4: Infection Control and Risk Management Protocols**

### **4.1 – Goals**

Provide a safe environment for students, faculty, staff, and patients in accordance with OSHA standards.

Provide an effective infection control model that will aid in the education and understanding of infection control issues that are based in the recommendations of the American Dental Association (ADA), the Centers for Disease Control and Prevention (CDC), and the Environmental Protection Agency (EPA).

Comply with the most recent standards published by the Occupational Safety and health Administration (OSHA).

Introduction:

Concerns over the risk of blood-borne disease transmission has heightened the need for infection control in the dental environment. An effective infection control policy requires the awareness and cooperation of students, faculty, and staff as all must monitor, practice and enforce established infection control procedures in order to assure students are conforming to these guidelines and all parties are safe.

Purpose:

The purpose of infection control policies and procedures is to minimize the risk of transmission of blood-borne and airborne pathogens to patients and dental health personnel within the clinic.

This will be achieved by:

1. Hepatitis B immunization and vaccination for other transmissible diseases.
2. Tuberculosis screenings
3. Education and training in infection control procedures
4. Use of current and appropriate barrier techniques
5. Preventing exposure of patients, students, and clinic personnel to blood and other potentially infectious material (OPIM), including saliva.
6. Engineering controls and work practice controls
7. OSHA regulations
8. CDC and ADA recommendations

### **4.2 – Infection Control Protocol**

#### **4.2.1 – Standard Precautions**

1. Blood and other bodily fluids, including saliva, of ALL patients is to be regarded as potentially infectious for HBV, HIV, and other blood-borne pathogens.
2. **STANDARD PRECAUTIONS WILL BE USED FOR ALL PATIENTS.**

Upon review of health history:

1. Patients presenting to the dental clinic with ACTIVE infectious diseases will not be treated UNTIL the active infectious state has cleared or a physician has approved the proposed treatment for that patient. A physician's note or notice from the health department will be required prior to treatment in the clinic.
2. Students presenting to the dental clinic with ACTIVE infectious diseases will not be permitted to treat patients UNTIL the active infectious state has cleared.
3. Patients presenting to the dental clinic with a positive history of hepatitis B, hepatitis C, or HIV must present written clearance for treatment from their physician. Patients will be treated upon compliance.
4. Patients presenting to the dental clinic with a positive history of hepatitis A within the past six weeks must present clearance from their physician.
5. Infectious diseases may include, but are not limited to: conjunctivitis, herpes simplex, TB, varicella zoster, and viral respiratory diseases

#### **4.3 – Engineering and Work Practice Controls**

Engineering controls reduce exposure by removing the hazard or isolating the worker from the hazard and alter the way the task is performed. The following are engineering and work practice controls that will be used by the Hodges University Dental Hygiene Department:

##### **A. Personal Hygiene:**

The following applies to ALL clinic personnel (student, faculty, and staff) who may come into contact with blood and OPIM.

- a. Hair must be neat, pulled back, and away from the face (no loose ends).
- b. Faces will be protected and covered with a face mask and shield.
- c. Wearing of jewelry will be kept to a minimum. Students and clinic instructors will wear only small stud earrings with one pierce only in each ear. If a wedding band is worn, the band must be smooth so gloves will not tear.
- d. Fingernails will be kept short and well-manicured. Nails should not extend past the fingertip. No polish, artificial nails, tips, or gel should be used.

##### **B. Handwashing:**

Handwashing is mandatory:

- Before glove placement prior to treatment
- During treatment if infection control asepsis is violated or the glove integrity is compromised
- After glove removal
- Between patients
- Before leaving the treatment area

- a. Handwashing Protocol: To be performed at the beginning of the appointment, upon visible contamination of the hands, and at any time that the integrity of the gloves has been compromised.
- b. Alcohol-based Gels: May be used during patient care if hands are not visibly contaminated.

Using a “dime size” amount of 75% or above alcohol gel, vigorously rub the hands together remembering to cover the fingertips, nail beds, and the ventral sides of the hand until dry. This procedure should take approximately 15 seconds.

### C. Personal Protection:

Routine use of appropriate personnel protective equipment will be used since blood and saliva from ALL dental patients must be considered to be infectious.

- a. Non-sterile, non-latex gloves:

All students and clinic staff having patient contact will wear disposable gloves whenever there is contact with blood, saliva, or mucous membranes. Gloves must not be washed or otherwise reused. Gloves must be changed between patients. Gloves must be removed and hands washed before leaving the clinical area. Skin breaks should be covered with Band-Aids before donning gloves. Utility gloves must be worn for housekeeping procedures.

- b. Masks and Eyewear

Disposable masks, shields, and protective eyewear will be worn. Change masks between patients or during treatment if the mask becomes wet. When not in use, the mask should not be placed on the forehead or around the neck. Protective eyewear is mandatory for the clinician and patient’s use. Both sets of eyewear should be cleaned between uses, using gloved hands until they have been decontaminated.

- c. Clinic Attire: Gowns

All students will routinely wear appropriate attire to prevent skin exposure and soiling of uniforms when contact with blood or saliva is anticipated. Disposable gowns must be changed between patients or when visibly soiled. When leaving the clinic for the day, gowns must be placed in the biohazard bag with a biohazard sign.

- d. Needle Recapping and Sharps Disposal

To prevent needle-stick injuries, needles are NOT to be recapped by moving the needle towards a body patient, but can be recapped using an appropriate one-handed technique or an appropriate recapping device. Used needles are to be disposed of in an appropriate puncture-resistant container and should not be purposefully bent or broken after use. Containers should be located at each operator. Empty anesthetic cartridges, broken instruments, completed spore vials, microscope slides or other sharps must be disposed of in these containers.

- e. Utility Gloves

Sturdy, unlined utility gloves should be worn for all cleaning and disinfection of instruments, dental units, and environmental surfaces. Utility gloves have an increased resistance to instrument punctures. Utility gloves should be autoclaved after use. Utility gloves must be replaced if there are any holes or tears in the glove.

f. Instrument Recirculation

Transporting instruments—all contaminated instruments and instrument cassettes should be transported from the operatory to the sterilization area in a sealed plastic container. Students must use heavy utility gloves when working with contaminated instruments

Contaminated instruments and instrument cassettes that are not immediately placed into the ultrasonic cleaner or medical dishwasher must be placed into the holding drawer.

When using ultrasonic cleaner, the lid must be securely placed. Rinse, dry, and visually inspect instruments for bioburden/debris.

#### **4.4 – Environmental Surface/Equipment Cleaning and Disinfecting**

Many blood and saliva-borne, disease-causing microorganisms such as, COVID virus, Hepatitis B virus, HIV virus, Herpes virus and Mycobacterium tuberculosis can remain viable for many hours or days when transferred from an infected person to environmental surfaces within dental operatories and other clinical areas. Subsequent contact with these contaminated surfaces can expose others and result in disease transmission. Therefore, adequate measures must be used in each clinical area to control possible transmission from contaminated surfaces.

##### **4.4.1 – Identification of dental environmental surfaces include**

- a. Touch surface—defined as surfaces that require contact and become potential cross-contamination points during dental procedures. Drawers, cabinets, hand-held x-ray unit, panoramic x-ray unit are all examples of touch surfaces.
- b. Transfer surfaces—defined as surfaces contaminated by contact with instruments or other inanimate objects. Handpiece holders and instrument trays are two transfer surfaces. For this reason, all anticipated treatment materials must be prepared and placed on the tray carried to the student's operatory before seating their patient. If additional materials are needed, please ask the clinic assistant to obtain the needed materials.
- c. Splash and splatter surfaces—are defined as operatory surfaces what are not “touch surfaces” or “transfer surfaces” or parts of items that enter the oral cavity and are referred to as “aerosol surfaces”. Examples of these surfaces include: the patient chair not covered by the chair cover which would include the chair base, arm rests, seat, light cover or plastic shield, countertop and sinks.

An effective method for routinely managing operatory surface contamination between patients will be to use disposable blood/saliva impermeable barriers. Students will use plastic film to shield surfaces from direct and indirect exposure in combination with chemical disinfection. Removal



of blood, saliva, and microbes is accomplished by routinely changing surface covers between patients. While time-consuming, these cleaning and disinfection procedures between patients will minimize exposure to potentially harmful microbes.

Students will only use approved chemical disinfectant agents that are EPA-registered hospital-level mycobacteria tuberculosis agents capable of killing both lipophilic and hydrophilic virus at the specified dilution. Use of any chemical killing agent not approved or given to the student will be unacceptable.

When cleaning, the surface disinfectant solution is to be applied with a “wipe, discard, wipe” technique. Although it will be required to pre-clean surfaces with a disinfectant, it is recommended that all touch surfaces be disinfected before the patient is seated and after the patient is dismissed. If the student is seeing additional patients, thorough cleaning must take place and all plastic barriers must be changed.

Use the following procedure when cleaning surfaces:

- a. Using the multi-purpose disinfectant/decontaminate wipe, wipe the surface to be cleaned.
- b. Discard the wipe.
- c. Re-wipe the surface and allow the disinfectant solution to remain on the surfaces for the recommended contact time before placing the plastic barriers and follow the manufacturers’ directions for the product.

## **4.5 – Daily Infection Control Protocol**

### **4.5.1 – Unit Preparation and Pre-Treatment Set-Up**

- Wash hands, apply hair covering, don mask, nitrile gloves, apply oculars or prescription eyeglasses, and face shield.
- Clean, including dusting, the operatory and all equipment using an intermediate level disinfectant.
- Disinfect all “touch” and “transfer” surfaces and allow them to dry.
- Place barriers over all “touch and transfer surfaces” that may be contaminated during treatment.
- Make sure there is a biohazardous waste disposal bag in the designated can per operatory
- Fill water bottle daily with water, install, and wait for pressurization, then clear any air from the line.

