

PAT CAPPS COVEY
COLLEGE OF ALLIED HEALTH PROFESSIONS
POLICY AND PROCEDURES MANUAL

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Table of Contents

1. General Information.....	3
1.1 Introduction	3
1.2 History.....	3
1.3 Mission Statement of the Pat Capps Covey College of Allied Health Professions	3
1.4 Administrative Organization	3
1.5 Committees and Task Forces	6
2. Faculty	10
2.1 Faculty Appointments: Tenure-track and non-tenure-track, and Instructor Appts	10
2.2 Non-Faculty Appointments: Skills Lab Assistants and Teaching Assistants	10
2.3 Annual Faculty Evaluation.....	13
2.4 Annual Reports of Scholarly Activities	15
2.5 Awards for Teaching, Service and Research	15
2.6 New Courses/Curriculum Action Forms (CAF)	16
2.7 Research Compliance.....	17

Department Chairs

The Department Chairs report to the Dean and serve as senior administrative and academic officers for their departments. Responsibilities of the Department Chair are described in section 2.8.1 of the Faculty Handbook.

1.5 Committees and Task Forces

Advisory Council:

Membership: Dean, Associate/Assistant Dean, Director of Graduate Studies, Chairs, Directors/Associate Directors, College Committee Chairs (Curriculum, Clinic, DEIC, Research, IPE), Specialists (Management Systems, Financial Operations, Academic Records), Department

committee is charged with reviewing proposed substantive changes in current programs of study and considering any and all new degree program proposals within the College. The committee will recommend approval or disapproval of same to the Dean. Specific areas of assessment include but are not limited to: review of all new course proposals for overlapping and duplication within the College and University; review of new program proposals for relevance to the mission of the Department and College, demonstrated regional and national societal need, resource implications, adequacy of Departmental resources to deliver the program and/or recommendations concerning academic affairs as deemed appropriate.

The committee shall submit a report to the Dean or designee indicating their recommendation(s) for approval, disapproval, or amendment of the proposed action. Integral to the committee's operation is the acquisition of adequate input from the department program in order to study the proposal, assess academic relevance, reflect on specific action proposal and formulate a recommendation on the action proposed to the Dean. The Committee has the right to request additional or clarifying information to facilitate its review.

This committee is composed of one full-time faculty member from each department. The Assistant Dean for Undergraduate Affairs serves as the Dean's designee for all new course proposals for undergraduate programs. The Director of Graduate studies serves as the Dean's designee for all new course proposal for graduate programs. The Assistant Dean for Undergraduate Affairs and the Director of Graduate Affairs serve as ex-officio.

Curriculum proposals and Program proposals are subsequently routed to

bodies). In the event of a tie, the Dean would determine the outcome. The aim is to move forward our interests with respect to workload.

Committees and Task Force Appointments

The Dean of the College, in consultation with Department Chairs, the Assistant Dean, and Director of Graduate Studies will appoint committees annually. Committee appointments will generally be for a three-year time period and will be staggered so that each committee has a balance of member experience. Committees will vote to determine the committee chair each year.

Revisions were adopted after discussion at the December 2020 and January 2021 Council of Chairs meeting

2. Faculty

2.1 Faculty Appointments: Tenure-track and non-tenure-track, and Instructor Appointments

Faculty holding terminal degrees in their discipline may be appointed to tenured, tenure track, non-tenure track, full-time, and/or part-time appointments at the time of their employment in the university. Designation of faculty appointments shall be specified at the time of employment in the offer of employment letter from the President. The USA Faculty Handbook provides the Definition of Academic Ranks (3.2), CAHP Faculty Appointment Ranks and Criteria (3.5.2), and Faculty Appointments (3.8). Faculty appointed to Tenure Track appointments will be subject to the same promotion and tenure policies as specified in Sections 3.10 and 3.11 of the Faculty Handbook. Traditional ranks of tenure-track faculty are Assistant Professor, Associate Professor, and Professor.

Non-tenure track appointments are made per the USA Faculty Handbook section 3.5.2 and 3.15. Depending upon credentials and qualifications, a faculty member who earned a terminal degree in their field (or related field) could be appointed as Assistant Professor, Associate Professor, or Professor. For those individuals without a terminal degree in their field (or related field), the rank of Instructor or Senior Instructor are available. The terminal degree is determined by the discipline's accrediting body as well as CHEA and SACS.

