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1.1 MISSION OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM

The mission of the University of Evansville Physical Therapist Assistant Program is to provide Associate degree level education to prepare students to become competent, ethical and licensed/certified practitioners of physical therapy.

1.2 PHILOSOPHY OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM

The curriculum promotes the values of the University and the values-based behaviors recognized by the American Physical Therapy Association as important for Physical Therapist Assistants. The program emphasizes contemporary didactic and clinical practice experiences that model and reinforce professional excellence. These experiences expose students to the diverse and culturally sensitive nature of health care. In order to prepare graduates to be effective practitioners who are committed to lifelong learning, the curriculum stresses the importance of making practice decisions based on current best evidence. The educational process is guided by PTA faculty members who emphasize a student-centered learning approach to enhance student success. Faculty members are committed to excellence in teaching and engage in professional writing, research, and other scholarly activities that contribute to the knowledge base of rehabilitation science.

2.1 PHYSICAL THERAPIST ASSISTANT EDUCATION

Undergraduate education, didactic professional education, and clinical education are the three critical components that prepare students to engage in the contemporary practice of physical therapy. The experiences inherent in these three elements are mutually supportive, with each component enriching and reinforcing the others. In concordance with the University mission, the professional phase of physical therapy education seeks to assist students in the realization of their full potential. The values-based behaviors of the profession are presented in the first course within the PTA program. These values are reinforced and nurtured throughout the curriculum through didactic, clinical and service learning experiences. The PTA curriculum includes both didactic and clinical components. The didactic component (including classroom, laboratory, and self-directed activities) ensures that students have the necessary knowledge base to competently and compassionately care for patients/clients. Skills acquired during completion of prerequisites are reinforced and further developed, including self-directed learning, critical thinking, and reflective inquiry.

Clinical education experiences provide students opportunities to apply and refine acquired didactic knowledge, psychomotor skills and professional behaviors to treat patients/clients in a supervised environment. Exposure to diverse patient populations and settings allows students to assimilate concepts related to human anatomy, physiology, behavior, perceptions, and culture. The value of clinical education in facilitating the process of professional maturation, skills refinement and critical thinking is beyond measure. Clinical courses allow students opportunities and experiences that cannot be replicated in the classroom setting.

A key focus of all elements within PTA education is interaction among students, between
students and faculty, and among students, faculty and the external community. For interaction to be an effective educational tool, foundational skills in communication must be in place. Faculty members partner with students to achieve the goals of individual students, the program, and the profession.

2.2 PHYSICAL THERAPIST ASSISTANT CURRICULUM SCHEMA 2013-2014

<table>
<thead>
<tr>
<th>1st Year</th>
<th>Credit Hrs</th>
<th>2nd Year</th>
<th>Credit Hrs</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>PT 100 Medical Terminology</td>
<td>1</td>
<td>PT 210 Basic Modalities and Techniques for the PTA III and PT 210 Lab</td>
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<tr>
<td>PT 101 Basic Modalities and Techniques for the PTA I and PT 101 Lab</td>
<td>3</td>
<td>PT 251 Neuro Rehabilitation for PTAs and PT 251 Lab</td>
<td>4</td>
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<tr>
<td>PT 103 Fundamentals of Client Care</td>
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<tr>
<td>EXSS 112 Human Anatomy and Physiology I and EXSS 112 Lab</td>
<td>4</td>
<td>SOC 105 Introduction to Sociology</td>
<td>3</td>
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<td>*FYS 111 or 112</td>
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<td>PSYCH 121 Introduction to Psychology</td>
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<td>Math 105 College Algebra</td>
<td>3</td>
<td>CHEM 100 Fundamentals of Chemistry (or CHEM 108 or 118)</td>
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<tr>
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</tbody>
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| **Spring Semester**       |            | **Spring Semester**       |            |
| PT 102 Basic Modalities and Techniques for the PTA II and PT 102 Lab | 4          | PT 249 Clinical II (6 weeks) | 5          |
| PT 110 Field Experience for the PTA | 1          | PT 250 Clinical III (6 weeks) | 5          |
| PHYS 100 Fundamentals of Physics | 3          | PT 252 Professional Issues for the PTA (1.5 weeks) | 2          |
| EXSS 113 Human Anatomy and Physiology II and EXSS 113 Lab | 4          |                           |            |
| ID 356 Functional Anatomy and Biomechanics | 3          |                           |            |
| PT 106 Functional Anatomy Lab | 2          |                           |            |
| Total Credit Hours        | 17         | Total Credit Hours        | 12         |

| **Summer**                |            |                           |            |
| PT 111 Clinical I (6 weeks) | 4          | *Placement in FYS 111 or 112 is dependent on ACT and/or SAT scores or results of the University’s placement exam. This curriculum is subject to change. Please check with your advisor prior to enrollment in the program. The student must obtain CPR certification during the fall semesters of both the first and second years.* |            |
| PT 200 Pathophysiology (Summer Session I) | 3          |                           |            |
| Total Credit Hours        | 7          |                           |            |

Total Credit Hours: 72
3.0 CLINICAL EDUCATION

3.1 PHILOSOPHY OF CLINICAL EDUCATION

Clinical education is an experiential learning process, which is an integral part of the total physical therapy curriculum. Attainment of competencies as a physical therapist or physical therapist assistant is dependent upon concurrent integration of didactic and clinical learning experiences. While didactic education provides a basis for the development of appropriate problem-solving abilities and a knowledge base, clinical education provides an opportunity for refinement of the knowledge, skills, and attitudes, which characterize a competent, entry-level practitioner.

Clinical education requires mutual endeavors by the academic faculty, the clinical faculty and the student learner to achieve the common goal of clinical competence. The academic faculty is primarily responsible for preparing the learner didactically and coordinating placement of the learner in appropriate clinical facilities. The clinical faculty is primarily responsible for providing appropriate clinical learning experiences and evaluating the student’s performance. Responsibilities of the student include recognition and communication of his own abilities and limitations according to academic level, previous clinical experiences, and personal attributes. Efficient and effective communication among all individuals involved is essential to the attainment of the overall goal of entry-level competency.

