



Dear Student,

Please read this handbook carefully and become familiar with its contents. Questions regarding the information presented should be directed to Dr. Kyle Kiesel, Director of the Therapist Assistant Program (kk70).

It is your responsibility to keep this book at hand for use as a reference. Updates to this handbook may occur throughout the 2019-2020 academic year.

Best wishes for a successful year!

**Physical Therapist Assistant Program
Permission for Disclosure**

Please return this form to Graves Hall # 311 by August 30, 2019.

I have thoroughly read and understand the contents of the PTA Student Handbook and viewed the Active Shooter video (<https://www.youtube.com/watch?v=5VcSwejU2D0>).

Signature

Date

I give my permission to University of Evansville personnel to disclose personal information needed for references, clinical affiliations, honors, awards, financial aid, continuing education, transferring to another school, employment, and licensure. Health/medical information and course grades will not be disclosed.

Signature

Date

I grant permission to the University of Evansville's Physical Therapist Assistant Program, and to the students in the program, to audiotape, photograph, or videotape me and to use these materials for educational or recruitment purposes.

Signature

Date

I grant permission to the University of Evansville's Physical Therapist Assistant Program faculty members to use academic materials I have produced (examinations, papers, projects, etc.) for faculty members' evaluations, including promotion and tenure and accreditation activities, and to assist other students in their academic pursuits. I understand that my name will either be removed or proper attribution will be given for any material used.

Signature

Date

I consent to participate in laboratory sessions with my classmates as both a patient simulator and a student PTA. These laboratory activities may include but are not limited to: application of physical agents, examination, manual palpation, massage, mobilization/manipulation, therapeutic exercises, and visual inspection. I agree to dress suitably for the laboratory experiences. I understand that, as a patient simulator and student PTA, I will be treated with modesty and respect and that proper draping procedures will be used when applicable. I agree to be responsible for reporting any actual or perceived medical conditions to the laboratory instructor that may interfere with my ability to participate in the laboratory experience as either the patient-simulator or as the student PTA.

Signature

Date

Physical Therapist Assistant Program

Awards Data 2019 / 2020

Please complete and return this form to Graves Hall 311 by August 30, 2019. The information you provide will be used by faculty members for reference when determining award recipients, writing letters of recommendation, etc. An additional page may be attached if more space is needed.

Last Name

First Name

In what year of the program are you currently enrolled? 1st Year ____ 2nd Year ____

Overall GPA _____

Program GPA _____

Other major _____

Completed ____ In process ____

List campus and community service activities in which you have been involved, throughout your college career, to include leadership positions held and the beginning and ending dates of your involvement.

Activity and Leadership Position Held

Beginning and Ending Dates

List any academic honors you have received or honorary societies to which you have been selected.

Briefly summarize your educational and professional goals 1-5 years *after* graduation from the PTA Program.

List the name of your employer and the average number of hours you work per week.

Are you an APTA member? _____ Dates of membership _____

University of Evansville Academic Honor Code

Please print and return this form to Graves Hall # 311 by August 30, 2019.

In its mission, the University clearly states the intention to be value-oriented in all endeavors. The Academic Honor Code was created by the University community, students, and faculty alike, to create an atmosphere conducive to this high ideal and to academic integrity. The primary purpose of the Academic Honor Code is to enable students and faculty to conduct their academic duties in an atmosphere of freedom – an ideal which requires the commitment of both students and faculty. Student commitment to the Academic Honor Code is implied by his or her matriculation at the University of Evansville. Members of the faculty affirm a commitment to the Academic Honor Code by clearly defining what is or is not unauthorized aid. Student commitment to the Academic Honor Code is implied by his or her matriculation at the University of Evansville. The code, which follows, is appropriate for all academic work which is to be submitted for credit:

I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.

Signature

Date

DATES TO REMEMBER

Background screening results submitted prior to entering clinical

Valid CPR Certification prior to entering clinical

2nd Year Students

Yearbook pictures for students who will be off campus during the spring semester will be taken in December. Exact dates will be published in AceNotes.

2nd Year Students

Complete commencement information, order (before leaving for clinical) cap and gown, and complete process for taking licensure exam / obtaining temporary permit.

2nd Year Students

The 2020 dates for the National Physical Therapy (licensure) Exam are June 28, June 29, and October 27.

INTRODUCTION

This handbook is designed to provide a framework within which faculty members and students can function together as a community. Members of any community with common objectives must have rules and regulations to ensure that the rights and responsibilities of all are explicit and protected. These policies are not intended to be restrictive. They provide a means to ensure that the operation of the program is consistent with its obligations as a para-professional program. All policies are in effect for the 2019-2020 academic year. Changes may be made in subsequent years. This handbook is available on the PTA Program website.

<http://www.evansville.edu/majors/physicaltherapy/downloads/pta/ptaHandbook.pdf>

MISSION OF THE UNIVERSITY OF EVANSVILLE

The University of Evansville mission is dedicated to active learning and scholarship. We are committed to the liberal arts and sciences as a basis for intellectual and personal growth. The University endeavors to prepare women and men for lives of personal and professional leadership and service. The University is aware of the challenges of living in an international community and, therefore, adopts a global view in its programs and its vision.

The University of Evansville preserves its independent nature and values its ties to the United Methodist Church. It emphasizes undergraduate education and supports an array of liberal arts and sciences and professional programs. The University selects talented and motivated faculty members and students. The student-faculty ratio promotes individual attention and optimal learning. The University values learning as a means of attaining freedom from ignorance and prejudice. Because education is a lifelong process of critical inquiry, the University commits resources to continuing education programs in the greater community.