Non-tenure track faculty seeking a change of appointment status should refer to the USA Faculty Handbook section 3.15.7. Faculty seeking a promotion following completion of a terminal degree should refer to USA Faculty Handbook section 3.10.4.

Clinical Adjunct Professor of (Department Name)

This is an honorary designation for external clinical supervisors/preceptors who oversee students placed in their clinics for their external clinical rotations.

2.2 Non-Faculty Appointments: Skills Lab Assistants and Teaching Assistants

Professionals who have specialized certification or qualifications may be appointed as a Skills Lab Assistant or as a Teaching Assistant. The Skills Lab Assistant will work with the instructor of record to plan and administer laboratory activities in the skills lab setting. The Skills Lab Assistant will provide instruction and oversight of students in the skills lab setting but will not design the lab or course, develop or conduct student assessment, or serve as the instructor of record. The Teaching Assistant will have the primary responsibilities of teaching and preparing laboratories under the supervision of the instructor of record.

DEPARTMENT OF BIOMEDICAL SCIENCES Job Description: The Department of Biomedical Sciences has scientific labs for many of its courses in the program. The position of Skills Lab Assistant provides laboratory support and works under the course instructor to provide support for and guide students in laboratory coursework. Duties include but are not limited to the following: planning, set up, teaching, demonstrating, and evaluating students in the lab setting. Skills Lab Assistants are expected to show competence pertaining to those skills and demonstrate a professional attitude in educating and evaluating the department's students. Appointments are as

needed and, on a term-by-term basis. Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record.

Qualifications:

1. Minimum of a BS in Biomedical Sciences or related field.
2. Experience in a scientific lab setting or equivalent experience.
3. Proficient English skills.

DEPARTMENT OF ~~1-44115 JENCTHLMZD(03-EPH5-4VLS)0(DEL)C00D12N138(11440710)57~~

1. Assist instructor in supervising students, explaining course content, and enforcing safety regulations
2. Provide support to the instructor and students for interactive learning assignments to enhance understanding of course content and application of knowledge
3. Reviewing difficult course content for clarification and preparation for exams
4. Other duties as assigned

Skilled Lab Assistants are expected to have excellent interpersonal and communication skills, the ability to initiate independent work, a strong sense of responsibility and commitment, and must be organized, hardworking, reliable and dedicated. Appointments are as needed and, on a term-by-term basis. Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record.

Qualifications:

1. Minimum of a MS in occupational therapy
2. Minimum of 1 year working as an occupational therapist
3. Knowledge of course content and current best practice in OT
4. Ability to plan/execute interactive learning assignments to enhance course content
5. Knowledge of safety guidelines

2.3 Annual Faculty Evaluation

Student Perception of Instruction ratings of teaching performance are mandatory for every course taught and will be minimally completed using the University electronic assessment entitled "Student Evaluation of Teaching" and will be used as part of the evaluation of teaching performance.

Each department in the College shall develop evaluation criteria for each of the areas of assignment (teaching, service, research, administration). These criteria shall be consistent with current university policies in this regard and must include student evaluations for every course taught.

Description of the Annual Evaluation Process:

No later than June 15th, the Department Chair meets with the faculty member to discuss the report and to evaluate the degree of completion of objectives listed for the year under evaluation and other accomplishments. The Dean serves as the evaluator for Department Chairs. Decisions regarding merit pay increase, retention, promotion and tenure will incorporate information from these evaluations. The Annual Evaluation involves the following steps:

1. During the evaluation the Department Chair (or the Dean if the person being evaluated is a chair) meets with the individual faculty member to establish realistic priorities and objectives for the coming academic year and to evaluate the accomplishments during the previous year. For new faculty, the Chair should arrange a meeting to establish the faculty member's goals and plan as soon as possible. The areas to be evaluated include:
 - a. **Teaching** assignments are made based on departmental needs and expertise of the instructor and are assigned by the Chair. The percent of time allocated to instruction for the year should be based on the average number of credit and/or contact hours (as appropriate for each course) and related responsibilities for each semester.
 - b. **Scholarly activity** objectives should be proposed by the faculty member based on acceptable guidelines established by the departmental faculty approved by the Department Chair and the Dean. The Department Chair will review these activities for appropriateness and with respect to resources and space and time commitments of other departmental activities. The objectives are listed and an allocation of time for scholarly activities is assigned and recorded.
 - c. **Committee assignments and service engagement** activities. The faculty member should also list professional and community engagement activities for the coming year that are academic related. An allocation of time for service activities is assigned and recorded.
2. The completed Faculty Goals & Objectives form for the upcoming academic year is signed and dated by the faculty member and the evaluator. The University Annual Faculty Evaluation (AFE) form is completed using the percent allocations assigned at the beginning of the year. The originals of all forms are retained by the Department Chair. Copies of all documents are provided to the faculty member and are also forwarded to the Departmental office and the Dean's office by June 15th.
3. Progress toward meeting objectives can be reviewed at any time during the academic year, at the request of the faculty member, the Department Chair, or the Dean. Alteration of objectives