Both physical therapy programs recognize three phases of clinical education:

1. Initial exposure on a part-time basis is designed to stimulate the early stages of professional/technical learning including basic patient care skills, observational techniques, and interaction between various members of the health care team. Affective development is of prime importance as the student becomes aware of his own needs and reactions as well as the current issues affecting health care.

2. The reinforcement phase emphasizes transfer of therapeutic knowledge and skills from a simulated, didactic setting to a realistic, clinical setting. Full-time, active participation in patient care allows the student to develop a responsiveness to simple physical therapy problems by applying and enhancing previously learned communication, evaluation and/or treatment techniques (recognizing the role limitations of the physical therapist assistant).

3. Competency achievement is the final phase of clinical education in which higher order learning occurs. Guided problem-solving enables the entry-level physical therapy student to creatively adapt solutions to simple or complex physical therapy problems in a professional manner which also reflects the student’s own internal values. Associate level students (PTAs) are able to apply the problem-solving process in a technical manner to implement and modify patient care activities as supervised by the physical therapist.

3.2 CLINICAL COURSE DESCRIPTIONS

Clinical course work is required in outpatient, acute care and rehabilitation settings.

PT 111, Clinical I
Introduction to clinical facilities as an active participant in the health care team. Orientation to clinical setting and procedures provided by the clinical instructor.
Students use basic physical therapy procedures, administer modalities, as well as carry out basic exercise programs and gait training. All treatment supervised by a physical therapist. Students will be in the facility full time, five days a week for six weeks. (240 clinic hours)

**PT 249, Clinical II**
The student will be placed in the clinical setting (40 hours per week for six weeks) to become an active participant in the healthcare team. He will be actively involved in the care of patients under the supervision of a physical therapist. This experience will allow development of therapeutic techniques and patient care skills.

**PT 250, Clinical III**
This final six-week clinical experience, will continue to develop therapeutic techniques and patient care skills. Upon completion of this affiliation, the student is expected to be able to practice as an entry-level physical therapist assistant. (240 clinic hours)

### 4.0 ESSENTIAL FUNCTIONS

The Physical Therapist Assistant Program at the University of Evansville is a complex and intensive course of study. It places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing physical therapist assistants (PTAs). The program has been designed to prepare students to enter the occupation of physical therapist assisting with the ability, knowledge, and skills necessary to successfully perform all of the essential functions expected of entry-level PTAs. Students are to familiarize themselves with these essential functions and their associated technical standards and determine whether or not they are able to perform the specified tasks.

The essential functions are:
1. Affective/behavioral skills
2. Cognitive skills
3. Communication skills
4. Observation skills
5. Physical and emotional health
6. Psychomotor skills

The complete policy including technical standards can be accessed online at [http://www.evansville.edu/majors/physicaltherapy/downloads/dpt/dptEssentialFunctions.pdf](http://www.evansville.edu/majors/physicaltherapy/downloads/dpt/dptEssentialFunctions.pdf)

Questions regarding the Essential Functions should be directed toward the Department Chair and/or the Dean of Students.

### 5.0 ACCOMMODATING STUDENTS WITH DISABILITIES

**Policy**: In accordance with applicable state and federal laws regarding people who have disabilities and our program’s philosophy, we are committed to making reasonable accommodations for students who have disabilities to enable them to successfully perform the essential functions as delineated.

**Procedure**: In the event that a student determines he or she cannot meet an essential function due to a disability, either upon admission to the program or at any point thereafter, it is the responsibility of the student to notify the Chair of the Department of Physical Therapy and the Office of Disability Services of that determination and to
request a reasonable accommodation. A reasonable accommodation is a strategy, agreed upon by the student and the University, which enables the student to meet a technical standard. The faculty and student will work together, within the context of the agreed upon strategy, to provide the student with the opportunity to meet the technical standard. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that a student will be successful in meeting the requirements of any one course. Should a student be unable to meet a technical standard or course requirement after a reasonable accommodation has been made, the offer of admission or status in the program will be withdrawn.

6.0 HEALTH POLICIES

6.1 POTENTIAL HEALTH RISKS FOR STUDENTS

Being a student in a Physical Therapy program does not markedly elevate the risk of illness or injury above the background rate, but certain activities that are required do pose unique risks. The faculty endeavors to minimize these risks by incorporating safeguards into the activities as well as by advising students of the potential for injury or illness, and by providing students with the cognitive information necessary to be safe. Students are responsible for protecting themselves by following directions, using standard precautions, asking for help if uncertain as to the safest manner of accomplishing a task, and being aware of hazards.

Some examples of activities that may pose increased risk include dissection in the gross anatomy lab, use of electrical equipment during the modalities portion of the curriculum, patient transfers, psychomotor skill practice during laboratory sessions, and the transfer of communicable diseases in both academic and clinical environments. Prudent actions during these activities include wearing all appropriate safety equipment in the anatomy lab, checking electrical equipment prior to use, using appropriate body mechanics and assistance when lifting, and following relevant policies and procedures. During laboratory practice using other students as the simulated patient, students must self-screen for possible contraindications to the procedures (e.g., joint hyperextensibility, musculoskeletal injuries, and cardiovascular disease). Furthermore, students must inform the faculty if a positive result is obtained from a special test (e.g., glenohumeral apprehension test) or a screening procedure (e.g., vertebral artery test). Students are responsible for the information related to laboratory and equipment safety in the PTA Student Handbook, as well as facility-specific policies and procedures. The most important action to take is to focus on the task at hand. Any questions about safety and risk avoidance should be directed to the appropriate member of the faculty, the department chair, or clinical faculty.