### **4.5.2 – Patient Treatment**

During ALL patient treatment, wear gloves, masks, hair covering, protective eyewear, and face shield. Only touch surfaces related to patient treatment such as instruments, control buttons, plastic covered items such as a computer mouse or keyboard. If treatment materials were not anticipated, the circulating clinic assistant will obtain the needed items. DO NOT TOUCH your body, mask, goggles, or any other unprotected surfaces during the treatment phase. Infractions of infection

control may require student dismissal from the dental hygiene program. Asepsis errors demonstrates a lack of professionalism and a lack of concern for the safety of the patients, students, and staff and will not be tolerated.

- Charting:

When an entry has to be made in the patient's health record using the EagleSoft program, an appropriate barrier must be used over the computer keyboard and mouse.

- Radiographic Procedures:

Infection control measures during radiographic procedures must be consistent with other infection control policies.

- High-Speed Evacuation:

High-speed evacuation should be used at all possible times when using a handpiece, water syringe, ultrasonic scaler or air polishers or during a procedure that could cause spatter as high-speed evacuation systems have been demonstrated to reduce spatter and droplets.

- Three-way syringe:

The three-way syringe is hazardous because it produces spatter. Caution must be used when spraying teeth and the oral cavity. If used, spatter must be considered and appropriate precautions must be taken using barrier protection for the patient and clinic personnel.

- Dropped instruments:

An instrument that is dropped will not be picked up and reused. If the instrument is essential for the procedure, a replacement instrument will be obtained by the circulating clinic assistant.

- Disposable Items:

Used disposable items must be discarded immediately to avoid contamination of other items. Medical waste (soaked with blood/OPIM) must be discarded in the BIOHAZARD red bags located in the designated can in each operatory. Follow protocol for appropriate disposal.

#### 4.5.3 – Clean Up After Patient Treatment

1. The following protocol will be used:

- Remove gloves and wash hands immediately
- Walk patient to Exit desk to reschedule or reappoint the patient at the appropriate recall interval. Complete entries on any forms and records relating to the treatment. Return to clinic.

- Apply utility gloves, mask, glasses, and face shield. Remove all disposables and discard in the appropriate containers.
- Place all contaminated instruments, syringes, needles and other sharps as well as any other reusable in a sealed plastic container and transfer to the sterilization area.
- Discard any sharps into sharps containers located in the central sterilization center.
- Place contaminated instruments or cassette into a holding solution or ultrasonic cleaner immediately then return to operatory.
- Remove all plastic barriers and place into inverted chair bag and discard the entire bag into one of the black trash bag lined waste receptacles located throughout the clinic. Secure the lid.
- Following operatory surface management procedures, clean, disinfect, and/or prepare the unit for the next patient. This procedure includes flushing the water lines for 20-30 seconds).

#### 4.5.4 – Instrument Recirculation

- Transporting:

All contaminated instruments and instrument cassettes should be transported from the operatory to the sterilization area in a sealed plastic container provided between each operatory. Students should use heavy nitrile utility gloves when working with contaminated instruments.

- Containment

All contaminated instruments and instrument cassettes that are not immediately placed into the Instrument Washer must be submerged in an appropriate holding solution or otherwise confined to a limited area until such time as it may be cleaned.

- Decontamination

Ultrasonic and other mechanical means of cleaning instruments have proven to be more effective, efficient, and safer than hand-scrubbing and will be implemented. For this reason, the Instrument Washer will be used. However, if using an ultrasonic cleaner, the lid must be in place and students would need to rinse, dry, and visually inspect items to be certain all debris has been removed before placing the items into the sterilizer.

#### 4.5.5 – Renewal

- Heat Sterilization

All contaminated re-usable instruments, including handpieces, must be sterilized in verifiable heat-sterilizing devices, must be thoroughly cleaned and heat sterilized before use in the treatment of another patient. All items must be packaged for sterilization in

sterilization wrapping materials or pouches that will maintain sterility. The use of chemicals as a substitute for heat sterilization of these items is unacceptable. Biological monitoring will be performed weekly on each sterilization device.

- **Chemical Sterilization/Disinfection**

All re-usable items that cannot be heat sterilized must be thoroughly cleaned and appropriately treated with EPA-registered sterilant according to the manufacturer's instructions specified for sporicidal activity. Any use of a chemical disinfectant agent for infection control purposes that is not EPA-registered as a dental instrument sterilant/disinfectant is unacceptable.

- **Maintenance**

All packages that have been exposed to sterilization procedures must be stored in a manner that will prevent contamination. Sterile packages shall be placed on clean shelves or in clean drawers. All packages shall remain wrapped until needed and opened at the chairside at the time of use.

#### **4.6 – Biohazard or Medical Waste Disposal**

All medical waste collected from each operatory is to be disposed of in a red biohazard bag located in the designated receptacle located at each operatory. At the end of the clinic day, the red bags from the biohazard receptacles will be collected, squeezed to remove excess air and inserted into the medical waste cardboard box provided by the waste collection company and sealed with packing tape.

- **Body Fluid Spills**

All body fluid spills, such as vomit and blood, are to be cleaned and removed by designated personnel with the clinic spill kit located in the back lab of the clinic. Call for assistance immediately. Protect the spill from contact with others until appropriate action has been taken.

#### **4.7 – Exposure Incident/Accidents**

Non-threatening, non-invasive accidents occurring in the classroom, laboratories, or clinic will be cared for according to the following procedures:

- Students will report the incident to the supervising instructor immediately.
- The instructor will direct the care of the wound and send the student to their personal physician or emergency room for care.
- The HU Accident (Incident) and OSHA forms must be filled out and delivered to the President, the Executive Vice President, and the Public Information Officer within 12 hours.

If a student incurs an exposure incident when caring for a patient, excuse yourself from the patient and do the following:

For each of the following types of exposure, you should:

- Blood-borne Incidents/Sharps Exposure: Incidents resulting in blood-borne pathogen exposures to the student and/or patient will be cared for according to the following procedures:
  - Immediately remove gloves
  - Thoroughly clean the wound(s) and surrounding tissue with running water and soap to ensure cleanliness.
  - Hold the site in a downward position; DO NOT SQUEEZE the flesh to extract or promote bleeding.
  - Whichever is fastest, have a classmate or the circulating clinic assistant contact the instructor immediately.
  - The instructor will direct the care of the wound and send the student and/or patient to their physician or hospital emergency room for care.
  - The HU Accident (Incident) and OSHA forms must be filled out and delivered to the President, the Executive Vice President, and the Public Information Officer within 12 hours.
  - If blood is not present or does not pool under the skin, it may be an exposure incident has not occurred and no further action is required.
  - With regard to the patient: the patient will be asked for consent to be sent for baseline status if serostatus is unknown.

Students are reminded that occupational exposure incidents occur and students are not punished in cases of instrument sticks. However, it is a serious error of judgment and professionalism to hide the incident and not report it to the instructors. All students who knowingly allow an incident/accident to go unreported are equally guilty of dishonesty and will be reprimanded in accordance to the Disciplinary Procedures of the Dental Hygiene Program.

- Splash into Oral, Nasal, or Eye Mucosa
  - Immediately seek assistance from nearest clinical instructor
  - In the event of eye and/or nasal splash, immediately proceed to the Central Sterilization area and cleanse the eye(s) with water with the clinical instructor.
  - In the event of an oral mucosa splash, immediately proceed to the Central Sterilization area and rinse with an antimicrobial mouthwash
  - When completed, the instructor will complete an HU Accident and Incident Report.
  - Students will seek additional evaluation from their physician or hospital to have injury and any necessary preventive measures or tests performed.
  - If an exposure occurs off-site, follow the policy for Accidents Occurring Off Campus.
- Eyewash Station:
  - The Eyewash Station is located in the Central Sterilization area.

- Use of the station:
  - Lift the dust covers off the spray heads
  - Step on the foot pedal to start the flow of water. If no water comes out, be certain the water flow is turned on.
  - Lift the hand lever to turn the unit off.
- When to use the station – when any potentially hazardous materials contact the eye(s)
- Eye Irrigation – First Aid Information:
  - Chemical exposure to the eye may cause damage from chemical conjunctivitis to severe burns. Therefore, remove all chemicals from the eye(s) quickly.
  - Signs and symptoms of exposure would be local pain, visual disturbances, excessive watering of the eye, edema, and redness.
- Basic Treatment for the Eye
  - Flush with water using a mild flow from the eyewash station and continue for at least 15 minutes.
  - Ask the victim to look up, down, and side to side as they rinse in order to better reach all parts of the eye(s).
  - DO NOT allow the victim to rub their eye(s)
  - DO NOT introduce oil or ointment into the eye(s).
  - DO NOT use hot water.
  - Notify Program Director and Executive Vice President when someone is injured.
  - Use the incident report form to record details of the injury.

## **Chapter 5: Dental Hygiene Chemical Hazard Control Policy**

The Dental Hygiene Program maintains a Hazard Control Program. The students, faculty, and staff are made aware of the various chemical and other hazards throughout the program curriculum. It is the responsibility of each instructor to cover occupationally related hazards as they pertain to the courses they teach.

A copy of the Program's Hazard Control Policy is located in the Program Director's Office. This program contains all Material Safety Data Sheets for each chemical, and when necessary, ensures the labeling of secondary containers.