- Approval by the Chair and Dean
- Approval by the Provost and Senior Vice President for Academic Affairs

2.7 Research Compliance

Research is an integral part of the mission of the Pat Capps Covey College of Allied Health

3. Academic

3.3 Background Checks for Previous Felony Convictions

Many of the health centers where Allied Health Professions' students perform their clinical rotations require initial background checks for felony convictions before allowing a student to start their practicum. In some cases, background checks are also required when graduates join the workforce as well as prior to taking professional licensing examinations.

The following describes the policy and procedures concerning mandatory background checks for all students enrolled in professional clinical programs in the Pat Capps Covey College of Allied Health Professions. Students will be informed of these requirements at the time of their application for enrollment in the program.

The background checks will be completed online, by castlebranch.com, unless the health centers where students will perform their clinical rotations require fingerprinting, in which the background check will be run by the Alabama Bureau of Investigation. More information about these two sources is included at the end of this document.

Procedures for Background Checks upon Admission to the Professional Component

A student applying for admission to a professional component of a program in the Pat Capps Covey College of Allied Health Professions will be asked to indicate in his/her application if he/she has had a previous felony conviction. When a student is accepted for admission to the program, they will be informed that his/her acceptance will be pending a negative background check as defined in section carried out by the appropriate agency. Admission will be withdrawn for students failing to authorize a background check or failing to receive a negative background check.

- All costs associated with the background check will be the responsibility of the student.
- Criminal background checks are conducted to identify pending cases, criminal records for the past 7 years, and prior convictions.
- Clinical education sites

provided with a copy of the report. Students may appeal any adverse decision by the Department Chair, within five business days, to the Dean of the Pat Capps Covey College of Allied Health Professions.

Agencies responsible for running background checks

Students in the departments of Emergency Medical Services, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Radiological Sciences and Speech Pathology and Audiology are required to complete the background check information on-line, unless the health care facility where they will be rotating requires fingerprinting. The on-line agency used for these checks is:

Castlebranch.com

Students who are considered “volunteers” instead of “students in training” who will be rotating at DHR-licensed facilities fall within the definitions indicated the Alabama Act 2000-775, which requires additional background information. In this case students need to be fingerprinted and the background check will be run by the Alabama Bureau of Investigation. Occupational Therapy students fall within this category. In this case the contact site is:

Alabama Bureau of Investigation
Identification Unit
P.O. Box 1511
Montgomery, AL 36102-1511

3.4 Drug Testing Policy and Procedures

Many of the health centers where Allied Health Professions’ students perform their clinical rotations require screening tests for substance abuse before allowing a student to start their practicum. In some cases, these tests are required again when graduates join the workforce.

The following describes the policy and procedures concerning drug testing for all students who are enrolled in the Pat Capps Covey College of Allied Health Professions pursuing professional degrees. Students will be informed of these requirements at the time of their application for enrollment in the College.

Each department will be responsible for identifying the appropriate agencies to run drug tests, unless the health centers where students will perform their clinical rotations require that the tests be run by a specific agency, in which case that designated agency will run the test.

Initial screening tests for substance abuse

At the time of application to a professional program in the Pat Capps Covey College of Allied Health Professions, students will be informed that a mandatory drug test, administered by persons approved by the University of South Alabama for the purpose of such tests, is required before the start of their clinical rotations. Entry into clinical rotations or into the professional component of a program will not be allowed until a negative drug test is received by the

University of South Alabama in accordance with this policy. Prior to the testing, students will be asked to report if they are under the care of a physician and receiving prescribed medications that could cause a positive drug test before the test is run. Students will be required to pay all costs associated with drug tests.