MISSION OF THE COLLEGE OF EDUCATION AND HEALTH SCIENCES

The mission of the College of Education and Health Sciences is integrated with that of the University in preparing students to become lifelong and self-directed learners with a strong sense of social and civic responsibility. To accomplish this mission, the College of Education and Health Sciences seeks to promote student intellectual, personal, social, and career development through a supportive and challenging academic environment that encourages critical thinking, ethical behavior, and the ability to analyze and independently solve problems. As a college, we will continue our tradition of excellence in preparing competent and caring service-oriented professionals and enhancing the University of Evansville's national recognition as a prestigious independent, comprehensive, and church-related university.

DEFINITION OF PHYSICAL THERAPY

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical application in the restoration, maintenance, and promotion of optimal physical function.

Physical therapists:

1. diagnose and manage movement dysfunction and enhance physical and functional abilities.
2. restore, maintain, and promote, not only physical function, but optimal fitness and wellness and optimal quality of life as it relates to movement and health.
3. prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.
4. consult, educate, engage in critical inquiry, and provide administrative services.
5. direct and supervise the physical therapy service, including support personnel.
6. interact and practice in collaboration with a variety of professionals.

Physical therapist assistants:

1. practice under the direction and supervision of a licensed physical therapist.
2. assist in the provision of physical therapy interventions, including:
 - a. restoration, maintenance, and promotion of optimal physical function.
 - b. prevention of impairments, functional limitations, and disabilities.
3. educate patients, caregivers, and the general public.
4. direct and supervise physical therapy aides or technicians.
5. interact and practice in collaboration with a variety of healthcare personnel.

MISSION OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM

Our mission is to provide associate degree level education to prepare students to become competent, ethical, and certified / licensed practitioners of physical therapy.

PHILOSOPHY OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM

The curriculum promotes the values of the University and the American Physical Therapy Association (APTA) values-based behaviors for physical therapist assistants. The program emphasizes contemporary didactic and clinical practice experiences that model and reinforce professional excellence and expose students to the diverse and culturally sensitive nature of healthcare. 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 physical therapy 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.

GOALS OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM

1. Provide an accredited educational program in physical therapist assistant that enables all students to become certified or licensed practitioners.

- a. 60% of students who matriculate into the program will graduate within three years.
 - b. 85% of graduates will pass the licensure exam within two years.
2. Provide an educational environment for students that promotes learning, ethical behavior, and cultural sensitivity.
- a. Exit survey results will indicate an average of 90% student agreement that criteria related to these concepts are met.
3. Promote an effective core Physical Therapist Assistant Program faculty.
- a. 100% of core faculty members will document, on their annual or triennial evaluations, professional development activities that are linked to program needs.
 - b. 100% of core faculty members will engage in scholarly activity.
 - c. 80% of core faculty members will report consistent involvement in consultation and / or clinical practice as reported on their annual or triennial evaluations.
 - d. 100% of core faculty members will participate in university functions that include advising, committee membership, governance, recruitment, retention, scholarly activity, and other service.
 - e. 100% of core faculty members will report consistent participation in community service on their annual or triennial evaluations.
4. Encourage professional excellence through active participation of students in professional and / or community service.
- a. 100% of students will participate annually in professional and / or community service as indicated on their university activity transcript, professional portfolio, etc.
5. Provide a comprehensive program that enables graduates to secure employment.
- a. 90% of graduates who seek employment will be so within one year of graduation.

FACULTY RESPONSIBILITIES

Faculty members recognize their responsibilities as role models of competent educators, scholars, clinicians, and servants to the profession and their communities. They strive to provide an effective classroom learning environment and share, with students, the responsibility for nurturing this environment.

Faculty members are responsible for designing, implementing, and assessing a curriculum that uniquely combines the science and art of physical therapy. The curriculum is based on the *Normative Model of Physical Therapist Assistant Education*, the *Guide to Physical Therapist Practice*, and the current *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* of the APTA.

Faculty members strive to present information that is supported by currently available evidence and provide students with the tools to evaluate new and existing ideas. It is their responsibility to guide students in the process of self-evaluation and to promote student development as reflective practitioners and lifelong learners.

Faculty members are responsible for continuing to improve their own practice and teaching skills through activities such as continuing education, advanced certifications, professional development, scholarly activity, and clinical practice.

Faculty members will demonstrate the Core Values of the APTA in, at a minimum, the following ways:

Accountability:

1. Remain current in assigned areas of teaching.
2. Provide students with current evidence to support physical therapy practice.
3. Encourage the intellectual, ethical, and professional growth of students.
4. Be physically available to students during posted office hours.
5. Be familiar with policies that affect students.
6. Provide verbal or written feedback of students' work in a timely manner.
7. Provide students with a complete syllabus that outlines all objectives, grading practices, and requirements for assignments.
8. Participate in professional organizations such as the APTA.

Altruism:

1. Provide pro bono services to patients when given the opportunity.
2. Within reason, provide letters of recommendation for students.

Compassion and Caring:

1. Refer students to appropriate university and community services when needed.
2. Be respectful during all interactions with students and colleagues.

Excellence:

1. Challenge mediocrity in ourselves and in our students.
2. Seek and follow current best practice in teaching and professional practice.
3. Engage in professional and scholarly activity at a level expected by the university, the department, and external accrediting agencies.

Integrity:

1. Provide impartial evaluation of student academic and clinical performance regardless of national origin, race, religion, sex, and sexual orientation.
2. Fully participate in faculty duties as advisors, colleagues, and department and university committee members.

Professional Duty:

1. Serve the profession of physical therapy at district, state, and / or national levels.
2. Maintain a high level of service to students and patients / clients.
3. Participate in self-regulation of the professions of teaching and physical therapy.

Social Responsibility:

1. Seek opportunities to positively influence the health of society.
2. Participate in service activities to benefit the communities in which we live.

STUDENT RESPONSIBILITIES

Student responsibilities include, but are not limited to, the following:

Altruism: Altruism is the primary regard for or devotion to the interests of the patient / client evidenced by placing the needs of the patient / client ahead of the physical therapist assistant's self-interest.