6.2 HEALTH INSURANCE

Policy: Students are required to have Health Insurance while enrolled in the Physical Therapy Program at the University.

Procedure: Each student must demonstrate proof of health insurance coverage throughout the professional program. Documented evidence of health insurance must be submitted annually to the Student’s Clinical Health Information File by September 5.
6.3 HEALTH STATUS

**Policy:** The Physical Therapy Program has in place health requirements that ensure the safety of both the student and the patient. Students must demonstrate overall physical and mental health and maintain their personal appearance and hygiene to safely participate in classroom and clinical courses to avoid presenting health hazards to themselves, their classmates and patients. Students have a responsibility to inform the Department Chair in writing of any condition that could impact their ability to perform the essential functions for the PT student, with or without accommodations.

**Procedure:** Each student will submit documentation of a physical exam upon entrance to the University. A student who becomes aware of any health condition that may impair or impede the ability to participate in any aspect of the PT program must inform all instructors and his/her academic advisor immediately. In the event of an emergency, the student who has had surgery or a medical procedure should report this as soon as possible to his academic advisor who will communicate to all instructors.

Discussion with course instructors and the student's academic advisor is strongly encouraged prior to a planned surgical or medical procedure. In the case of emergency procedures, discussion should be made prior to resumption of classroom or lab activities or clinical course work. Following a change in health status, a letter from the student’s surgeon or physician, stating medical clearance to return to activity or specific activity or lifting limitations must be submitted to the instructor before the student will be allowed to participate in laboratory sessions or clinical assignments. The course instructor and the academic advisor will determine what impact if any there will be on participation in class, lab or clinical experiences. If a student has a question as to whether lab activities are contraindicated in certain conditions, please consult with the appropriate lab instructor.

The student will document compliance with health requirements as delineated in the policy on Clinical Education Health Requirements by the deadline dates. The student receives instruction on infection control, standard precautions and blood-borne pathogens and is required to demonstrate competence in these areas in the first year of the program. Subsequently the student is required to independently view videotapes on infection control, blood borne pathogens and universal precautions and demonstrate competence in these areas annually.

**Pregnancy** - A pregnancy is to be reported to the department Chair immediately upon medical confirmation. Learning experiences will be modified to ensure maximum safety to mother and baby. Medical clearance is necessary to resume activity following a birth.

**Surgery/Other Medical Conditions** - A student who has had or is anticipating having surgery or a medical procedure must inform all instructors and the academic advisor before the surgery.

6.4 RESUMING COURSE WORK FOLLOWING CHANGE IN HEALTH STATUS

**Policy:** Following a change in health status, a letter from the student’s surgeon or physician, stating medical clearance to return to activity or specific activity or lifting limitations must be submitted to the instructor before the student will be allowed to participate in laboratory sessions or clinical assignments. The course instructor and the academic advisor will determine what impact if any there will be on participation in class, lab or clinical experiences.
6.5 EMERGENCY MEDICAL CARE
Policy: Students participating in scheduled off-campus educational experiences will be provided access to emergency medical care when indicated. The student assumes responsibility for the financial costs associated with these services.
Procedure: Written agreements exist between the University’s Physical Therapy Program and all clinical centers providing approved off-campus educational experiences for students. This agreement states the clinical center will provide the student access to emergency medical care in the event the student becomes ill or impaired while participating in sanctioned educational experiences. The student assumes the financial costs associated with medical services provided.

6.6 CLINICAL EDUCATION HEALTH REQUIREMENTS
Policy: Legal agreements executed with clinical facilities outline certain health practices that must be followed to ensure both student and patient safety during part-time and full-time clinical courses and experiential activities. Each student maintains a current electronic Clinical Health Information File documenting compliance with these requirements and shares this documentation with the PT Department and clinical faculty, as required. Regardless of full-or part-time status, all clinical education health requirement deadlines must be met annually. A student will not be allowed to participate in the following courses if records are incomplete or outdated: PT 561, PT 661, PT 662, PT 663 nor any didactic course with patient/client experiences. Each student is responsible for providing documentation of his clinical health information to assigned clinical facilities upon request.
Procedure: Each student will maintain a current Clinical Health Information File documenting compliance with the following requirements by the specified deadlines.
Original records should be maintained by the student and made available to assigned clinical facilities upon request. Some clinical facilities may stipulate additional requirements such as a drug screens, more extensive criminal background checks, and facility-specific student placement agreements. The student is responsible for meeting these requirements including associated costs and providing documentation by required deadline or prior to beginning the clinical course. Specific requirements for each clinical site may be reviewed by accessing the Clinical Site Information Form (CSIF) via the PT CPI Web https://cpi2.amsapps.com/user_session/new or in the Physical Therapy files located in Tapley Center, Graves Hall, room 243. Each student must provide documentation of:
- Student Health Information Card including a physical examination and immunization record to the Health and Wellness Center by the first day of class of their first year at the University of Evansville. Health records must include proof of immunization for measles (rubeola), german measles (rubella), mumps, chicken pox (varicella), hepatitis B, poliomyelitis, and tetanus. A copy of this card must be included in the Clinical Health Information File by September 5.
- negative tuberculosis (TB) skin test (or chest x-ray) on an annual basis. This test must be completed during the fall semester each year. Please note: TB skin tests must be read by a nurse 48-72 hours after the injection is given. All PT students are required to submit results of the TB skin test by September 5.
- health insurance coverage annually. Submit a copy of your medical insurance card by September 5.
Hepatitis B waiver form by June 17 of the 1st year in the professional program. Hepatitis vaccination dates must be included in the Clinical Health Information File, as indicated. You are NOT required to resubmit this form each year.

-annual criminal background check prior to the initiation of part-time or full-time clinical course work. The student is responsible for the financial cost associated with this record check. The DCE will provide each student with relevant information to initiate this screen. The criminal background check must be completed by September 5.