Hodges University also maintains a campus-wide Hazard Communication Program due to the large number of hazardous chemicals and other substances maintained on campus. A copy of procedures is maintained by the Campus Safety Director.

## **Chapter 6: Incidents Protocol**

### **6.1- Incidents that occur on-campus will be handled as follows**

- Wounds/Injuries: Cleanse the wound appropriately and cover with appropriate material (i.e. Band Aid, 4 x 4 etc.). Prepare and Incident Report and send it to the Dental Hygiene Program Director. If the wound/injury requires a physician's intervention/assessment, the Program Director will take the student to the hospital or medical doctor.
- **\*\*If the injury is life threatening, 911 should be called.**

### **6.2 – Medical Emergency Procedures**

The primary focus of action during a medical emergency is the immediate care of the injured person. Medical emergency requiring immediate medical attention will be handled using the following procedures:

#### **6.2.1 – Serious Injuries/Medical Emergencies**

- Stay with the injured person at all times. Maintain an attitude of calm and reassurance.
- Control the environment (including bystanders) to prevent further injury or loss of privacy for the victim
- Designate someone to call 911. This person will describe the type of illness/injury and location.
- Designate someone to call to call the Main Desk. Inform the Main Desk that “911 has been alerted” and the Main Desk should contact the Executive Vice President and Program Director.
- The clinic dentist will take charge of the patient until EMS arrives.

#### **DO NOT:**

- Allow movement of the victim if head, neck, or spinal injury is suspected.
- Attempt to place anything into the victim's mouth
- Once the victim has been transported to an emergency care center, all involved in providing assessment, care, and support to the victim must write a descriptive, detailed report of the accident or illness for HU. OSHA forms must also be filled out.
- Submit documentation to Program Director
- Program Director will submit final report to the Executive Vice President and Safety Coordinator.



### 6.2.2 – Serious Injuries to Patient/Medical Emergencies in the Clinical Setting

- During the treatment of patients, if a serious emergency occurs, the student should:
  - Stay with their patient at all times; instruct someone to immediately alert the supervising dentist and an instructor.
  - Maintain an attitude of calm and reassurance.
  - Control the environment (including bystanders) to prevent further injury or loss of privacy for the patient.
  - Maintain an open airway; loosen restrictive clothing.
  - Monitor and record the patient's vital signs. Include a time chronology with all entries.
  - Be prepared to administer CPR.
  - Be prepared to accurately relay health data, the events leading to the medical emergency, and the symptoms to the dentist or instructor.

#### B. Upon Arrival of the Supervising Dentist

- The dentist will be in charge of directing emergency medical care of the patient.
- An instructor will be responsible for obtaining emergency equipment and supplies.
- The student clinician and an instructor will monitor and record the patient's vital signs and provide assistance as directed by the dentist.

#### C. If an Ambulance is Needed:

- The dentist will direct a student or instructor to call 911. The student or instructor will also call the Main Desk to notify the Program Director and Executive Vice President that 911 has been called.
- Advise the 911 operator that an ambulance is needed immediately at Hodges University, Building U, 4501 Colonial Blvd, Entrance located on Winkler Avenue, Fort Myers, FL 33966.
- Explain the nature of the emergency to 911 operator
- Return to the dentist to relay any messages or acknowledgements that an ambulance is on the way.
- The dentist will direct two more students to monitor all building entrances and direct the ambulance personnel to the emergency site.

#### D. Upon Arrival of EMS Personnel

- The dentist, instructor and necessary students will maintain care of the patient until EMS personnel are ready to take charge.
- The dentist, instructor(s), and involved students will relay information to the Program Director using a written descriptive, detailed report of the accident or illness for Hodges University and/or OSHA forms filled out.
- The Program Chair will develop a final report to submit to the Executive Vice President and Safety Coordinator.

- The dentist will be responsible for documenting all information in the patient's record with input from the involved student clinician and instructor(s).

### 6.2.3 – Emergency Equipment: Locations

- A. First Aid Kits are located:
  - Dental Clinic, in the Sterilization Center on the Emergency Cart.
  - Dental Materials/Simulation Laboratory Classroom: hung on the wall adjacent to the Eye Wash Station.
- B. Oxygen Tanks and Masks are located:
  - Sterilization Center
- C. Emergency Drug Kit is located:
  - Sterilization Center on the Emergency Cart
- D. Eyewash Station is located:
  - Dental Clinic: In the Sterilization Center
  - Dental Materials/Simulation laboratory Classroom in the front of the classroom.

### 6.2.3.1 – Evaluation of Emergency Inventory

- A. Medical supplies should be updated every three (3) months.
- B. The Program Director will appoint a faculty member to be in charge of evaluating the currency of the medical supplies and ordering replacements as needed.
- C. Students and staff should be informed/reminded of this policy on an annual basis
- D. The Program Director will be responsible for informing instructors that they will be responsible for informing their respective classes.

### Medical Emergency Cart Contents

Location	Number	Item
Sterilization Center	2	Oxygen Tank Portable on Cart
Sterilization Center	1	First Aid Kit
Sterilization Center	2	CPR masks w/1way valve, filter, O2
Sterilization Center	1 box	Thermometer
Sterilization Center	2	BP cuff—adult
Sterilization Center	2	BP cuff—child
Sterilization Center	1	BP cuff—obese
Sterilization Center	1	BP monitor
Sterilization Center	5	Stethoscopes
Sterilization Center	1	Digital BP cuff—wrist
Sterilization Center	1	Glucometer
Sterilization Center	1 box	Glucose lancets
Sterilization Center	1 box	Glucose strips
Sterilization Center	1 box	Ammonia inhalants
Sterilization Center	2	Cold compresses
Sterilization Center	1	Master spill kit
Program Director Office	1	OSHA Compliance System (MSDS)
Sterilization Center	1	Eyewash Station
Simulation Lab	1	Eyewash Station
Wall Exiting Clinic	1	AED 10 with accessories
Sterilization Center	1 box	Alcohol prep pads
Sterilization Center	1	Poison antidote kit
Sterilization Center	1	Blanket

Sterilization Center	2	Pillow-waterproof/reusable item
Sterilization Center	2	Disposable pen light

## Emergency Kit Contents

### Kit Located in Sterilization Center

2	EpiPen
3	Ammonia inhalants
1 pack	Aspirin
1	Diphenhydramine
1	Nitrolingual pump spray
1 tube	Glucose 15
2	Albuterol inhalers
1	CPR Pocket Mask
1	Airway
1	16" latex-free tourniquet

## First Aid Kit Contents

### Kit Located in Sterilization Center and Simulation Lab

40	¾" x 3" plastic strips
20	Assorted flexible strips
10	2" x 3" plastic strips
1	½" x 5 yd waterproof adhesive tape
5	2" x 3" nonadherent pads
2	5/8 x 5/8 eye pads
1	37" triangular Bandage
1	½ oz absorbent sterile cotton
1	2" x 5 yd elastic bandage
1	½ oz first aid cream
2	Ammonia inhalants
1	5" x 9" combination pad
1	Pair of non-latex gloves
4	Antiseptic wipes
1	Cold pack
1	Scissors
1	Tweezers
1	First aid information manual

### Master Spill Kits

#### Located in Sterilization Center and Simulation Lab

1	Biological spill powder
1	Scooper and pan
1	Pair of heavy nitrile gloves
1	Pair of safety glasses
10	Disposable bags and biohazard labels
2	Containers of Antiseptic handwipes

### **6.3 – Foreign Object Policy**

Protocol for incidents involving patients swallowing various foreign objects associated with dental treatment provision:

- The student clinician must alert the supervising dentist.
- The student clinician will stay with the patient, monitor the patient's vital sign and observe the patient for acute respiratory distress.
- The dentist will make a preliminary diagnosis from the clinical signs and symptoms and the patient's response to careful questioning.
- Further treatment or care for the patient will be directed by the advice of the dentist.
- An Incident Report must be filed by the student clinician and dentist.

#### **\*\*\*In the event the swallowing of an object constitutes a medical emergency, call 911**

- Patient will need to be transported to the hospital for x-rays
- Complete an Incident Report and send to Program Director
- The dentist will make an entry in the patient's record completely describing the occurrence, but do NOT refer to the Incident Report in the entry.
- If the patient refuses radiographs at the hospital, proper notation should be documented in the patient's chart.

## **Chapter 7: Radiology Policies**

### **7.1 – General Policies Regarding the Use of Ionizing Radiation**

#### **7.1.1 – Maximum Permissible Dose**

Radiation protection standards dictate the maximum dose of radiation that an individual can receive. The maximum permissible dose (MPD) is defined by the National Council on Radiation Protection and Measurement (NCRP) as the minimum dose equivalent that a body is permitted to receive in a specific period of time. The MPD is the dose of radiation that the body can endure with little or no injury. To eliminate unnecessary radiation dose to patients, the NCRP recommends that images are to be obtained only when clinically needed and that the radiation dose is as low as reasonably achievable (ALARA). The most current report states the current MPD for occupationally exposed persons is 5.0 rem/year. However, the MPD for a pregnant person is a limit of .1 rem/year.

#### **7.1.2 – ALARA Concept**

The ALARA concept states that all exposure to radiation must be kept to a minimum, or “as low as reasonably achievable”. To provide protection for both patients and student clinicians, every possible method of reducing exposure to radiation should be employed to minimize risk.