Caring and Compassion: Compassion is the desire to identify with or sense something of 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 (Federation of State Boards of Physical Therapy Continuing Competence Model).

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: Integrity is the steadfast adherence to high ethical principles or standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.

Physical Therapist / Physical Therapist Assistant Collaboration: The physical therapist / physical therapist assistant team works together, within each person'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 physical therapist assistant, including behaviors that positively influence patient / client outcomes, the profession, and the health of society.

Social Responsibility: Social responsibility is the promotion of a mutual trust between the physical therapist assistant, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness.

EXPECTED STUDENT OUTCOMES

Graduates of this program will be:

1. critical thinkers who are able to perform selected treatment interventions under the direction and supervision of a physical therapist.
2. practitioners who demonstrate a commitment to lifelong learning.
3. individuals who are able to identify their own values, recognize ethical dilemmas, and seek solutions.
4. practitioners who value participation in professional organizations.
5. practitioners who engage in interprofessional relationships with other healthcare providers, their supervising physical therapist and the patient / client and caregivers.
6. individuals who practice physical therapy in a manner consistent with the *APTA Guide for Conduct of the Affiliate Member, Standards of Ethical Conduct for the Physical Therapist Assistant*.

ACCESS TO INFORMATION

Policy: Accreditation status, admission criteria, acceptance rates, matriculation rates, graduation rates, licensing board pass rates, employment opportunities, and average starting salaries are made available to interested parties.

Procedure: Accreditation status, admission criteria, licensing board pass rates, and employment statistics with average starting salaries are available on the department's web site (www.pt.evansville.edu). Acceptance rates, matriculation rates and graduation rates for the Physical Therapist Assistant Program are available from the Director of the Physical Therapist Assistant Program and the program's admission materials.

ACCREDITATION

Policy: The University of Evansville is accredited by the Higher Learning Commission and Schools and by the University Senate of the United Methodist Church. The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

ADMINISTRATIVE ASSISTANT

Policy: The administrative assistant's office is located in Graves Hall, Room 311. The administrative assistant can be reached by telephone at 812-488-5021. When a faculty member cannot be reached directly, the student may ask the administrative assistant to communicate a written message to a faculty member via the faculty member's mailbox.

ACADEMIC ADVISING

Policy: Physical therapy faculty members provide academic advising to all students in the program. Academic advisors guide and assist the students with career and professional development.

Procedure: Upon admission to the program, each student will be assigned an academic advisor to assist in meeting the objectives of the educational program and to guide the student's professional development. In order to meet these objectives effectively, the following academic advising program and progression procedures should be clearly understood by all concerned.

The advisor for each student will:

1. Maintain a program and developmental record for each student that may include:
 - a. courses taken, grades, and grade point average.
 - b. curriculum prototype that shows graduation requirements.
 - c. student's professional development plan.
 - d. documentation related to professional behavior.
2. Allow student access to the student's departmental record under advisor supervision.
3. Assist the student a minimum of twice-yearly with course registration and evaluation of progress in the program in an effort to plan for future course work.
4. Confer with the student as necessary to guide and assist the student's professional growth. Professional development materials that outline the student's academic, clinical, and professional development goals will be updated each year.
5. Assist the student to identify his or her personal and professional objectives.

The student will:

1. Actively participate in planning his or her professional development and suggest clinical courses with consideration of his or her development as a practitioner and person.
2. Engage in ongoing self-evaluation of progress toward professional goals.
3. Confer with his or her advisor:
 - a. as necessary and as desired.
 - b. before dropping or withdrawing from a course, adding a course, altering the course sequence, or withdrawing from the program.
4. Provide his or her advisor with current contact information. Each student should update his or her mailing address, telephone number, and email address on an annual basis or as changes occur.
5. Arrange and keep appointments with his or her advisor.

To facilitate the student's professional development, advisors will assist the student in setting professional development goals on a regular basis. Within the first month of each fall semester, the student will provide the advisor with two to three goals to be accomplished during the academic year and through the initial clinical course. It is the responsibility of the student to schedule and will meet with his or her advisor to review the goals, his or her perception of the importance of the goals, and a plan to achieve the goals. These goals should be based on the student's demonstration of the Values-Based Behaviors for the Physical Therapist Assistant and should not be a goal related to a specific course requirement. Documents will be maintained by the advisor in the student's advising folder, and the entire professional development portfolio will be available for review during these advising sessions.

APPLICATION FOR CERTIFICATION / LICENSURE

Policy: The student is solely responsible for initiating and the completing the certification / licensure process.

Procedures: Prior to graduation, the student should contact the State Board of Physical Therapy or the appropriate licensing authority in the state in which he or she plans to practice to request an application for the professional certification or licensure examination. A listing of individual State Board addresses and websites is accessible through the website of the Federation of State Boards of Physical Therapy at www.fsbpt.org. Most states make application forms accessible through their websites.

The student must advise the Program Director, in writing, of verification forms necessary to complete the requirements for individual states. If individual reference letters must accompany the licensure application, the student should request these in writing from specific faculty members. The Physical Therapy Department will **not** circulate applications to the necessary campus offices for completion.

The student is asked to release his or her board exam scores back to the University and can authorize this when completing application for certification or licensure.

If a student wishes to begin employment after graduation but before exam results are known, he or she should request temporary licensure from the respective State Licensing Agency if it is available. Temporary licensure is not granted by all State Boards. Once the exam has been taken, the student will be notified of his or her score directly by the State Licensing Agency. The program is not able to disseminate this information.

NOTE: A person who has been convicted of or pled guilty to or *nolo contendere* to any offense, misdemeanor, or felony in any state (except for minor violations of traffic laws resulting in fines) will be required to provide a full detailed explanation of the incident(s) to the licensing agency and may be unable to secure a certificate or license to practice physical therapy. A student who has been charged with drug addiction or who has received treatment for drug or alcohol abuse will have to provide a similar explanation and also may be denied a license. Individuals impacted by these situations should contact the State Board in the state in which they wish to practice for additional information.