-Cardiopulmonary Resuscitation (CPR) Certification for health care providers. This certification must include one- and two-man adult CPR, child and infant CPR, obstructed airway procedures in the adult, child and infant, ventilation with a barrier device, use of an ambu bag, and auto external defibrillator. A copy of the certification must be included in the student’s Clinical Health Information File by October 28. Each student is responsible for maintaining current certification and updating documentation as indicated.

-annual competency in the Health Insurance Portability and Accountability Act (HIPAA). The deadline for the successful completion of the appropriate competency by 1st year students is June xx, 2nd and 3rd year students Sept 5. 1st year PTA students will complete this requirement in PT 110, second semester.

2nd year PTA students must demonstrate competency by September 5.

-annual competency in infection control, standard precautions, and blood-borne pathogens. The deadline for successful completion of this competency by 2nd and 3rd year students is September 5.

-9 panel drug screen results by September 5.

6.7 CRIMINAL BACKGROUND CHECK

Policy: All Physical Therapist Assistant students at the University of Evansville are required to have a background check prior to the first semester of course work and annually thereafter in order to ensure a safe clinical environment for both students and the public. This background check is also required to comply with clinical education agreements between University of Evansville and clinical sites which stipulate background checks be conducted prior to approval of clinical course assignments. Background check results of a conviction, plea of guilty, no contest, or pending criminal charges may exclude a student from participating in a clinical course work and/or progressing in the Physical Therapist Assistant curriculum.

Procedure: Each student is required to submit to a background check prior to the first semester of course work and annually thereafter in order to ensure a safe clinical environment for faculty, students and the public. The student is responsible for the financial cost associated with this record check. The student will be provided with relevant details to initiate this background check through a University-approved third party vendor. The student will be notified and have access to the results of the background check.

Positive findings will be presented to the DCE and discussed with the student. If findings are deemed accurate as reported, the DCE and student will discuss potential consequences and recommended action.

If new legal charges arise at any point in the program, the student is required to disclose information relevant to new legal charges to the Director of Clinical Education. Failure to report these behaviors will be considered a breach of professional conduct and may result in student dismissal from the program.
Appeals regarding student progression/dismissal decisions related to verified criminal activity may be made to the Chair, Department of Physical Therapy who, under consultation with appropriate senior University officials may choose to admit a candidate or place a current student on academic probation with or without stipulations and conditions, i.e. mentoring or counseling.

6.8 DRUG SCREENING POLICY

**Policy:** Physical Therapist Assistant students are required to complete a urine drug screening prior to beginning or during experiential, part-time and full-time clinical experiences at clinical facilities if mandated by the clinical site to maintain a safe and healthy workplace. Successful completion of this screening will be required for participation in the clinical course.

**Procedure:** Students required to have a urine drug screen by a clinical site will be notified of this requirement by the academic program or the clinical faculty. Specific type of testing and required time frame will be articulated. Students should complete testing at laboratory facility identified by the academic program or approved by the clinical site. The student is responsible for cost of this screening. The results of this testing will be provided to the Director of Clinical Education, the clinical facility and the student. The student will include results in his Clinical Health Information File.

6.9 SUBSTANCE ABUSE

**Policy:** Due to the nature of the practice of physical therapy it is necessary to safeguard clients from impaired performance associated with substance abuse. This abuse may involve prescription or illicit drugs and alcohol. Recognizing abuse-behaviors can be difficult. However, it is important for students to realize their personal and professional responsibility and accountability regarding this issue. Furthermore, students should be aware that their behavior in the classroom and clinic is observed and open to interpretation and intervention. It is each student’s responsibility to be aware of the current policies regarding drug and alcohol abuse which are published in the University of Evansville Student Handbook. The Physical Therapy Department reserves the right to request drug screening when substance abuse is suspected. Students may also be required to complete a drug screen prior to or during full-time clinical coursework in compliance with the clinical facility’s policy.

6.10 PRIVACY EDUCATION – HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

**Policy:** Competency in the Health Information Portability and Accountability Act (HIPAA) must be demonstrated prior to a student going to a health care facility for any experiential learning activity or clinical course.

**Procedure:** Education on HIPAA will be provided to students during the first semester of the PT program prior to the start of any experiential learning activity or clinical course. If for some reason a student is unable to attend the mandatory class, the student must acquire the necessary information from the instructor and/or from audiovisual aids. Competency will be determined by satisfactory completion of a quiz about HIPAA that must be completed prior to the start of experiential activity.
Each student is required to review this information independently on an annual basis prior to his/her clinical internship. Written materials are available for this review upon request. A quiz must be satisfactorily completed on this information after independent student review. Due dates for test completion will be articulated to students via email.

Competency will be documented in the student's record annually. It is the responsibility of the clinical faculty to instruct the student in the appropriate facility specific information about HIPAA prior to the student beginning his clinical course work at the health care facility.

7.0 CLINICAL MEETINGS
Policy: Clinical meetings may be scheduled during the academic year to prepare for upcoming clinical courses, to inform students of new or revised clinical requirements, or to address questions or issues related to clinical course assignments.
Procedure: Each student is expected to attend all clinical and advisory meetings in an effort to obtain the most current information related to clinical course work. Students will be notified of clinical meetings via email or in-class announcements. If other classes interfere with a clinical meeting, the student is expected to contact the DCE prior to the meeting and make arrangements to obtain the required information.

8.0 ACCOMMODATION AND TRANSPORTATION DURING CLINICAL COURSES
Policy: Each student is responsible for arrangement and payment for accommodation and transportation associated with clinical course work.
Procedure: Each student is responsible for arrangement and payment for accommodation and transportation associated with clinical course work. Students may discuss potential accommodation and transportation options with the DCE and Clinical Faculty. While the Evansville community provides a number of clinical opportunities, students should anticipate the personal and financial impact associated with transportation and accommodation outside the Evansville area for the majority of their full-time clinical course work.