#### **POLICY FOR RADIATION SAFETY**

- The primary goal is to assure safe, effective use of ionizing radiation as a diagnostic tool and to minimize as much as possible any potential risk from adverse biological effects to patients, students, and faculty.
- All students will wear a dosimeter badge any time the student is in clinic and in DES3200C-Dental Radiology.
- No radiographs will be taken unless authorized by the supervising dentist following the completion of the medical and dental histories and the clinical examination. If relevant diagnostic radiographs exist, they will be obtained and evaluated before new radiographs are exposed. Relevant bitewings must be taken within the last year; Panoramic radiographs within the past 2 years, and FMX series within the last 5 years.
- Radiation will be used strictly as an aid for diagnostic purposes. Individuals will not be exposed to radiation for teaching or training purposes.
- No radiographic images will be taken on a routine basis.
- All students exposing radiographic images will be supervised and evaluated by their clinical instructor.
- Patient will not be subjected to retakes solely for students to demonstrate technical proficiency.
- Students will be allowed to take one retake for any projection, but only if the radiograph is diagnostically necessary and authorized by either the clinical instructor or dentist.



- No students or faculty shall hold the film in place for the patient during the exposure of the radiographic image. Appropriate film holding devices will be used.
- Prescribed exposure techniques will be followed and the appropriate exposure times will be utilized.
- Every exposure will be recorded in the patient's chart.
- Patients being exposed to radiation will wear a lead apron with a thyroid collar for intraoral images and a lead apron without a thyroid collar for all panoramic radiographs. Failure to use a lead apron when exposing patients to radiation for diagnostic procedures will result in a failure in professionalism and failure for the survey.
- Lead aprons are not to be folded or crumpled. Lead aprons should be stored in a hanging position and not folded as this will damage the lead lining within the apron. The students are responsible for the full replacement value of the lead apron if it is damaged.

## **7.2. Pregnancy and Radiation**

Students who are current members of the program or are selected to begin the program may voluntarily disclose a pregnancy to program officials. The student may also choose not to disclose such information. The student will have the option to take a written leave of absence or to continue the program with or without modifications to their training. Students may also withdraw their declaration of pregnancy. This must be done, however, in written form with a student signature.

If the student chooses to take a voluntary leave of absence, the student must document in writing, the date the student will leave and return. Failure to comply with the dates will be cause for dismissal from the program. The Program Director will provide any additional information to the student.

The student may also voluntarily withdraw from the program if the student is pregnant. The withdrawal must be documented in writing and include the date of withdrawal from the program. This documentation is given to the Program Director.

The Hodges University Dental Hygiene Program has adopted the conservative recommendation of restricting the dose of ionizing radiation to the fetus during the entire period of gestation to no more than 500 mrem.

- Once the pregnancy is declared, the student will purchase an additional dosimeter badge to be worn over the developing fetus. At the student's expense, the badge will be monitored monthly during the pregnancy. If a situation is identified in which the amount of exposure is approaching 500 mrem, the student's training will require modifications such as wearing a lead apron to ensure the dose to the developing fetus does not exceed 500 mrem.
- The student, at their option, with full awareness of a slight increased risk for the unborn child and assumption of said risk, decide to continue training in this area without modification. If the student chooses this option, the student must sign a statement

acknowledging the student's willingness to train in the area where the dose to the fetus might exceed 500 mrem. Students are not encouraged to select this option.

## **Chapter 8: Clinical Sessions**

### **8.1 – Clinical Assignment**

The student's prime responsibility is to function as a clinician within the HU Dental Hygiene Clinic. If a patient breaks an appointment and the student cannot find another patient for treatment, the student checks with the assigned instructor for another clinical tasks, such as assisting a classmate in data collection or reviewing instrumentation a mounted typodont. Instruments and any personal items left in the clinic or cabinets are left at the student's own risk. HU is not responsible for any personal for any personal items left behind in the Clinic.

#### **8.1.1 – Jeopardizing health**

No credit will be given if a student jeopardizes the health, welfare, or safety of the patient, themselves, a classmate, or clinical faculty. Any such instances will be reviewed on an individual basis and a decision will be made by the Program Director and University administration in conjunction with the faculty to determine the appropriate course of action. Faculty will record the incident within the University's Datatel system.

### **8.2 – Clinic and Reception Phones**

The clinic and reception telephones are not to be used for personal calls. However, students may use the clinic telephone to call their patients. When answering the clinic phone, students will use the greeting, "This is the HU Dental Hygiene Clinic, how may I assist you?". Students are encouraged to use the Clinic phone to contact their patients. Doing this honors HIPAA and FERPA requirements to protect the student's personal information as well as the patient's personal information.

### **8.3 – Patient Appointments**

Students are responsible to acquire their own patients each clinical session. However, when patients call the clinic, they will be assigned to a student on a need for care basis. Students must check with the administrative assistant to review the appointment book on a daily basis.

### **8.4 – Patient Cancellations**

If the patient cancels an appointment, the patient will be assigned to the same student at a later date. Every effort should be made to ensure the student has a backup patient. If a student does not have a patient for a clinical session, the student will:

- Attempt to find a substitute patient from the campus population.
- Check with the clinical instructors for re-assignment to other duties during the session.

At no time should the student leave the Dental Hygiene Clinic without first notifying their immediate supervising clinical instructor.

## **8.5 – Patient Recare/Recall Appointments**

At the final treatment session, it is the student's responsibility to have the patient updated within the computer recall system and explain to the patient the necessity to maintain a regular care routine.

## **8.6 – Student Appointment Responsibilities**

### **8.6.1 – Punctuality**

Punctuality is a component of professionalism. Patients expect to be seen at their appointed time. Thus, students must arrive early to prepare their treatment area.

### **8.6.2 – Clinic absence Notification**

The student must make two notifications if absence is unavoidable:

Your clinical instructor

The Administration assistant

The patient will be contacted by the school.

### **8.6.3 – Students Scheduling Patients**

Students scheduling their own patients must inform the administrative assistant of the name, address, telephone number and status (new, recare/recall, revisit) at least 3 school days prior to the clinic session so a "hold" can be placed blocking that period of time so double-booking will not occur.

### **8.6.4 – Confirming and Obtaining Medical Clearance**

When confirming a patient, please take the time to review the patient's medical history with them while speaking with the patient. An expression of professionalism, determining the necessity of their physician's clearance and/or the need for pre-medication for the patient's visit. A medical clearance from a physician must state what the condition is and that oral prophylaxis must be given so that care can be safely provided.

## **Chapter 9: The Dental Hygiene Process of Care**

### **9.1 – Outline of Patient Care**

- Ensure patient has completed all forms.
- Escort patient to dental chair (only patient is allowed in the treatment area. No visitors, no children, no family members).
- Have the patient swish for 60 seconds with antibacterial rinse.
- Review medical and dental histories with patient.
- Look up all prescription medications in Drug Reference Handbook and complete Medication Screen.
- Take vitals.
- Review Medical history and Medication screens with Clinic Dentist. Obtain approval to proceed by the clinic dentist.
- First visit for the semester or recall, the clinic dentist must approve the medical history.
- Subsequent visits must have the clinic dentist's approval of the patient's medical history only if there is a change.
- Establish the need for radiographs.
- Conduct a complete extra and intraoral inspection.
- Complete dental charting.
- Complete a gingival and periodontal assessment (full mouth probing 17 years or older)
- Complete the calculus indices.
- Determine the patient caries risk assessment.
- Complete a dental hygiene care plan.
- Notify the clinical instructor you are ready for a Check-In.
- At check-in, introduce the patient to the dentist and instructor.
- After check-in, students may use disclosing solution, state gingiva plaque/indices, patient education followed by periodontal debridement.
- Faculty and clinic dentist must agree on the need for topical and local anesthesia after evaluating the patient.
- After debridement is checked by instructor, perform necessary polishing procedures
- Polishing check-out with faculty.
- Give fluoride treatment, if a part of the patient's treatment plan.
- The dental charting must be checked prior to dismissing the patient. Have a referral sheet to note the restorative check by the clinic dentist.
- Provide post-operative care instructions by filling out and giving to patient as a memory aid.
- Give the patient a Patient Survey form to fill out before leaving.
- Escort the patient to the reception area for recare or reappointing to complete care.

## **9.2 – The Clinical Evaluation**

The clinical evaluation mechanism assesses the ability of the student to employ the dental hygiene process of assessing, planning, implementing, and evaluating services provided to the public. Each course in the clinical sequence builds upon the previous course and requires the student to demonstrate ongoing clinical skill development and the ability to become increasingly responsible for the services provided to patients.

Evaluation of clinical skill development and the utilization of the dental hygiene process occurs throughout the clinical course sequence. The evaluation system focuses on the process used to deliver care and the outcome achieved. The goal of the evaluations system is to ensure that the student dental hygienist is developing the competencies required to deliver comprehensive dental hygiene care. Assessment of skill development begins in and continues through the four-semester clinical course sequence. Early in the clinical curriculum, the process of carrying out care is the focus and the evaluation weighs this aspect of student performance. As the student progresses through the curriculum, increased weight is placed on the outcomes of patient care.

## **Chapter 10: Licensing**

Licensing fees are not included in the student's tuition. Payment for examinations are the student's responsibility. Information and costs are not controlled by Hodges and subject to change. For more information, visit the websites listed below.

National Board Dental Hygiene Examination (NBDHE)

(<https://www.ada.org/en/jcnde/examinations/national-board-dental-hygiene-examination>)

Taken during the student's last semester. Cost: \$265.00

ADEX Dental Hygiene Licensing Examination

(<https://www.cdcaexams.org/dental-hygiene-adex-exam/>) Cost: \$995.00 plus facility costs plus any additional services requested. Taken during the student's last semester.

Florida Laws and Rules Examination

(<https://www.cdcaexams.org/florida-laws-and-rules-dentist/>) Cost:\$135.00.