ATTENDANCE AT PROFESSIONAL MEETINGS

Policy: A student attending state and national professional association meetings, such as the APTA Student Conclave, or presenting at the National Conference of Undergraduate Research will be excused from class and clinical affiliations upon written request, made to the Director of the Physical Therapist Assistant Program, a minimum of two weeks in advance of the meeting date.

Procedures: Attendance at professional meetings is considered an excused absence from class with prior notification of faculty members. Faculty members may request additional means for the student to demonstrate understanding of the missed course content. Absence from clinical courses will require the student to make-up missed clinical hours at the convenience of clinical faculty members.

CAREER OPPORTUNITIES

Policy: Students will be made aware of all employment opportunities and will be assisted with their career planning as requested.

Procedures: Employment opportunities received by the department will be distributed via class e-mail lists. The Office of Career Development assists students with resources and opportunities to prepare for entrance into the workforce. These include links to company homepages and a place to post and view employment opportunities via UE JobLink. UE JobLink allows employers to query student résumés and advertise job openings. Workshops in skills such as résumé and cover letter writing, interview techniques, and job search strategies are held each semester. Each fall semester, the Office of Career Development offers a job fair for health science students that brings prospective employers to the campus and gives the students an opportunity to investigate employment opportunities with these employers. Details of the services offered by Career Development are available at www.evansville.edu/careerdevelopment. In addition, physical therapy faculty members will assist students by providing references and critiquing résumés upon request by the student.

Faculty members will write letters of recommendation for students upon request. Please provide them adequate time to complete the requests.

CLASS / LAB ATTENDANCE POLICY

Policy: Regular class attendance is expected of students. Students are considered sufficiently mature to be able to accept personal responsibility for attendance and to accept the consequences of failure to attend. It is the student's responsibility to be aware of attendance policies for each class and potential consequences for unexcused absences.

Procedures:

1. Refer to individual course syllabi for specific attendance requirements for each course. Some class sessions may be scheduled at times other than those noted on the registration printout to accommodate guest speakers and experiential learning activities. For this reason, students should not finalize work schedules until course syllabi and schedules are provided.
2. Varsity athletes are required to make their schedule available to faculty members at the beginning of each semester. It is also helpful for the student to remind faculty members of scheduled absences at the class period prior to the one that will be missed.
3. Any student who will miss a class or lab for any other university-sanctioned activity must inform the involved faculty member in advance about the proposed absence. Missed class time for these events is considered to be an excused absence.
4. If a student plans to miss a class or lab for an activity that is not sanctioned by the university, the student should first read the attendance policy of the class, inform the faculty member in advance, and realize that there may be consequences associated with an unexcused absence.
5. If a student is ill and unable to attend class, the student must telephone or email the appropriate faculty member or administrative assistant prior to class time. The student is also required to be seen at the Health Center or by a physician and provide the faculty member with documentation of the illness. If the student provides documentation, the absence will be considered excused. A student who is absent from class and does not give prior notice will receive an unexcused absence for the class.

COMMUNICATION BETWEEN FACULTY MEMBERS AND STUDENTS

Policy: Frequent communication between faculty members and students is critical. This communication takes place individually or in groups and may occur orally, electronically, or by other means.

Procedures:

1. Bulletin boards are located on the first floor of Graves Hall for physical therapist assistant students, clinical assignments, and the Physical Therapy Club. Notices are placed on the board by faculty members, administrative assistants, and students.
2. Students are encouraged to utilize faculty posted office hours. Scheduling an appointment with a faculty member is recommended to ensure faculty availability. Contact information for the Department of Physical Therapy faculty members and staff is available on the Department's website:

(<http://www.evansville.edu/majors/physicaltherapy/faculty.cfm>.)

3. Any change of name, telephone number, address, or email address is to be reported to the Program Director, the Academic Coordinator of Clinical Education (ACCE) for the Physical Therapist Assistant Program, the department's administrative assistant, and the Office of the Registrar. This is *especially* important during clinical affiliations.

4. Faculty members may communicate electronically with all students enrolled in a specific course or with individual students via Blackboard or WebAdvisor.

5. Email is the most common method by which students and faculty members communicate. Due to the frequency with which email is used, the following serve as guidelines for its appropriate use.

a. Email is an appropriate way to share or notify a faculty member of general information. Email is not to be used for discussion of important student, course (including scores received), or programmatic issues. A student should schedule an individual meeting with the involved faculty member for these types of discussions.

b. It is inappropriate to express anger or significant disdain in an email. A face-to-face meeting with the involved faculty member should instead occur.

c. All emails must include identification of a subject in the subject line.

d. Professional communication should be used when corresponding by email. This includes: the use of a proper salutation; proper spelling, grammar, punctuation, etc.; and the use of a suitable closing.

e. Students must respond to emails sent by faculty members within 24 hours.

f. Failure to abide by these guidelines will result in individual counseling, notification of one's advisor, and possible disciplinary action.

COMPUTER SKILLS

Policy: Students are expected to possess basic computer skills upon entry to the program.

Procedures:

1. Students must be able to use web-based applications, such as accessing web pages and using web-based programs.

2. Students must possess basic word processing, presentation, and spreadsheet skills.

COUNSELING, TESTING, AND HEALTH EDUCATION

Policy: Counseling and testing services are available to students experiencing concerns related to personal adjustment, difficulty with academic course work or examinations, or psychological problems that require professional attention. Health education and wellness programs are offered to assist students to make healthy lifestyle choices.

Procedures:

1. Programs offered by the Office of Counseling and Health Education are outlined in the University Student Handbook and students are encouraged to utilize these services if needed.

2. The Office of Counseling and Health Education may be reached by phone at 488-2663. It is located in the Student Life Center on the second floor of the Ridgway University Center.