9.0 STUDENT SAFETY
Policy: The University and the Physical Therapy Program seek to ensure student safety at all times while the student is on and off campus. Students are expected to adhere to all general campus policies dealing with safety. The University is not responsible for any injuries incurred by a student while traveling to or from a clinical site or off-campus educational or volunteer experiences.
Procedure: The Residence Life and Safe Living sections of the University Student Handbook contain crime prevention tips and security services offered on-campus. This handbook also encourages students to participate in their own personal safety and the safety of others. A printed brochure on campus security is provided to each student annually. Students participate in a variety of off-campus educational experiences including experiential and clinical course work. During these experiences, student safety is enhanced through supervision by an academic faculty member or a clinical faculty member. Students can also access information regarding safety concerns associated with clinical facilities in the Clinical Site Information Form online at https://cpi2.amsapps.com/user_session/new
or via communication with Clinical Faculty prior to beginning the course. Should a student be involved in a motor vehicle accident on the way to or from a clinical site or experiential learning opportunity, the student should notify the appropriate authorities. The student should also notify the instructor of record and the clinical faculty, if appropriate.

10.0 CLINICAL COURSE ATTENDANCE POLICY
Policy: Clinical attendance is required per the clinical faculty’s work schedule for the total hours specified in the course syllabus (based on a 40 hour week). Absence or repeated tardiness may result in grade deduction or course failure.
Procedure: The student will be expected to assume the work schedule of assigned clinical faculty. In the event of illness, the student is responsible for notifying supervising clinical faculty prior to the start of the work day. The student is also responsible for notifying the DCE within 24 hours of any absence from the clinic. Any absence during a clinical course may require make-up time scheduled at the discretion of the clinical faculty. Failure to complete total clinical hours or repeated tardiness may result in grade deduction (course grade reduced by 1/3 letter grade for each day missed) or course failure.

11.0 INTELLECTUAL PROPERTY
Policy: The student shall not commercialize or use for commercial or personal gain any work of authorship, technology, process, device, idea, invention or intellectual property created by or for a clinical facility. Any such work shall be property of the clinical facility.
Procedure: Student recognizes the confidentiality and proprietary nature of any work of authorship, technology, process, device, idea, invention or intellectual property created by or for a facility. Access to this information is for the student’s educational process only and not commercialization or personal gain.

12.0 USE OF INFORMATION OTHER THAN PROTECTED HEALTH INFORMATION THAT IS OBTAINED FROM THE CLINICAL SITE
Policy: Use of information other than protected health information that is obtained from clinical sites is restricted.
Procedure: Students are prohibited from obtaining, without permission, the use of information other than protected health information from the clinical site. Students shall not commercialize or use for commercial or personal gain any work of authorship, technology, process, device, idea, invention, or intellectual property created by or for a clinical faculty member. Any such work shall be the property of the clinical faculty. Each clinical site’s CCCE (or his or her designee) is responsible for overseeing the use of information other than protected health information at the clinical site. (dev 5/14)

13.0 STUDENT APPEARANCE (DRESS CODE)
Policy: Each student will maintain a professional appearance when he/she is involved in off campus experiential, service learning activities, and clinical courses.
Procedure: Each student in the PTA program will obtain a navy or purple monogrammed polo shirt at the beginning of the first semester in the program. This will be worn with solid color full length slacks (not cargo style), socks, clean closed-toe dress or tennis shoes with non-skid soles and a name tag when the student is participating in off
campus activities. **The shirt top must be either tucked in or long enough that the midriff is not exposed when bending forward or raising the arms overhead.** Body jewelry is limited to discrete earrings. Tongue studs are not appropriate. Body art should not be visible; nails must be short and clean with clear nail polish only. Hair must be within a naturally occurring color range.

14.0 STUDENT IDENTIFICATION

**Policy:** Each student enrolled in the PTA program will be required to identify himself as a student physical therapist assistant during clinical coursework and experiential course activities.

**Procedure:** Students are required to verbally identify themselves to patients as a student physical therapist assistant during clinical course work. Each student is required to purchase and wear a name badge during experiential and clinical course work that includes the student’s given and surname, University of Evansville and Physical Therapy Assistant Program.

During full-time clinical courses, the clinical site may require a student to wear a facility-generated name badge. The facility will be responsible for creation of this name badge upon the student’s arrival to the clinical center.

15.0 PROFESSIONAL LIABILITY COVERAGE

**Policy:** The University of Evansville will provide professional liability insurance for students enrolled in physical therapy course work. This insurance will be in place for each student providing direct patient care under the supervision of a licensed physical therapist.

**Procedure:** Each clinical site entering into a clinical agreement with the University of Evansville’s Physical Therapy Program will be issued an annual certificate of professional liability insurance funded by the University of Evansville. The certificate is emailed to the Center Coordinator of Clinical Education. This liability coverage is extended to students enrolled in the physical therapy program who provide direct patient care under the supervision of a licensed physical therapist during clinical or experiential activities at clinical sites. Students requiring documentation of this insurance for clinical courses should contact the DCE.

16.0 CLINICAL EVALUATION OF STUDENT

**Policy:** The student will be evaluated by the clinical faculty and a self-assessment per criteria on the standardized PTA Clinical Performance Instrument (CPI) Web at mid-term and completion of the clinical course. Mid-term evaluations will be used to identify the student’s strengths and the areas of his clinical performance that need improvement. Written information documented on the PTA CPI Web, as well as written and verbal feedback received from clinical faculty must support clinical competence and course specific outcomes and will be used by the DCE to determine the final course grade.