Taken as scheduled by student toward end of last semester or shortly after graduation.

## **APPENDIX FORMS**



**Hodges University**  
**Department of Dental Hygiene**

Student Counseling and Advising Form

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

Course \_\_\_\_\_

Course Average to Date: \_\_\_\_\_ Absences from Class: \_\_\_\_\_

Specific Course Recommendations: (check all items requiring improvement)

Improved Attendance \_\_\_\_\_ Improved Effort \_\_\_\_\_ Improved Class Work \_\_\_\_\_

Study Early in Evening \_\_\_\_\_ More Serious Approach to Class Work \_\_\_\_\_

Improved Preparation \_\_\_\_\_ After Class Help \_\_\_\_\_ Tutoring \_\_\_\_\_

Specific Comments and Recommendations Relating to this Course:

\_\_\_\_\_

**Overall Program Progress**

Current Status: 5 = Very Good 3 = Satisfactory 1 = Needs Improvement

Ability: Aptitude in Subject \_\_\_\_\_ Motivation \_\_\_\_\_ Working to Potential \_\_\_\_\_

Attitude: Attendance/Tardiness \_\_\_\_\_ Prepared for Class \_\_\_\_\_ Responsibility \_\_\_\_\_

Performance: Test grades \_\_\_\_\_ Attention \_\_\_\_\_ Participation \_\_\_\_\_ Cooperation \_\_\_\_\_

Sim Lab Work \_\_\_\_\_ Clinical \_\_\_\_\_

**Written Warning Regarding Attendance (Classroom and/or Clinical)**

This is to certify your attendance record indicates you have \_\_\_\_\_ hours of absence and \_\_\_\_\_ tardies recorded as of the date of this report. This action is taken in accordance with the Dental Hygiene Attendance Policy. Please carefully review the Attendance Policy located in the Dental Hygiene Handbook.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

**Hodges University**  
**Department of Dental Hygiene**

**Student Lab/Clinic Counseling and Advising Form**

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

LAB/CLINIC Course \_\_\_\_\_

Course Average to Date: \_\_\_\_\_ Absences from Class \_\_\_\_\_

Specific Course Recommendations: (check all items requiring improvement)

Improved Attendance \_\_\_\_\_ Improved Effort \_\_\_\_\_ Improved Class Work \_\_\_\_\_

Study Early in Evening \_\_\_\_\_ More Serious Approach to Class Work \_\_\_\_\_

Improved Preparation \_\_\_\_\_ After Class Help \_\_\_\_\_ Tutoring \_\_\_\_\_

Specific Comments and Recommendations Relating to this Course:

\_\_\_\_\_

---

**Overall Program Progress**

Current Status: 5 = Very Good 3 = Satisfactory 1 = Needs Improvement

Ability: Aptitude in Subject \_\_\_\_\_ Motivation \_\_\_\_\_ Working to Potential \_\_\_\_\_

Attitude: Attendance/Tardiness \_\_\_\_\_ Prepared for Class \_\_\_\_\_ Responsibility \_\_\_\_\_

Performance: Test grades \_\_\_\_\_ Attention \_\_\_\_\_ Participation \_\_\_\_\_ Cooperation \_\_\_\_\_

Sim Lab Work \_\_\_\_\_ Clinical \_\_\_\_\_

**Written Warning Regarding Attendance (Classroom and/or Clinical)**

This is to certify your attendance record indicates you have \_\_\_\_\_ hours of absence and \_\_\_\_\_ tardies recorded as of the date of this report. This action is taken in accordance with the Dental Hygiene Attendance Policy. Please carefully review the Attendance Policy located in the Dental Hygiene Handbook.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

**Hodges University**  
**Department of Dental Hygiene**  
**Pre-Clinical Counseling Session with Student**

I, \_\_\_\_\_ have agreed to participate in in remediation sessions.

I agree to meet / or will have met on the following dates with the following instructors for one-on-one instruction.

_____	_____
_____	_____
_____	_____

Notes about progress with this student including faculty initials:

_____
_____
_____
_____
_____
_____

**Hodges University**  
**Department of Dental Hygiene**  
**Student Clinical Remediation Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

SKILL: \_\_\_\_\_

Assignment:

---

---

---

---

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Instructor Signature and Date

One-on-One Session

Date: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time ended: \_\_\_\_\_

Specific Comments and Recommendations Relating to this Course:

---

---

---

---

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Instructor Signature and Date

Independent Practice Documentation

Date: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time Ended: \_\_\_\_\_

Date: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time Ended: \_\_\_\_\_

**Hodges University**  
**Department of Dental Hygiene**  
**BLOODBORNE PATHOGEN EXPOSURE INCIDENT REPORT**

This form must be completed following an exposure incident. When an exposure incident occurs, the exposed student or faculty member shall notify the Program Director and complete this form as soon as possible.

Name of Student/Faculty \_\_\_\_\_

Student/Faculty ID number \_\_\_\_\_

Have you received the HBV vaccination series? Yes or No (please circle)

Incident Description

Date:	
Time:	
Exact Location:	
Potentially Infectious Material Involved:	Source Individual
Blood	
Saliva	
Vomit	
Other (be specific)	

Describe your activities as they relate to the exposure incident:

---

---

---

---

Route of exposure: (i.e., Splash, needlestick, bite, etc.)

---

---

---

---

Describe the circumstances under which exposure occurred:

---

---

---

---

Which personal protective equipment was being used? (i.e., Gloves, etc.)

---

---

I verify that the information above is correct and accurately describes the exposure incident in which I was involved.

---

Exposed Individual's Signature

---

Date

### Source Information

Name of Source: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Previously diagnosed HIV positive? (Check) No \_\_\_\_\_ Yes: \_\_\_\_\_ Date: \_\_\_\_\_

Previously diagnosed HBV positive? (Check) No \_\_\_\_\_ Yes: \_\_\_\_\_ Date: \_\_\_\_\_

Previously diagnosed HCV positive? (Check) No \_\_\_\_\_ Yes: \_\_\_\_\_ Date: \_\_\_\_\_

If there is not previous documentation of positive results of HIV and HBV blood testing, source content shall be obtained to test for HIV, HBV, and HCV.

Consent to HIV, HBV, HCV testing obtained? (Check) No: \_\_\_\_\_ Yes: \_\_\_\_\_

Consent documentation must be attached.

If consent is not obtained, the exposed individual must establish that legally required consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood, if available, shall be tested and the results documented.

Results of HIV Testing: \_\_\_\_\_ Date: \_\_\_\_\_

Results of HBV Testing \_\_\_\_\_ Date: \_\_\_\_\_

Results of HCV Testing \_\_\_\_\_ Date: \_\_\_\_\_

Source patient was referred to \_\_\_\_\_ (Physician) for HIV, HBV, and HCV blood testing. Results may be obtained from the above facility/physician.

I certify that the above information regarding the source individual has been documented and I will forward a copy of this form and other necessary records or documents to the above-named healthcare professional for their evaluation of the exposed employee.

\_\_\_\_\_  
Signature- Program Director                      Date

## CHECKLIST

### Information Provided to the Healthcare Professional

*The following items must be provided to the healthcare professional who will be evaluating the exposed individual. This section shall be used as a checklist to ensure all documentation is completed and forwarded to the healthcare professional.*

A copy of the Blood borne Pathogens Standard

A copy of this Exposure Incident Report

Employee vaccination status—documentation attached.

Description of exposed student/faculty's duties as they relate to the exposure incident

Documentation of the route(s) of exposure and circumstances under which the exposure occurred.

Results of source individual's blood testing

Other pertinent medical records

---

Name of Healthcare Professional

---

Department/Clinic



**Hodges University**  
**Department of Dental Hygiene**

**VERIFICATION ON EDUCATION OF INFECTION CONTROL PROCEDURES**

I have been instructed in the bloodborne pathogen curriculum and infection control procedures and understand my responsibility in carrying out these precautions for the protection of my patients, classmates, faculty, and myself.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# Hodges University

## Department of Dental Hygiene

### MEDICAL EMERGENCY INCIDENT REPORT

This form must be completed following a medical incident. When an incident occurs, the Program Director must be notified and involved student clinician(s) and faculty must complete this form as soon as possible.

Patient Name: \_\_\_\_\_

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

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

Description of the Incident:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Blood Pressure: Finding: Time: Finding: Time: Finding: Time

Pulse: Finding: Time: Finding: Time: Finding: Time

Respiration: Finding: Time: Finding: Time: Finding: Time

O2 Delivery: Finding: Time: Finding: Time: Finding: Time

Medications Administered:

\_\_\_\_\_ Time of Administration: \_\_\_\_\_

Onset:

Cessation of Breathing:

Cessation of Pulse:

CPR Initiated:

EMS Called:

EMS Arrived:

Patient Released:

Patient Response to Treatment:

---

---

---

---

Patient Released to: \_\_\_\_\_

Client Driven Home by: \_\_\_\_\_

Follow-up call (time and name): \_\_\_\_\_

Signatures:

Supervising Dentist: \_\_\_\_\_

Supervising Clinic Instructor: \_\_\_\_\_

Student: \_\_\_\_\_

**Hodges University**  
**Department of Dental Hygiene**

**INCIDENT REPORT FORM**

*Department Representative Must Fill Out This Form*

Name: \_\_\_\_\_ Date of incident: \_\_\_\_\_

Room or location in which incident occurred. \_\_\_\_\_

Did anyone observe the incident? If so, list names.