DUE PROCESS

Policy / Procedure: Department and university policies regarding due process have been established for students at the University of Evansville. They are located in the PTA Student Handbook under 'Grievance' and in the University Student Handbook under 'Student's Rights and Responsibilities'.

EMERGENCY AND SAFETY

Policy: Individuals will follow the procedures specified below in case of earthquake, fire / explosions, inclement weather, or any emergent need to evacuate the building. Students are encouraged to register with the university's text alert system to receive safety information and emergency alerts (refer to sign up information available via AceLink).

Procedures for "Shelter in Place":

1. If a "Shelter-in-Place" order is announced, all exterior doors to buildings may be locked. If a building is able to be locked safely, individuals should be empowered to do so. Once doors are locked, it is recommended doors not be reopened until law enforcement or security officers issue an official all clear.
2. Situations that may prompt a "Shelter-in-Place" order:
 - a. Active shooter/ mass shooting
 - b. Major criminal activity occurring in the area around campus (robbery, gunshots, etc.)
 - c. Hostage situation
 - d. Riot/ Large uprising
 - e. Chemical spill/toxic gas or biological release
3. "Run, Hide, Fight"
 - a. Run. Flee the building if you can safely, based on what you know is occurring within the building or just outside the building.
 - b. Hide. If unable to flee, turn off ringers and other tones off on cellphones and turn off lights. Hide behind a locked internal door if possible. Go to a location in the room where you cannot be seen and stay in place until you are notified the threat is over.
 - c. Fight. You (and those with you) stand a better chance of surviving if you do something rather than nothing if you are unable to hide.

Procedures for Earthquake:

1. Seek shelter under a sturdy piece of furniture or inside doorway until shaking stops.
2. Stay away from windows and doors.
3. Once shaking stops, move to the assembly area.
 - a. Assemble at Black Beauty Soccer Field at Arad McCutchan Stadium. Exit front door or rear door to the Walnut Street sidewalk, travel west on Walnut Street to the crosswalk, cross Walnut Street, and proceed to the east gate at the south end of Black Beauty Soccer Field.
 - b. The Sesquicentennial Oval is an alternate assembly area. Exit Graves Hall and walk south past the East Terrace to the Sesquicentennial Oval.

Procedures for Fire and Explosions:

1. In all cases of fire, the University Security Office must be notified immediately. The on-campus telephone number is 6911. The off-campus telephone number is 812-488-6911.
2. Be aware of the location of fire extinguishers and alarm pull stations and know how to use them:
 - a. fire extinguishers: two on the north hall and two on the south hall of each floor.
 - b. pull stations:
 - 1st floor – one on the north hall and one on the south hall toward the back.

- 2nd floor – one on the north hall and one on the south hall toward the front.
3. If the fire is a small one and a fire extinguisher is accessible, attempt to extinguish the fire. If unsuccessful within one minute, leave immediately.
 4. For fires that do not appear to be controllable, immediately close but do not lock doors, sound the alarm, and evacuate the building.
 - a. Exit Graves Hall through the closest door.
 - b. Assemble in the Ridgway University Center by the water element on the first floor.

Procedures for Emergency Evacuation:

1. Evacuate the building:
 - a. Exit the building as quickly as possible:
 - Persons on the 2nd or 3rd floor should use the closest of either the front (west) stairwell or the rear (east) stairwell. Do not use the elevator during emergency evacuations.
 - If persons, such as those with disabilities, are unable to evacuate the building, they should move to a room with windows on the outside of the building and call security 6911 (from a campus phone) or 812-471-6911 (from a cell phone) to alert emergency personnel of their location for rescue.
 - b. Exit the building via the nearest door:
 - front door (west side of Graves Hall)
 - rear door (east side of Graves Hall) at the north end
 - rear door (east side of Graves Hall) at the south end
2. Move to the assembly point.
3. Students are to remain with their classmates so that the course instructor can verify that all students have evacuated.
4. Faculty responsibilities during evacuation:
 - a. Take class roster with you when evacuating the building.
 - b. Ensure that all students are out of the classroom and adjoining restrooms.
 - c. Proceed to the designated assembly area with your students and other individuals who may be assisting in the classroom at the time of the emergent situation.
 - d. Confirm that all students are at the assembly point and make note of missing students. Report results to the department chair.
 - e. Maintain order.
 - f. Remain at the assembly point until the “all clear” signal is communicated by an appropriate administrator or security personnel.
 - g. Do not return to an evacuated building until an “all clear” is sounded.

Procedures for Severe Thunderstorm Warning:

1. Stay indoors and away from windows.
2. Be prepared to move to a safe area within a classroom located on the 1st floor of Graves Hall (Rooms 100, 102, 104, 105, and 112).

Procedures for Tornado Warning:

1. All individuals should move to a safe area within a classroom located on the 1st floor of Graves Hall (Rooms 100, 102, 104, 105, and 112).
2. Individuals with disabilities should be assisted to the 1st floor.

3. If individuals with disabilities are unable to be assisted to the 1st floor, they should be moved to an interior classroom on the 2nd or 3rd floor.

EMERGENCY MEDICAL CARE

Policy: Students participating in scheduled off-campus educational experiences will be provided access to emergency medical care when indicated.

Procedures:

1. Written agreements exist between the University's Physical Therapy Program and all clinical centers providing approved off-campus educational experiences for students that states that 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.

2. The student assumes financial costs for all medical services provided.

ESSENTIAL FUNCTIONS

The Physical Therapist Assistant Program at the University of Evansville is an 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 physical therapy profession 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.

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 below. 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 Program Director 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 an essential function. The faculty members and students will work together, within the context of the agreed upon strategy, to provide students with the opportunity to meet the technical standards. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that students will be successful in meeting the requirements of any one course. Should a student be unable to meet an essential function or course requirement after a reasonable accommodation has been made, the offer of admission or status in the program will be withdrawn.