16.1 PTA CLINICAL PERFORMANCE INSTRUMENT (CPI) WEB

[https://cpi2.amsapps.com/user_session/new](https://cpi2.amsapps.com/user_session/new)

Use of the PTA CPI Web requires a one-time online training through the American Physical Therapy Association. Instructions for this training and login procedures will be provided to students and clinical instructor prior to student beginning the clinical course.
Clinical instructors can also access the training instructions via this link <PTA CPI QuickClickGuide>

Students and clinical instructors are responsible for completing this training and accessing the student evaluation prior to the clinical course start date. Those needing assistance with this process should contact the Director of Clinical Education.

16.2 CLINICAL COURSE GRADE
**Policy:** The Director of Clinical Education (DCE) is responsible for assigning the final course grade for each clinical course.

**Procedure:** After consideration of written information documented on the PTA CPI Web, as well as written and verbal feedback received from clinical faculty, student and patients, the DCE will assign the final course grade for each clinical course. Specifics regarding clinical course grading criteria can be found in each course syllabus.

17.0 CLINICAL FACULTY
17.1 CLINICAL FACULTY QUALIFICATIONS

**Policy:** The clinical faculty of the PTA program will be qualified to teach, supervise and provide patient care at clinical facility.

**Procedure:** The clinical faculty of the PTA program will possess clinical experience (one year minimum) as a legal and ethical practitioner, APTA PTA CPI Web training, effective communication interpersonal, teaching, supervisory, and evaluation skills. Preferred qualifications include APTA Credentialed Clinical Instructors and previous co-supervision of a student with an experienced clinical instructor prior to independent supervision.

17.2 CLINICAL FACULTY RIGHTS AND RESPONSIBILITIES

**Policy:** Clinical faculty associated with the physical therapy programs has rights and privileges afforded similar appointments within the institution.

**Procedure:** Clinical education faculty associated with the physical therapy programs has the same rights and privileges afforded clinical faculty associated with other programs such as the nursing program and teacher education programs. Benefits for physical therapy clinical education faculty include attendance at the Annual Clinical Educator’s Workshop or other continuing education programs sponsored by the institution free of charge or at a reduced fee.

Per the clinical education agreement clinical faculty are responsible for

1) Provide clinical education experience to Students of the University. Facility shall retain responsibility for the care of the patients of the Facility and shall maintain administrative and professional responsibility for supervision of Students insofar as their presence and program assignments affect the operation of the Facility and its care, both direct and indirect, of patients

2) Designate a Coordinator of Clinical Education to serve as a liaison between the University and the Facility and provide a planned and supervised clinical education program. The Facility will notify the University in the event of change in this liaison ten days prior to the date of transition. All communications and business activities, other than those in connection with the meetings provided for in this Agreement, and those required for day-to-day planning of student assignments shall be channeled through the Facility’s coordinator or designee
3) Provide the Student with at least one mid-term and one end-of-term conference and written performance evaluation. Submit written evaluation of the Student’s performance to the University at the end of the affiliation.

4) Notify the University immediately of any situation or problem that may threaten the Student’s successful completion of the affiliation. It then becomes the mutual responsibilities of the Student, University, and Facility to devise a plan by which the Student may be assisted to achieve the stated objectives.

5) Report any unsatisfactory conduct of performance of a Student to the University in writing within seven days of noted action.

6) Provide supervision appropriate to the academic and clinical level of the Student. Notify the University immediately if professional staffing falls below the level necessary for adequate supervision while a Student is present on a scheduled affiliation.

7) Provide the Student access to emergency medical services in the event of illness or injury during the clinical experience. Emergency care will be provided at the Student’s expense.

8) Provide access to the physical facilities and patients necessary for the Students’ clinical education experience.

9) Direct every effort toward maintaining its accreditation and cooperate with the University by maintaining the standards of patient care required for the accreditation of Physical Therapy programs.

10) Permit, upon reasonable request, the inspection of the Facility, the services available for clinical experiences, the Student records and other items pertaining to the physical therapy programs by the University or accreditation agencies.

11) Provide training on Facility policies related to the Health Insurance Portability and Accountability Act (“HIPAA”) privacy guidelines governing the use, disclosure and security of patients’ Protected Health Information, as defined in HIPAA.

12) Comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232(g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the University’s students and Facility’s provision of services.

This information is communicated in writing via snail mail or email to clinical faculty along with a certificate of the contact hours of student supervision following completion of the clinical course. Information regarding rights and privileges of clinical faculty are also discussed during clinical site visits and can be accessed on the department’s website.

17.3 CLINICAL FACULTY ASSESSMENT

Policy: The effectiveness of clinical faculty as educators is assessed by the DCE.

Procedure: The effectiveness of clinical faculty as educators is assessed by the DCE in collaboration with the Center Coordinator of Education (CCCE) and students. Means of effectiveness include information obtained upon review of completed PTA CPI evaluations, Student Evaluation of the Clinical Instructor Form, Clinical Site Information Form, discussion with the clinical instructor, CCCE and student during and after completion of the course. Effective clinical teaching will be supported through professional development opportunities established through collaboration of the DCE and CCCE.
**17.4 CLINICAL FACULTY PROFESSIONAL DEVELOPMENT**

**Policy:** The University of Evansville provides ongoing professional development activities for clinical faculty based on needs of the clinical faculty and program.

**Procedure:** The University supports annual continuing education courses related to clinical education based on the needs of clinical faculty and the program. Additional continuing education courses, inservices or professional association meetings that enhance professional skills and knowledge are also hosted by the university or provided by academic faculty at the clinical site. The university supports development of the clinical facility by enhancing communication between site representatives and students for Health Career Fairs, Clinical Site Open House Events and community service activities.