---



---



---

Description of incident: Please describe how the incident happened. What was the individual doing? List any specific acts by individuals or conditions that led to the incident. List any tools, machinery, or instrument(s) involved. -

---



---



---

Nature of Incident	Part of Body Injured			
____ Abrasion	____ Fracture	____ Abdomen	____ Face	____ Leg
____ Bite	____ Pain/tender	____ Ankle	____ Finger	____ Mouth
____ Bruise	____ Puncture	____ Back	____ Foot	____ Nose
____ Bump	____ Scrape	____ Chest	____ Forearm	____ Shoulder
____ Burn	____ Scratch	____ Ear	____ Hand	____ Teeth
____ Cut	____ Sprain	____ Elbow	____ Head	____ Wrist
____ Dislocation	____ Splinter	____ Eye	____ Knee	
Other (specify) _____	Other (specify) _____			
_____	_____			

Was first aid administered? Yes or No (Circle)

Additional Comments:

---

---

---

---

Did the student go to a facility for treatment: Yes or No (Circle)?

Name of physician: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Diagnosis:

Signed: _____		_____	
Signature	Date	Department Representative Signature	Date

**Hodges University**  
**Department of Dental Hygiene**  
**CONFIDENTIALITY STATEMENT**

I understand that I may have access to confidential information about patients, their families, and clinical facilities. I understand that I must maintain the confidentiality of all verbal, written, or electronic information as this information may be protected by laws such as HIPAA or FERPA. Maintaining confidentiality is a demonstration of professionalism. Through this understanding and its relationship to professional trust, I agree to only discuss confidential information in the clinical setting and only as it pertains to patient care and not where the information may be overheard by others.

---

Printed Name

---

Date

---

Signature of Student

**Hodges University**  
**Department of Dental Hygiene**  
**RADIATION PREGNANCY POLICY**

If pregnant, the student will wear the lead apron for clinicians during their radiology course and when the student is exposing any radiographic images.

**WHAT TO DO IF YOU BECOME PREGNANT WHILE A STUDENT IN THE DENTAL HYGIENE PROGRAM**

As soon as a student learns they are pregnant, it is recommended that the Program Director are informed. The student has the option of remaining in the program with/without modifications to their training, or taking a leave of absence. The leave would constitute being placed in the FIRST-YEAR class starting the upcoming fall semester.

If the student elects to remain in the program, the student will provide a doctor's release stating there are no restrictions that would prevent the student from continuing the HU Dental Hygiene Program; specifically, dental radiology. If the student has obtained a physician's clearance, the student will wear a separate dosimetry badge over their abdomen and wear a lead apron when in dental radiology lab, during clinical sessions, and any other time they may be exposing dental radiographs. Additional badge and monitoring expenses will be paid by the student.

I have read, understand, and acknowledge the HU Dental Hygiene Program's Radiation Policy. I understand the HU cannot guarantee that I will not be inadvertently exposed to ionizing radiation and the ionizing radiation may have an impact on my health and/or the health of the developing fetus. I knowingly accept the risks and will not hold Hodges University accountable for any detrimental health effects that I or my child may incur by choosing to continue in the dental hygiene program.

**Signatures:**

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

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

**Executive Vice President:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Hodges University**  
**Department of Dental Hygiene**  
**BROKEN OR DAMAGED EQUIPMENT POLICY**

Students assume the responsibility for the replacement costs of HU equipment and supplies that are lost, broken, or damaged due to a student's negligence.

I have read and understand this statement.

_____	_____
Student Signature	Date



## **Appendix 5: Student Accommodation Handbook**

## **Student Accommodation Handbook Table of Contents**

<b>Chapter 1: General Information .....</b>	<b>284</b>
1.1 – Purpose and Scope.....	284
1.2 – Confidentiality .....	284
1.3 – Definitions .....	284
1.3.1 – Disability .....	284
1.3.2 – Accommodations .....	285
1.3.3 – Americans with Disabilities Act (1990) .....	286
1.3.4 – Section 504 of the Rehabilitation Act (1973) .....	286
<b>Chapter 2: Policies and Procedures .....</b>	<b>287</b>
2.1 – Request for Accommodations.....	287
2.2 – Academic Accommodations.....	287
2.2.1 – Accommodations for Documented Disabilities .....	287
2.2.2 – Accommodations for Medical Conditions or Pregnancy .....	288
2.2.3 – Temporary Accommodations.....	288
2.2.4 – Other Accommodations .....	288
2.2.5 – Documentation Policy .....	289
2.2.6 – Documentation Guidelines .....	289
2.3 – Appeal Process .....	290
2.3.1 – Students .....	290
2.3.2 – Faculty .....	290
2.3.3 – Rights and Responsibilities.....	290
2.4 – Process to Request Accommodations.....	291
<b>Chapter 3: Guidelines and Resources for Students and Faculty .....</b>	<b>293</b>
3.1 – Guidelines for Students.....	293
3.1.1 – Self-Advocacy .....	293
3.1.2 – Student Responsibilities.....	293
3.2 – Faculty Information.....	293
3.3 – Chronic Medical Conditions and Attendance Accommodations .....	294
3.3.1 – Chronic Medical Conditions .....	294
3.3.2 – Attendance as an Essential Element of the Course .....	295

3.4 – Student Resources .....	295
-------------------------------	-----

## **Chapter 1: General Information**

### **1.1 – Purpose and Scope**

Hodges University is committed to equal educational opportunities for students with disabilities and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Office of the Registrar is the office designated by Hodges University to review disability documentation, in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 as Amended (ADA).

This policy document sets forth the process by which students with physical, learning, and/or psychological disabilities request support; the documentation requirements for substantiating claims of disability; the rights and responsibilities of students and faculty in the academic accommodations process; and the process for appeal of disability accommodations grievances. The policies outlined in this document shall apply to all academic programs at Hodges University.

Academic accommodations as approved by the Student Accommodations Coordinator shall be fully recognized in academic settings at Hodges University. However, the university cannot guarantee that accommodations established and recognized at Hodges University will meet the requirements of other institutions. Students are advised that accommodations established by Hodges University may not meet the documentation requirements of post-baccalaureate educational institutions or educational testing entities. Students who anticipate needing accommodations beyond Hodges, including for graduate or higher education or on standardized or professional examinations, are advised to contact those institutions directly to determine requirements of accommodation.

For more information regarding University policy for student accommodations, please refer to Student Handbook Section 1.3 and 1.4.

### **1.2 – Confidentiality**

The Office of the Registrar will be the custodian of all student records obtained for the purpose of documenting the disability and providing accommodation. This information will be kept confidential and will not be shared without written permission except where disclosure is required by law or necessary to facilitate legitimate University processes, including granting appropriate accommodations, addressing direct threats, or investigating claims or charges. Files maintained in the Office of the Registrar are used solely for disability accommodation purposes and will be secured through student's official electronic record within the university.

### **1.3 – Definitions**

#### **1.3.1 – Disability**

“Any person who (i) has a physical or mental disability which substantially limits one or more of such person's major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.”

1. With respect to an individual the term “disability” means:
  - A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
  - A record of such an impairment; or
  - Being regarded as having such an impairment.
2. If a person has a disability they must, with reasonable accommodation, be capable of achieving the requirements of the program.

### 1.3.2 – Accommodations

Academic accommodations consist of changes or alterations of the environment, curriculum, or testing formats that provide equal access for students with disabilities. Accommodations are determined based on the needs and functional limitations of the individual student and in consideration of the documented disability, and must have legitimate educational purpose (they cannot be based simply on applicants’ preferences). Accommodations are never retroactive; they apply only after the student has been approved by the Student Accommodations Coordinator and has informed professors in a timely manner of the requested accommodations. In determining accommodations, we consider the following:

- The functional limitations of the student’s disability/disabilities.
- The recommendations of the licensed professionals who diagnosed the condition(s).
  - The Office of the Registrar relies on the documentation by licensed professionals for diagnosis and description of functional limitations. Recommendations of accommodations by external parties are welcomed and will be taken into consideration; however, the Student Accommodations Coordinator is not obligated to accept the accommodations recommendations of external parties.
- Federal guidelines.
- Best practices of disability services in higher education.
- Academic integrity: accommodations must ensure equal access, but should not give a particular student an unfair advantage over other students.
- Appropriateness: certain accommodations may be deemed unreasonable or inappropriate if they would lower program or university academic standards or outcomes or impose an undue financial or administrative burden on the university (in which case, the university will consider alternative accommodations).

Types of accommodations often authorized include, but are not limited to:

- Testing accommodations
  - Extended time
    - Note: extended time does not imply extended deadlines. Students are expected to manage their own time to allow for completion of work by established deadline.
    - Note: extended time will vary.
  - No electronic exam (manually write directly on exam)
  - Distraction-reduced testing environment
  - Reader for exam
  - Scribe for exam (or permission to type answers for exams)

- Alternative text (usually means electronic files of text that can be read aloud by a screen reader)
- Recording of lectures
- Permission to take pictures of whiteboard or on-screen notes during class
- Note-taking assistance
- Preferential seating
- Sign language interpreter
- Disability-related absences
- Assistance Animal (Service Animals and Emotional Support Animals)
  - Accommodations for an Assistance Animal follows all university policies as found in Student Handbook Section 3.8.

### 1.3.3 – Americans with Disabilities Act (1990)

Effective January 26, 1992, and amended as ADAAA in 2008, privately operated businesses and not-for-profit facilities cannot discriminate against a customer on the basis of disability. The ADA is an extension of the Civil Rights Act of 1964.

### 1.3.4 – Section 504 of the Rehabilitation Act (1973)

“No otherwise qualified person with a disability in the United States...shall solely on the basis of disability be denied access to the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.”