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

To accomplish the essential functions of the role of the physical therapist assistant, the student must be able to meet the following standards:

1. Affective / behavioral skills – use of social and professional skills to demonstrate:
 - a. appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
 - b. appreciation that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others.
 - c. appropriate behaviors and attitudes to protect the safety and well-being of patients, self and classmates.
 - d. ability to appropriately handle situations which may be physically, emotionally or intellectually stressful including situations which must be handled swiftly and calmly.
 - e. ability to adjust to changing situations and uncertainty in an academic or clinical environment.
 - f. possession of attributes of accountability, altruism, compassion and caring, empathy, excellence, flexibility, integrity, motivation, professional duty, and social responsibility.
 - g. ability to accept constructive feedback and modify behaviors as necessary.
 - h. ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments.
 - i. ability to reason morally and practice physical therapy in an ethical manner.
 - j. willingness to learn and abide by professional standards of practice.
 - k. ability to be self-reflective.
 - l. ability to be assertive and take initiative as appropriate.
 - m. ability to delegate or direct others and function effectively as part of a healthcare team.

2. Cognitive skills – possession of sufficient intellectual-conceptual ability that includes the capacity to measure, calculate, reason, analyze, integrate, and synthesize information in order to make decisions and includes demonstration of the ability to:
 - a. comprehend, integrate, and synthesize a large body of knowledge in a short period of time.
 - b. use knowledge of natural, clinical, and social sciences to provide appropriate interventions in a clinical setting.
 - c. gather appropriate information during patient / client interventions in order to make clinical decisions appropriate to the scope of practice of a physical therapist assistant.
 - d. appraise information and determine appropriate measurements to be taken during the entire episode of care.
 - e. assess the information gleaned from patient / client performance measurements in order to progress patient interventions appropriately within the plan of care.
 - f. acknowledge limitations of knowledge and / or performance in order to provide safe and effective patient / client care.
 - g. prescribe home programs as indicated by the results of the examination using a variety of instructional methods for patients / clients / family members.
 - h. accurately assess professional strengths and weaknesses via self-reflection.
 - i. develop a plan to address professional areas of weakness.

3. Communication skills – use of oral and written and non-verbal abilities to:
 - a. express own ideas and feelings clearly.
 - b. demonstrate willingness and ability to give and receive feedback.
 - c. listen actively in order to receive and interpret oral communication.
 - d. establish rapport with patients / clients, caregivers, and colleagues.
 - e. communicate effectively and sensitively in English with other students, faculty, patients, patients' families, and other professionals.
 - f. demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient / physical therapist assistant relationships.
 - g. communicate audibly and clearly during interactions with classmates, professors, patients, and members of the healthcare team.
 - h. elicit appropriate information from patients / caregivers.
 - i. use therapeutic communication techniques such as attending, clarifying, coaching, facilitating, and touching.
 - j. communicate complex findings in appropriate terms to patients / caregivers and other members of the healthcare team.
 - k. receive, write, and interpret written communication in both academic and clinical settings.
 - l. read and record observations and plans, both electronic and handwritten, accurately, efficiently, and legibly in documents such as the patient's record.
 - m. observe patients / clients for the purpose of eliciting information, accurately describing changes in facial expression, mood, posture, and other non-verbal communication.
 - n. complete written assignments.

4. Observation skills – functional use of hearing, vision, and other sensory modes to:
 - a. observe audiovisual presentations, laboratory demonstrations and procedures, and written materials.
 - b. effectively perform auscultation / auditory evaluation inclusive of, but not limited to apical pulse, blood pressure, heart, joint, lung, and prosthetic noises.
 - c. appreciate environmental cues such as paging systems, telephones, and verbal communication in a setting with competing ambient noise.
 - d. appropriately take a patient's / client's subjective information.
 - e. accurately observe a patient's / client's activity and behavior.
 - f. observe changes in patient / client status which may require modification of activity or intervention such as: breathing regularity, facial expressions, heart rate, muscle tone, and skin color and temperature.
 - g. accurately monitor dials, displays, and equipment used in treatment of patients / clients including electrical modalities and equipment.
 - h. appreciate tactile feedback related to accurate and safe application of procedures such as manual muscle testing and palpation.
 - i. gather information from equipment and patient / client charts, such as EKG and radiographs.

5. Emotional and physical health – excellent emotional and physical health and maintenance of personal appearance and hygiene as demonstrated by the ability to:
 - a. perform the skills mentioned in other sections of this document.
 - b. avoid jeopardizing the health and safety of others with whom one interacts.
 - c. develop rapport with patients / clients, caregivers, faculty, other healthcare

professionals, and peers.

d. avoid offending others with whom one interacts.

e. respond appropriately to stressful situations in the classroom and clinic.

6. Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of a physical therapist assistant in a wide variety of academic and clinical settings, as demonstrated by the ability to:

a. assume and maintain a variety of positions and perform a variety of activities, including but not limited to kneeling, movement of the neck and trunk in all positions, reaching, sitting and standing, squatting, stair climbing, and walking.

b. perform manual material handling and manipulation of objects of various sizes and weights, including pushing and pulling to provide resistance, assisting in maneuvering patients / clients, lifting and transferring patients / clients, and guarding patients / clients during mobility training on level and uneven surfaces / ramps / stairs, per the following parameters:

- safely and independently lift a maximum of 50#.
- safely, and with assistance, lift a maximum of 200#.
- safely, on occasion, push and pull a maximum of 200#.

c. use strong bilateral grasp during joint mobilization / manipulation and manually resisted exercise.

d. use bilateral fine motor control to manipulate computers / writing instruments and testing instruments / equipment.

e. manually palpate various body structures during measurement and intervention.

f. balance self and provide support / balance to patients / clients on all surfaces.