A student testing positive for the use of illicit or illegal drug(s) will not be allowed to start a clinical rotation until he/she provides documentation proving: 1) that the subject drug(s) were currently prescribed in the student's name prior to the administration of the drug test or 2) successful completion of an approved rehabilitation treatment program (see below). Other appropriate disciplinary action may be initiated as necessary.

A second confirmed positive test for use of illicit or illegal drug(s) will result in permanent dismissal from the program. Students may appeal dismissal to the Dean of the Pat Capps Covey College of Allied Health Professions.

Procedure for Drug Testing

Students selected for admission to the professional component will be notified in writing of the scheduling and procedure for the drug test. Students will be required to follow the procedures established by their department and should not obtain a drug test prior to being notified. All cost

required at the clinical site, additional drug/alcohol testing for any student enrolled in the professional component can be requested at any time by a faculty member, a clinical supervisor or an administrator in the Pat Capps Covey College of Allied Health Professions under the following circumstances: 1) If there is reasonable cause to suspect that the student is impaired, in violation of the University policy to maintain a drug-free environment, 2) if the student is involved in a class-related accident or incident which could have endangered the health or safety of another person or one's self, or 3) if the student is included in a random testing to ensure compliance by students with this policy. If the request is made by a supervisor in the clinical site, the supervisor should follow the same rules that apply to other employees in that facility. Faculty members should request a test after consultation with the Chair or with a colleague who could confirm this behavior. The cost of this additional drug testing will be borne by the Pat Capps Covey College of Allied Health Professions. The drug testing procedure as described in the above section (**Procedure for Drug Testing**) will be followed.

A student who is tested because they appear to be impaired will not be allowed to continue in professional classes/clinical rotations and will be placed on suspension from the point of notification until the test results are received. Notification of intent to drug test may consist of telephone call or a letter received via mail or email. A student with positive drug test results will be withdrawn from the professional program and encouraged to seek evaluation and treatment at a recognized substance abuse treatment center. Refusal by a student to submit to drug testing will result in that student's dismissal from the professional component of the Pat Capps Covey College of Allied Health Professions.

Any student, who voluntarily admits to having a chemical dependency problem will be referred to an appropriate substance abuse agency for counseling. Conditions, if any, for continued participation in the program will be at the discretion of the Chair. A student readmitted to the program after rehabilitation will submit (1)n46 (r)5 (r)-5 (e)6 (h)2 (a)6 (b)2 (ilita)6ng wi. to

Testing will be conducted using the following procedures:

3.5 Biosafety

The Pat Capps Covey College of Allied Health Professions is committed to protecting the health and wellbeing of its faculty, staff, and students through the adoption and promotion of

Sources & Availability

Vaccination is available at a variety of places including USA Student Health Service, County Health Department, drug stores, acute care, or family physician offices. Duration of flu season is monitored by Mobile County Department of Health. Seasonal vaccine is normally available from September to April of the following year. Students are responsible for all vaccination costs although it may be covered by a health insurance policy.

¹CDC - Key Facts About Seasonal Flu Vaccine, <http://www.cdc.gov/flu/protect/keyfacts.htm> (accessed 9 September, 2015).

3.7 Standard Precautions

Each department chair is responsible for implementing specific policies and procedural practices, which serve to reduce or eliminate the risk of potential exposure to biohazards in their respective area. These include:

- Universal precautions
- Engineering and work practice controls
- Personal protective equipment (PPE)
-

Electronically file a [USA Incident Report](#). This is accomplished online (instructions). Use this mechanism to report any potential exposure incident occurring in a USA associated facility. The current electronic routing does not include any academic units. Consequently, fill out an [Evaluation of Circumstances Surrounding an Exposure Incident Form](#), which will be routed through the academic unit and then to the Dean's Office. Once reviewed, the form is returned to the department and filed in either the student or employee permanent record.

Incident occurred outside of USA Facility – Fill out an [Evaluation of Circumstances Surrounding an Exposure Incident Form](#) to be routed through the academic unit and then forwarded to the Dean's Office. Once reviewed, the form is returned to the department and filed in either the student or employee permanent record.