**18.0 STUDENT RIGHTS AND RESPONSIBILITIES:**

**Policy:**

The student will:

1. adhere to policies and procedures of the Facility throughout the clinical education experience.
2. provide proof of health insurance to the University and be accountable for medical expenses associated with illness or injury during clinical education.
3. assume responsibility for transportation to and from the Facility. The student will be responsible for housing arrangements and expenses incurred during clinical education.
4. provide a written evaluation of the Facility to both Facility and University.
5. comply with health requirements of the Facility including but not limited to: OSHA regulated Blood Borne Pathogen Training, current CPR certification for healthcare providers, annual TB skin test or chest x-ray, hepatitis B vaccination or waiver, influenza vaccine, immunity or past medical history for rubella, measles, mumps, and polio.
6. receive timely feedback regarding his clinical performance. This will occur through a scheduled site visit, telephone conversation with the DCE or other faculty member, use of the midterm clinical evaluation or conversation with the clinical instructor(s). The student may request additional feedback from either the clinical or academic faculty should problems or concerns arise.
7. submit to a criminal background check and allow University to maintain documentation of the results.
8. recognize that he is not an employee of the Facility or the University but a student in the clinical education phase of professional education.

**Procedure:** Each student is informed of his rights and responsibilities via the Clinical Education Handbook

**18.1 INFORMING STUDENT OF RIGHTS AND RESPONSIBILITIES**

**Policy:** Information regarding students' rights and responsibilities within the didactic and clinical portions of the professional program are made available to all students.

**Procedure:** University and departmental student rights and responsibilities are outlined clearly in the University Student Handbook, PT and PTA Student Handbooks and course syllabi.
Student rights and responsibilities outlined in the Clinical Education Agreement between the academic program and clinical center are provided to students in the clinical education manual. The clinical centers may also provide individual students with a personal copy of facility-specific policies and procedures upon confirmation of the clinical placement.

18.2 DISCLOSURE OF STUDENT INFORMATION TO CLINICAL FACULTY

18.2.1 STUDENT RELEASE OF INFORMATION – CLINICAL EDUCATION

Policy: The student will provide written permission for Director of Clinical Education to disclose information regarding his academic progression, standard clinical health information, professional and personal goals to clinical faculty as needed to confirm and coordinate part-time and full-time clinical courses. Additional written permission will be required for disclosure of disability accommodation and positive background check findings.

Procedure: By completing the Student Release of Information – Clinical Education’ form, the student will provide written permission for Director of Clinical Education to disclose information regarding his academic progression, standard clinical health information, professional and personal goals to clinical faculty as needed to confirm and coordinate part-time and full-time clinical courses. The Student Release of Information – Disability Accommodation form is required for disclosure of documented medical disability and formal request for accommodation. The Student Release of Information – Criminal Background Check form is required for disclosure of background check results to clinical faculty for review.

18.3 PROTECTION OF INFORMATION USED FOR VERIFICATION OF STUDENT IDENTITY IN DISTANCE EDUCATION

Policy: Information used for verification of student identity in distance education is protected. Students are required to complete a medical terminology course prior to entry into the DPT and PTA programs. The course is managed through a password protected online course management system. The course requires the completion of a number of timed weekly online quizzes. Verification of student identity is assumed through student adherence to the policy on academic integrity. Students protect their own identities through use of an individual user name and password to access online materials and through which to communicate with course instructors. The course also requires completion of in-person written midterm and final exams. Student verification for the in-person portion of the course takes place through matching students’ scantrons with picture identifications.

Students are also required to complete online assignments, exams, and quizzes for other didactic courses in the DPT and PTA programs. Students have unique login names and passwords through Blackboard and assignments must be submitted within a specified time frame. Verification of student identity is assumed through student adherence to the policy on academic integrity. For PT 651, assignments are submitted to www.turnitin.com. Students must first establish an account using a course ID and password provided by the course instructor. To submit their appraisals, they must then log-in to the site using their account ID and password.
Students, faculty, CIs, and CCCEs also access online clinical evaluation forms. All who access the clinical evaluation forms are assigned a unique username and create their own passwords.

19.0 RISK-FREE RIGHT OF PATIENTS TO REFUSE TO PARTICIPATE IN CLINICAL EDUCATION
Policy: Patients have a risk-free right to refuse to participate in clinical education.
Procedure: Each student is required to purchase and wear a name badge during experiential and clinical course work that includes: University of Evansville, Physical Therapy Program, and his or her given and surname
Students are required to introduce themselves to patients / clients as student physical therapists or student physical therapist assistants.
Students are required to ask each patient / client for permission to treat prior to initiating treatment.
Patients have the risk-free right to refuse to receive treatment provided by student physical therapists and student physical therapist assistants

20.0 DUE PROCESS
20.1 GRIEVANCE POLICY
Policy: A student may present a complaint, perceived injustice or unresolved conflict regarding an individual course or the program as a whole at any time.
Procedure: Students are encouraged to attempt to resolve a grievance as soon as possible. The initial step in the grievance process is to contact the individual instructor responsible for the course or issue. If the issue is not resolved to the student’s satisfaction with a conversation, the student should present the issue to the instructor in written form. If resolution is not achieved by this manner, the issue enters “due process”.
Any questions, concerns or complaints related to clinical course work should first be discussed with the Director of Clinical Education (DCE). If resolution is not achieved through this discussion, the issue enters “due process”.
The first step in due process is for the student to meet with the department Chair. The meeting may include the instructor or DCE to whom the issue was initially addressed. If the grievance remains unresolved, the student may appeal in writing to the Dean of the College of Education and Health Sciences and the Senior Vice President for Academic Affairs in that order. The written appeal should include the grievance itself, as well as documentation of the previous meetings with the instructor and the department Chair. Students are encouraged to refer to the University Student Handbook for specific grievance procedures.