g. perform a variety of endurance activities for a maximum of 12 hours with occasional rest breaks, including the ability to:

- sit a maximum of 10 hours daily, stand a maximum of two hours daily, and walk or travel a maximum of two hours daily.
- continuously use hands repetitively, with a firm grasp and manual dexterity skills.
- frequently coordinate verbal and manual activities with gross motor actions.
- frequently lift a maximum of 10#.
- frequently exert a maximum of 75# push / pull forces a maximum of 50 feet.
- frequently bend, squat, stoop, and turn.
- frequently stand and walk while providing support to a patient / client.
- frequently change position and location at speeds that permit safe handling of patients / clients.
- occasionally lift weights between 1-50#.
- occasionally carry a maximum of 25# while walking a maximum of 50 feet.
- occasionally crawl, kneel, and reach above shoulder level.

h. respond quickly to emergent situations by lifting / pulling / pushing patients / clients and applying force to perform CPR and assist with transporting patients / clients.

Questions regarding the Essential Functions should be directed to the Director of the Physical Therapist Assistant Program, the Chairperson of the Department of Physical Therapy, and the Dean of Students.

FILING A COMPLAINT NOT ADDRESSED BY DUE-PROCESS

Policy: Written complaints that do not fall under the due-process procedure will be addressed on a case-by-case basis at the lowest administrative level with authority to resolve the complaint.

Procedures:

1. Anyone making a verbal complaint will be asked to submit the complaint in writing to the Department Chair of Physical Therapy Programs.
2. Documentation of the complaint and the resolution will be maintained by the Department Chair of Physical Therapy Programs for one year following resolution of the complaint.

FILING A COMPLAINT WITH THE COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE)

Policy: A student may file a formal complaint with CAPTE.

Procedures:

1. CAPTE considers formal complaints about physical therapy programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself.
2. Students are encouraged to seek resolution of any complaint with the involved party (individual faculty member, Program Director or the DCE of the Physical Therapist Assistant Program before lodging a CAPTE complaint.
3. Guidelines for filing a complaint are available at www.capteonline.org/complaints.
4. The materials necessary for submitting a complaint to CAPTE are available at the APTA Accreditation Department (703-706-3245 or accreditation@apta.org).
5. Copies of the complaint should be provided to the Program Director within three days of filing the complaint.

FINANCIAL AID / SCHOLARSHIP INFORMATION

Policy: Information on financial aid, loans, and scholarships is made available to students.

Procedures:

1. Students should contact the Office of Financial Aid with specific questions.
2. Any information received by the physical therapy department regarding scholarship and loan opportunities is placed on the student bulletin board located on the first floor of Wallace Graves Hall.
3. If this information is received electronically, it is also sent to the students via email.
4. Additional information about scholarships and loans as well as other financial aid forms may be obtained from the University's Financial Aid Office (812-488-2264).
5. Information about financial aid is available to students in the University Catalog and the University Student Handbook.

GRIEVANCE

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.

Procedures:

1. Students are encouraged to attempt to resolve a grievance as soon as possible.
2. The initial step in the grievance process is to contact the individual instructor responsible for the course or issue (any questions, concerns, or complaints related to clinical courses should first be discussed with the ACCE of the Physical Therapist Assistant Program).
 - a. 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.
 - b. If resolution is not achieved by this manner, the issue enters due process.
3. The first step in due process is for the student to meet with the Program Director. The meeting may include the person to whom the issue was initially addressed.
4. If the grievance remains unresolved, the student may appeal in writing to the Chairperson of the Department of Physical Therapy, Dean of the College of Education and Health Sciences, and the Senior Vice President for Academic Affairs, in that order.
5. The written appeal should include the grievance itself, as well as documentation of the previous meetings with the instructor and the Department Chair of Physical Therapy Programs.
6. Students are encouraged to refer to the University Student Handbook for additional information about grievance procedures.

GUIDELINES FOR STUDENT INQUIRIES TO THE AMERICAN PHYSICAL THERAPY ASSOCIATION

Policy: The APTA's Board of Directors and staff receive numerous requests for information and assistance from members and non-members. A significant number of inquiries come from students. The APTA's commitment to providing the highest quality member services is challenged by student inquiries that do not exhibit prior independent discovery, investigation, and literature review that is part of the learning experience.

Based on a careful assessment of the number, scope, and purpose of past student inquiries, students are expected to follow procedures:

Procedures:

1. Because the APTA's highest priority is to serve its members, responses to non-member student inquiries will be determined by the recipient of the inquiry (Board of Director member or staff) on the basis of established priorities and timelines. Non-members who are eligible for membership will be invited to join the APTA. Their names and contact information will be forwarded to the Membership Department for follow-up.
2. The APTA will respond to student inquiries about APTA policies.
3. Student inquiries should include the student's full name, name of academic institution, membership status, and assignment due date if applicable.
4. As part of the overall inquiry process, students should consider the following a valuable sources of information and data:
 - a. APTA publications
 - b. employers
 - c. faculty members
 - d. graduates
 - e. program directors
 - f. student special interest groups (SIGs)
 - g. students of the same or different programs)
5. Students should direct inquiries to APTA only after searching for information on the APTA website (www.apta.org) and specific chapter websites. In most cases, student inquiries will be answered only if the information being sought is not available anywhere else.
6. Often the most efficient way to find information from the APTA website is to use the Google search engine.
7. Students should not direct inquiries to the APTA that represent a substitute for typical student work expectations. A student's educational experience should require independent discussions with faculty members and practitioners, discovery, literature searches and reviews, topic selection for papers, etc.
8. Students should allow a minimum of five business days for a response to any inquiry made to the APTA Board Members or staff.

HARASSMENT

Policy: The Physical Therapist Assistant Program honor's every individual's right to be treated with dignity, impartiality, and respect and strives to maintain a non-discriminatory environment that is free of any type of harassment. Harassment is unacceptable.