3.9 Post-Exposure Prophylaxis (PEP) Program

The Centers for Disease Control and Prevention (CDC) defines post-exposure prophylaxis or PEP as “taking medicine to prevent HIV after a possible exposure”. Medications are prescribed by healthcare providers performing the initial evaluation and taken within 72 hours of possible exposure to HIV. Recommended PEP drugs can be found on the PEP card. Consultation with a USA Infectious Disease physician specialist is also available using supplied work hours and after-hours phone numbers.



UNIVERSITY OF SOUTH ALABAMA

3.10

Appendices

Appendix 1: Guidelines for Evaluation

A. Teaching Effectiveness

At the beginning of the evaluation year, fill in teaching assignments, semester to be taught, and number of credit and contact hours. Enter the number of students and final average evaluation rating as each course is completed. Student rating of teaching performance is mandatory for each course and will be done using the University computerized form entitled "**Survey of Student Opinions of Teaching.**"

(1). Classroom Performance

A. Evaluation of teaching dossier by Chair of department

1. syllabi of courses
2. examinations
3. handouts, workbooks, lab manuals
4. audiovisual materials, pedagogical enhancements
5. grade distributions for courses taught

B. Outcome assessments. Use normalized actual scores.

1. certification or licensure scores in specific subject areas
2. departmental or program comprehensive examination results

C. Direct observations of teaching by Chair or delegate. Use evaluation form.

D. Participation in educational technique seminars, workshops, courses, etc.

E. Awards or honors received.

(2). Rate effort and success in student advising, including orientation of freshmen and transfer students, academic advising, and career advising.

(3). Rate quality of work in course development, curriculum innovations, etc.

B. Professional Development

(1). Publications. Rate on scale of 1 to 10 (highest). Factors for assigning rating might include:

- A. type of publication (journal article, book, monograph, etc.)
- B. number of publications
- C. impact or scope of publication (audience, peer-review, original research, review, etc.)

(2). Research projects and grant activity in progress. Evaluate effort on a scale of 1 to 10 (highest). Examples:

- A. basic experimental research
- B. applied research
- C. software development
- D. clinical studies
- E. educational method innovation or techniques
- F. essays or reviews of allied health or health care issues

(3). Participation in Professional Activities.

- A. participation in professional associations and organizations

(4). Department

Appendix 2: Information Included in the Annual Report

Peer reviewed Presentations Before Scholarly Groups

This section should include the titles of presentations at professional meetings (including all authors and any other pertinent information) for which the abstracts were peer reviewed.

Non-peer reviewed Presentations Before Scholarly Groups

Same as the previous but for professional meetings in which there is no peer-review process.

Continuing Education Workshops and Seminar Presentations

This section will only include presentations during the year being reported. Future commitments should be included in future reports.

Office/Appointed Positions Held in Scholarly/Professional Organizations

Distinguished Lectureships

Conferences and special lectures

Reviewer for Journals/Books

Proposal Reviewer for Funding Agencies

Editorships

Awards/Honors

Appendix 3: CAHP Influenza Student Vaccination Policy Form

(to be distributed to students at acceptance into their professional program)

Name

JAG #

I understand that as a College of Allied Health Professions (CAHP) student that I am required to get an annual influenza (flu) vaccination before performing rotations in USA medical facilities. I also understand that proof of flu vaccination shall be submitted to my department.

Initials: _____

Vaccination exemptions:

I request an exemption from flu vaccination due to a documented reason. I have been notified that granting of a flu vaccination exemption may place me at risk of not completing all academic program requirements. I also understand that affiliated non-USA training sites may also require proof of flu vaccination prior to my entry into a clinical component. I have been advised that my inability to complete any or all required clinical component(s) will prevent program degree award. **Initials:** _____

Medical Exemption:

I have been advised to seek additional medical advice on the benefits & risks of flu vaccination for my particular medical condition from a licensed physician.

Initials: _____

Personal Exemption:

I have been advised that if I am granted a flu vaccine exemption, for religious or other reason, it does not excuse me from completing all portions of required clinical training.

Initials: _____

By signing below, I acknowledge that I understand the information contained within this document. I also acknowledged that I was given an opportunity to ask questions concerning flu vaccination.

Student Signature: _____ Date: _____

Witness's Signature (also print name):

Notes:

1. All information regarding my health status will remain confidential.
2. Flu vaccine is available through USA Student Health Services, Public Health Department, or family physician office.