20.2 FILING A COMPLAINT NOT ADDRESSED IN THE ESTABLISHED DUE-PROCESS PROCEDURE
Any written complaint received by the department which does not fall under the established due-process procedure will be addressed on a case-by-case basis at the lowest administrative level with the authority to resolve the complaint. Anyone making a verbal complaint will be asked to submit the complaint in writing to the department. Documentation of the complaint and the resolution will be maintained by the department chair for one year following resolution of the complaint.
21.0 CLINICAL COURSE ASSIGNMENTS

Policy: The goal of the program is to provide the best learning experiences for the student in the clinical setting. Full-time clinical course assignments are the responsibility of the DCE and are arranged after consideration of the student’s professional needs, clinical faculty expertise, clinical center educational opportunities and clinical faculty availability. Special needs requests are considered but not guaranteed. Due to the limited number of clinical placements available in the Evansville area, students should anticipate completing one or more clinical courses in other geographic locations.

Procedure: Each clinical course assignment is designed to provide the best learning experience for the individual student after considering the student’s professional needs, clinical faculty expertise, clinical faculty availability, and the clinical center educational opportunities. These assignments are arranged at the discretion of the DCE who serves as the liaison between the academic program and clinical faculty. Special needs requests by the student are considered but not guaranteed. Students will not be assigned to clinical sites that are providing scholarship assistance, employment upon graduation, or past employment as aide or technician. The process for course assignment is as follows. Students receive notification of clinical course assignments after all required clinical health information has been submitted during the semester prior to enrollment in the clinical course.

PT 111, Clinical I
During August and September, each first year student may review the summary of clinical placements offered by contracted clinical facilities for the next calendar year. Each student submits a Clinical Choice Form to the DCE outlining his top placement preferences and the rationale for those preferences.

The DCE reviews all Clinical Choice Forms and matches each student to a clinical facility after considering student learning needs, placement preferences, past clinical course experiences and clinical faculty availability. Assignments are completed by October 31.

PT 249 and PT 250, Clinical II and III
During the second semester, each first year student may review the Clinical Request Forms completed by contracted clinical facilities for the next calendar year. Each student submits a Clinical Choice Form to the DCE indicating his top clinical placement preferences and the rationale for those preferences.

The DCE reviews all Clinical Choice Forms and matches each student to a clinical facility after considering student learning needs, placement preferences, past clinical course experiences and clinical faculty availability. Assignments are completed by October 31.

22.0 CLINICAL SITE DEVELOPMENT

Policy: Clinical site development occurs on an ongoing basis to meet programmatic needs.

Procedure: Faculty, students and clinical centers should contact the DCE with information regarding prospective clinical site development. The DCE will assume responsibility for communicating with the clinical center designee regarding possible collaboration for clinical education experiences. Prospective clinical sites will be requested to forward a completed Clinical Site Information Form (CSIF) to the DCE for review of educational opportunities, clinical center requirements and clinical staff credentials. The DCE will provide clinical faculty online access to the academic program
philosophy and policies per the department website. If both parties desire future collaboration after review of shared information, a written Clinical Education Agreement will be executed per the policy and procedure.

Clinical sites that will be used on an infrequent or one-time-only basis will not be considered for development secondary to the financial and time constraints associated with executing a clinical agreement.
It is inappropriate for a student or a student’s family member to attempt to arrange a new clinical site or a clinical placement. Contacting a prospective site to arrange a clinical placement will be considered a breach of professional conduct. (See Safe, Ethical and Professional Behavior Policy.)

23.0 CLINICAL EDUCATION AGREEMENT

Policy: A written clinical education agreement between the institution and clinical centers are current and delineate the responsibilities of both agencies.

Procedure: A current signed, written clinical education agreement exists between the University of Evansville’s Physical Therapy Program and each clinical center providing off-campus clinical experiences. The University has developed a clinical education agreement that is provided for review and approval by the clinical center. In some cases, the University may consider adoption of a clinical education agreement generated by the clinical center. In either case, the agreement must address the purpose and objectives of agreement, rights and responsibilities of all parties, delineation of responsibility of patient care, student supervision and assigning a course grade, procedures for reviewing, revising or terminating the agreement, liability coverage limits, and language related to indemnification and governing law. Two copies of the approved written agreement are signed by the legal representatives of the clinical center and the following university representatives: Vice President of Fiscal Affairs, Vice President of Academic Affairs, Dean of College of Education and Health Sciences and Physical Therapy Program Chair. One fully executed copy is provided to the clinical center. One fully executed copy is retained in the PT Office.

23.1 CLINICAL EDUCATION AGREEMENT REVIEW

Policy: Clinical education agreements are reviewed annually or more frequently if needed by the Director of Clinical Education. Documentation of the agreement review and renewal process in maintained in the clinical contract file located in the PT office.

Procedure: The DCE reviews clinical education agreements annually or more frequently if needed to ensure the agreements are unexpired, accurate and adequate for the needs of the program and clinical facility. Use of the Clinical Education Agreement Inclusion Checklist ensures the agreement is reviewed for required language and provides a standardized method for documenting the review process.

24.0 CLINICAL SITE VISITS

Policy: Academic faculty completes on-site visits to clinical facilities to assess the learning environment, provide professional support for clinical faculty and assess the quality of learning for current or prospective students.
**Procedure:** Prior to begin of travel, each faculty completes the University Travel Request Form identifying dates and relevant travel expenses and route for administrative approval.
Faculty should utilize the Physical Therapy Program Clinical Site Visit Record and follow identified steps to arrange the visit with Clinical Faculty. (Insert Form Link) Clinical faculty contact information can be accessed online: https://cpi2.amsapps.com/user_session/new or by contacting the Director of Clinical Education.
After completion of the clinical site visit, the completed Clinical Site Visit Record will be provided to the DCE

**25.0 CLINICAL COURSE DOCUMENTS**
The following documents can be accessed online at http://www.evansville.edu/majors/physicaltherapy/pta.cfm

Student Personal Data Form
Week One Assessment
Student Evaluation of Clinical Instructor
Student Evaluation of Clinical Experience
PT 111, Clinical I: Course Syllabus
PT 249, Clinical II: Course Syllabus
PT 250, Clinical III: Course Syllabus