## **Chapter 2: Policies and Procedures**

### **2.1 – Request for Accommodations**

Students requesting academic accommodations are responsible for notifying Hodges University of their disability and their request for accommodations upon the start of each session. For new or re-entry students, this request may be made upon application or admission; however, students may file a request for accommodations at any point during the year. (See “Process to Request Accommodations”)

To initiate a request for academic accommodations, students must submit the Accommodations Request Form to the Office of the Registrar. The student should notify the Office of the Registrar as soon as the need for the accommodation becomes evident, as the evaluation and approval of accommodations requests can take up to two (2) weeks. Until all steps are completed, the student’s request will be pending and the student will not be eligible for services or accommodations. Incomplete files will be kept for one session and then destroyed. The student may reactivate the process and re-submit documentation at any time.

Requests to continue prior approved accommodations may be made via email to the Student Accommodations Coordinator at [ADA@hodges.edu](mailto:ADA@hodges.edu).

### **2.2 – Academic Accommodations**

#### **2.2.1 – Accommodations for Documented Disabilities**

Academic accommodations are based on a documented disabling condition, which can include one or more physical, learning, and/or psychological disabilities. To receive accommodations, students must provide documentation that meets Hodges University guidelines as provided in this policy.

Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the postsecondary environment. A student’s program of study and the courses a student is enrolled will also inform the types of accommodations that are appropriate.

While the law requires that priority consideration be given to the specific methods requested, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable methods are available.

All documentation is reviewed on a case-by-case basis and accommodations are determined through an interactive process between the Student Accommodations Coordinator and the student. Documentation of a specific disability does not translate directly into specific accommodations. Accommodations must be linked to the functional limitations of the disabling condition, which can vary greatly among individuals with the same diagnosis. If a disability determination cannot be made on the basis of the documentation provided, further documentation may be requested. If a request for disability accommodations is denied, it will be accompanied by a written explanation of the rationale for that decision.

Disclosure of disability information is completely voluntary, and will not be shared with parties outside the university without written consent. Only persons interested in disability-related accommodations or services need provide disability information.

### 2.2.2 – Accommodations for Medical Conditions or Pregnancy

Students who experience a temporarily disabling condition are eligible to receive temporary accommodations. Students who experience a short-term disability, such as an injury, accident, or surgery, which involves an anticipated recovery time of 3 or more months and which substantially limits one or more major life activities can receive temporary accommodations for the duration of their recovery time. Documentation of the injury or temporary condition and anticipated recovery time must be provided.

Students who experience academic hardship due to a chronic medical condition, including seizure disorders, or due to pregnancy, may request academic accommodations. Students who experience hardship due to chronic medical conditions, or other long-term (6 or more months) health conditions, may be considered for attendance accommodations. These medical conditions may often be “invisible,” but can have a significant impact on the student’s academic achievement.

Accommodations for medical conditions or pregnancy and any resulting complications are made on a case-by-case basis, based on the functional limitations the student is experiencing. See chapter regarding Chronic Medical Conditions and Attendance Accommodations for a detailed explanation of the process to receive accommodations for chronic medical conditions.

### 2.2.3 – Temporary Accommodations

Hodges University is committed to creating an inclusive learning environment that includes extending services and reasonable accommodations to those with temporary injuries or students experiencing diagnosed disabilities and who are in the process of being evaluated. Students who self-disclose as having a documented disability may be eligible to receive temporary accommodations. The Student Accommodations Coordinator will schedule an interview with the student to review their medical documentation, discuss their needs, and provide information on the available resources. Hodges University will allow the student 90 days to provide current medical documentation to begin the official accommodations request process. The temporary accommodations may change depending on the medical assessment. If adequate documentation is not provided within 90 days of granting the temporary accommodation, then the accommodation will be considered expired and will no longer be valid.

### 2.2.4 – Other Accommodations

Accommodations may be appropriate in certain instances, even if the documentation provided does not rise to the level ordinarily required to establish accommodations. Such provisional accommodations are granted on a discretionary basis, in consideration of a review of all available evidence (including self-report, history of accommodations, and all available documentation), and in collaboration with the Office of the Registrar and Academic Affairs, as applicable.

Documentation which presents a diagnosis or otherwise substantiates a need for accommodation must be provided. Examples of such documentation include previous official school letters establishing a history of accommodations, professional evaluations that are not considered current or do not include all pertinent components needed to establish disability status, or other professional screenings, evaluations, or diagnoses that do not rise to the level needed to establish a disability.



Provisional accommodations are provided by the university in keeping with Hodges University's commitment to uphold the spirit of the law, and in the desire to avoid imposing an undue burden on students with disabilities whose documentation may not meet the formal requirements. The threshold of evidence required for provisional accommodations is therefore more flexible; however, responsibility still rests with the student to adequately demonstrate the existence of a disabling condition warranting academic accommodations. This arrangement is not a substitute for a student with no documentation to receive accommodations, nor is it a replacement for a student whose documentation does not satisfactorily establish eligibility for accommodations. Students will not be granted accommodations based solely on self-report in absence of acceptable documentation.

#### 2.2.5 – Documentation Policy

Students requesting accommodations must provide medical documentation showing the existence of a disability and evidence of the need for disability-related accommodations in the educational setting. Accommodations will not be provided in absence of documentation. Documentation must come from a qualified professional, and should indicate the link between the functional limitations experienced as a result of the disability and the requested accommodations. Sources of documentation include, but are not limited to: healthcare providers, mental health professionals, school psychologists, and documents such as a neuropsychological or psycho-educational evaluation.

Certain forms of documentation may not provide diagnosis but still may provide supplemental information that is pertinent to determining accommodations. Students may be eligible to submit letters verifying accommodations received during their previous educational experiences (i.e. high school, college, etc.) as well as accommodation memos for standardized examinations (i.e. SAT, ACT, GRE, GMAT, MCAT). Such supporting documents serve to demonstrate history of accommodation; they are not a substitute for medical documentation in accordance with University documentation guidelines.

Please ensure that documentation is sent to the Student Accommodations Coordinator directly via [ADA@hodges.edu](mailto:ADA@hodges.edu); documents sent to other departments may not be released to the Office of the Registrar without written consent. Written documentation should be as complete and legible as possible. It is requested that written documentation be typewritten letters or reports, signed on letterhead and that they be sent by mail, fax or emailed as a non-editable file directly from the provider.

#### 2.2.6 – Documentation Guidelines

The following guidelines are provided to assist students in identifying the type of information and documentation that will inform the process of determining reasonable and appropriate accommodations. These guidelines are not exhaustive but should help students prepare for any questions or additional information needed from the Student Accommodations Coordinator.

Documentation should include the following information:

1. Existing Condition(s) – Information regarding the student's current condition(s) including any relevant history.

2. Presenting Concerns – Information regarding the student’s presenting concerns (ongoing difficulties and behaviors) that substantially impact functioning in a postsecondary setting.
3. Background History – Information regarding the student’s history of any prior accommodations received (e.g. high school, another University setting, etc.), if applicable.
4. Medications/Treatment – Information regarding the student’s current medication(s) including dosage(s) and frequency, if applicable. Please include any known adverse side effects due to medications, a description of the student’s current treatments or other interventions including frequency and a description of any auxiliary aids you use (e.g. hearing aids, assistive listening devices, visual aids, etc.).
5. Recommendations and Evaluator Qualifications – Specific recommendations regarding academic and/or residential accommodations, auxiliary aids and/or services based on the impact of the condition(s) in the postsecondary environment.

Note: A diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable accommodations under the applicable law.

## **2.3 – Appeal Process**

### **2.3.1 – Students**

If the student’s eligibility for services and/or request for academic accommodations is denied, the Student Accommodations Coordinator will provide the student written notification of denial, including the rationale for denial as well as information on the appeal process. Student appeals related to eligibility for services or the request for academic accommodations shall be directed the Associate Dean of Students, who will consult with the appropriate administrator, if necessary. The student must be able to establish that they appropriately requested, in a timely manner, the desired accommodation. If resolution cannot be reached via internal appeal, students may appeal externally by filing a complaint with the regional Office of Civil Rights. Students have a responsibility to file a grievance in a timely manner.

### **2.3.2 – Faculty**

Faculty who believe that an accommodation recommended by the Student Accommodations Coordinator would compromise fundamental course or program goals or requirements have the right to appeal the provision of those accommodations; however, recommended accommodations should be provided until the appeal is resolved. The faculty member should first address their concerns with Associate Dean of Students clearly documenting the fundamental academic goals and demonstrating how the recommended accommodations compromise these goals. If satisfactory agreement cannot be reached, the faculty may initiate a written statement appealing the accommodation to the appropriate administrator, if necessary.

### **2.3.3 – Rights and Responsibilities**

Hodges University’s basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality academic programs while ensuring the rights and confidentiality of students with disabilities. Hodges University also recognizes that shared governance and cooperation among faculty and campus administration is necessary to ensure that

reasonable and timely accommodations are made for students with disabilities. In this process, the following rights and responsibilities apply.

Hodges University:

- Has the right to require students who desire academic accommodations for disabilities to provide sufficient documentation of disability to the Student Accommodations Coordinator.
- Has the right to establish what constitutes appropriate documentation of disability. Disability documentation will be maintained in confidential electronic file within the university's document management system, only available to the Student Accommodations Coordinator; these files are for disability accommodations purposes only.
- Has the right to refuse a request for academic accommodations that is not supported by documentation that meets these guidelines; denials of accommodations will be accompanied by a written explanation of the rationale behind the decision.
- Has the responsibility to inform applicants and students about the availability of academic accommodations. It is required that all course syllabi include a disability policy statement.

Students with disabilities:

- Are entitled to be treated with dignity and respect in all interactions with university personnel.
- Have the same obligations as any student to meet and maintain the institution's fundamental academic and technical standards (i.e. the student requesting/receiving disability accommodations must be "otherwise qualified" by the normal program standards).
- Have the same obligations as any student to meet and uphold all standards, policies and procedures as described in the Student Handbook, University Catalog, and Registration Terms & Conditions.
- Are entitled to an equal opportunity to learn. If the location, delivery system, or institutional methodology limits access, participation, or ability to benefit, the student has the right to reasonable alterations in those aspects of the course(s) or program(s) to accommodate the disability.
- Are entitled to an equal opportunity to participate in and benefit from the academic setting. This includes access to services, extracurricular activities, and other services at a comparable level as that provided to any student.
- Have a right to appeal the institution's decisions concerning accommodations internally by filing a grievance with the Associate Dean of Students, who will consult with the appropriate administrator, if necessary. If resolution cannot be reached via internal appeal, students may appeal externally by filing a complaint with the regional Office of Civil Rights. Students have a responsibility to file a grievance in a timely manner.

## **2.4 – Process to Request Accommodations**

Students with disabilities who need accommodations must seek assistance through the Office of the Registrar in a timely manner, usually upon admission or as soon as a disability becomes known. Any accommodations approved are not retroactive, so it is in the student's best interest to seek accommodations as early as possible.

1. Students must complete the Accommodations Request Form. Students must provide documentation of their disability and be able to describe how it impacts their participation in courses, programs, services, jobs, activities, and facilities of the University.
2. The Student Accommodations Coordinator and student will discuss the interactions between the disability and the academic environment and determine possible reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur as needed.
3. Following a review of the documentation, the Student Accommodations Coordinator will make a determination of the accommodations to be provided and present this verbally and in writing to the student. These accommodations will form the student's formal accommodation plan which will be kept on file, electronically, in the Office of the Registrar.
4. If the student's request for accommodations is denied, the Student Accommodations Coordinator will provide to the student written notification of denial, including the rationale for denial as well as information on the appeal process. Student appeals related to eligibility for services or the request for academic accommodations shall be directed to the Associate Dean of Students, who will consult with the appropriate administrator, if necessary.
5. The Student Accommodations Coordinator will ensure that disability-related documents are kept confidential and shared with University personnel on a need-to-know basis only.
6. The Student Accommodations Coordinator will prepare an official memo for the semester certifying that the student has a disability and stating the determined reasonable accommodations. The provision of accommodations is often shared among faculty that are teaching the student's class/classes, the student, and the Office of the Registrar. The memo details the provision of the accommodations: what they are, and when and how the accommodations will be provided. Faculty are expected to reasonably cooperate with the provisions of accommodations as necessary. Faculty are not expected or required to compromise or fundamentally alter essential elements of their course or evaluation standards.
7. Students are encouraged to seek a time to meet privately with their professors, preferably in an appointment during designated office hours, to ensure confidentiality. If the professor is unavailable, or if the student has concerns about discussing their accommodations with the professor, the student should immediately request the assistance of the Office of the Registrar.
8. Students are responsible for contacting the Office of the Registrar if accommodations are not implemented in an effective and timely manner.
9. The Student Accommodations Coordinator will coordinate with university personnel and the student receiving accommodations to resolve disagreements regarding recommended accommodations.
10. Students must request accommodations for each session they are required. Accommodations may not automatically issue at the start of the new semester without a student-initiated request. Since documentation will already be on file, this process is generally a matter of verifying that the approved accommodations are still relevant and appropriate, and issuing a new memo to the appropriate individuals. Students who do not request new accommodations may be considered inactive.

## **Chapter 3: Guidelines and Resources for Students and Faculty**

### **3.1 – Guidelines for Students**

#### **3.1.1 – Self-Advocacy**

As a student seeking accommodations at the college level, the responsibility falls on the student to identify their need (self-disclosure) and request assistance. While it is not the responsibility of the Office of the Registrar to seek out such students on campus, the dedicated staff will do all they can to provide support, encouragement, and guidance for any and all students seeking help; once contacted, the staff can begin to take all necessary steps to secure accommodations for each student's unique situation.

#### **3.1.2 – Student Responsibilities**

- Know the procedures regarding student accommodations for Hodges University and be sure you are following the correct process in requesting services.
- File and submit request forms and documentation in a timely manner.
- Keep the Office of the Registrar involved throughout the entire process. It is recommended that students check in at least once every 2 weeks.
- Discuss your accommodations with your faculty/instructors/professors.
  - This may include providing reminders on various accommodations.
- If you believe you need your accommodations altered in any way, please notify the Student Accommodations Coordinator immediately.
  - In some cases, you may be required to submit additional documentation for altered accommodations.
- Be cordial and respectful to your professors in your requests.
- If you have a problem or question, contact the Office of the Registrar immediately.
- Visit with professors when you have problems and/or questions.
- Always communicate in a clear and time-sensitive manner.
- Manage your study time to allow for your disability.
  - Your accommodations are designed to help provide the opportunity to succeed; however, your circumstances may still necessitate dedicating more time to finish assignments. You are responsible for completing your assignments and meeting all required deadlines.
- Students with disabilities are obligated to abide by all standards set forth in the Student Handbook, University Catalog and Registration Terms & Conditions.

### **3.2 – Faculty Information**

All students who receive disability accommodations have provided extensive documentation of their disability. This documentation is evaluated and discussed with the student to determine reasonable accommodations that may be necessary for the student to fully benefit from the higher education experience. In determining reasonable accommodations for each class, the relationship between the disability and the specific course requirements are evaluated. This documentation is

considered confidential and will not be shared with faculty without the written consent of the student. It is not appropriate for faculty to request that a student share disability documentation or any related information that should be considered confidential directly with the faculty.

While it is not unlawful, Hodges University strongly advises against faculty informally accommodating students without involving the Office of Student Experience. Faculty are encouraged to notify the Student Accommodations Coordinator if they feel a student would benefit from a particular accommodation. We recognize that faculty members may wish to assist a student toward success and commend that instinct to assist students. However, instituting informal accommodations without the input of the Student Accommodations Coordinator can have negative consequences for the university. Requiring students to work with the Student Accommodations Coordinator to receive accommodations helps to uphold academic integrity, ensures that students in similar situations are treated consistently, prevents the creation of false or unrealistic expectations for that student in future courses, and helps to provide the most relevant support possible for the student's unique situation.

### **3.3 – Chronic Medical Conditions and Attendance Accommodations**

#### **3.3.1 – Chronic Medical Conditions**

Students who experience hardship due to chronic medical conditions, or other long-term (6 or more months) health conditions, may be considered for attendance accommodations. These medical conditions may often be “invisible,” but can have a significant impact on the student's academic achievement. If the symptoms of the student's condition and/or the side-effects of their treatment cause “an impairment that substantially limits one or more major life activities” (ADA, Sec. 12102), then that student may be eligible for disability accommodations. This may include students who experience chronic conditions such as: asthma, arthritis, diabetes, ulcerative colitis, Crohn's disease, Lyme disease, migraines, cardiac conditions, cancer, chronic fatigue syndrome, lupus, seizure disorders, or other medical conditions that cause impairment (this list is not comprehensive). Symptoms of chronic conditions can often be unpredictable. They may include random or cyclic acute episodes which can impact the student's ability to attend class.

Federal law requires colleges and universities to consider reasonable adjustments to attendance policies if needed to accommodate a student's disability. In making this determination, two issues must be addressed:

1. Does the student have a documented disability that directly affects their ability to attend class on a regular basis?
  - a. The Student Accommodations Coordinator will make this determination based on a review of documentation pertaining to the student's disability and will provide verification of eligibility in a memo presented to the instructor.
2. Is attendance an essential element of the course?
  - a. Would adjustments to the attendance policy result in a fundamental alteration of the curriculum? Determination is based on course type in consultation with the instructor and Student Accommodations Coordinator.

### 3.3.2 – Attendance as an Essential Element of the Course

Class attendance policies are determined by institutional policy. The number of allowable absences may depend on the interactive or participatory nature of the course. If attendance is determined to be an essential element of a course, students must work with the faculty to determine the maximum number of class meetings that may be missed without compromising the integrity of the course prior to determining the appropriate accommodations.

The Office of Civil Rights (OCR) has provided the following guidelines to assess if attendance is an essential part of a class:

- Is there classroom interaction between the instructor and students and among other students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the education experience of other students in the class?
- What do the course description and syllabus say?
- Which method is used to calculate the final grade?
- What are the classroom practices and policies regarding attendance?

Attendance accommodations will be considered on a case-by-case basis. However, to preserve the integrity of the course, in most cases absences should not exceed 40% of class dates. There is no accommodation for unlimited absences; students who anticipate missing more than 40% of the course are encouraged to consult with the Office of the Registrar to consider withdrawing from the course.

Certain accommodations may be deemed unreasonable or inappropriate if they would lower program or university academic standards or outcomes or impose an undue financial or administrative burden on the university (in which case, the university will consider alternative accommodations).

Students are expected to maintain regular communication with their instructors about disability-related absences, and should inform their instructors of disability-related absences in advance or as soon as possible. If the student does not provide prompt communication about a disability-related absence, the absence may not qualify for coverage under the agreed upon attendance accommodation.

### **3.4 – Student Resources**

For more information regarding external student resources for disability assistance, please contact the Office of the Registrar at registrar@hodges.edu.