Procedures:

1. A student who believes that he or she is being subjected to harassment by a fellow student or faculty member may initially decide to resolve the issue informally. The student may ask the individual to stop the perceived undesired behavior, either verbally or in writing, with another person present if desired.
2. If the student is uncomfortable with this process, or if this process is unsuccessful in stopping the perceived undesired behavior, the student should take his or her complaint to one of the following persons: Program Director; Vice President for Student Affairs; Affirmative Action Officer (AAO); Faculty and / or Student Ombudsperson; Dean of the

College of Education and Health Services; and Senior Vice President for Academic Affairs

3. A formal complaint must be lodged no later than 180 days following the perceived undesired behavior, and in cases where “the respondent and the complainant are students, the complaint shall be referred to the Vice President for Student Affairs. If the complainant is from someone other than a student, the AAO will coordinate the complaint procedure”. Students are encouraged to read the policies on Harassment and Sexual Harassment in the University Student Handbook and follow its procedures.

HAZARDOUS MATERIALS

Policy: All hazardous materials will be appropriately marked, their safety data sheets (SDS) will be available in a notebook located near the location where the materials are housed, and will be disposed of properly.

Procedures:

1. SDS sheets:
 - a. are located in the laboratory that said material is used.
 - b. include:
 - alcohol prep pads.
 - ammonia inhalants
 - bleach
 - embalming fluid
 - Expo Cleaner (for dry erase surfaces)
 - formaldehyde
 - Foster 40-80 Disinfectant
 - specialist plaster
 - 2-Phenoxyethanol

2. Formaldehyde awareness training is conducted prior to the start of PT 431 laboratory experiences.
3. Materials are disposed of as follows.
 - a. Soiled paraffin is disposed of in the trash.
 - b. Water containing plaster is disposed out outside the building.
 - c. The wetting solution and contaminated materials used in the anatomy lab are placed in a container, marked accordingly, and disposed of by the physical plant according to guidelines in the Chemical Hygiene Plan for Physical Therapy.

4. In the event of exposure:
 - a. follow guidelines of the SDS.
 - b. fill out a suspected chemical exposure accident report (Appendix D) of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy located in Graves Hall 104, 314, and 329.
 - c. report incident to the laboratory supervisor and the manager of the Risk and Environmental Management Office.

HEALTH CENTER

Policy / Procedures: Full-time students have access to the Crayton E. and Ellen Mann Health Center during the academic year, Mondays – Fridays, 8:00 a.m. – 5:00 p.m. The telephone number is 812-488-2033 and it is located in Sampson Hall. Staff includes licensed registered nurses and a part-time physician. Basic first aid, medication, and treatment for minor illnesses are provided. Students should refer to the University Handbook for further details.

HEALTH INSURANCE

Policy: Students are required to have health insurance while enrolled in the Physical Therapist Assistant Program.

Procedures:

1. Each student must demonstrate proof of health insurance coverage.
2. Students must submit a copy of their health insurance card to the Administrative Assistant of the Department of Physical Therapy.
3. Students in need of health insurance coverage should contact the Office of Administrative Services (812-488-2941).

HEALTH STATUS

Policy: Students must demonstrate overall physical and mental health and maintain their personal appearance and hygiene to safely participate in classroom and clinical courses to protect themselves, their peers, and others.

Procedures:

1. Students will submit documentation of a physical exam upon entrance to the university.
2. Students have a responsibility to inform the Program Director, in writing, of any condition that could impact their ability to perform the essential functions, with or without accommodations.
3. A student who becomes aware of any health condition that may impair or impede the ability to participate in any aspect of the program must inform the Program Director and his / her academic advisor immediately.
4. Students should report emergency surgeries or medical procedures to the Program Director as soon as possible.
 - a. Students are encouraged to discuss planned medical or surgical procedures with the prior to the procedure.
 - b. In the event of emergencies, discussion between the student and the Program Director must take place prior to resumption of didactic and clinical coursework.
 - c. Following a change in health status, a letter from the student's surgeon or physician giving medical clearance to return to activity or specific activity or lifting limitations must be submitted to the Program Director before the student will be allowed to participate in didactic and clinical coursework.
 - d. The Program Director, in consultation with core faculty and the student's academic advisor, will determine what impact, if any, the student's health status will have on didactic and clinical coursework.

e. If a student has a question as to whether or not activities are contraindicated in certain conditions, please consult with the Program Director or the lead instructor for the course during which the activities will take place.

5. A pregnancy is to be reported to the Program Director immediately after medical confirmation is received.

a. Learning experiences will be modified to ensure maximum safety to the student and preborn child.

b. Following delivery, medical approval must be given by the student's physical before the student can resume her coursework.

6. Students will comply with health requirements as specified in the Physical Therapist Assistant Program Clinical Education Handbook.

7. Students receive instruction on blood-borne pathogens, infection control, and universal precautions and demonstrate annual competence in these areas.

INCLEMENT WEATHER AND CANCELLATION OF CLASSES

Policy: Unless an announcement is made to the contrary, the university will operate normally despite the presence of inclement weather.

Procedures:

1. Information about class or office closure will be released by the Office of University Relations to the area news media and via text alert.

2. If weather conditions progress to the point that most roads and streets are impassable, it may be necessary to suspend class meetings and / or routine university operations.

3. Students uncertain about whether or not a scheduled class meeting will be held should attempt to reach assigned faculty by email, or by other available means, for clarification.

INDEPENDENT LABORATORY PRACTICE

Policy: Students may use Graves Hall 104 and 315 for practice at times other than during scheduled class meetings. Students may not use lab equipment for self-treatment.

Procedures:

1. Students may use the labs any time they are available. Check the lab schedules, posted on the wall outside the lab doors, to ensure lab availability.

2. A minimum of two students must be present, or, if electrical equipment will be used, a minimum of three students must be present. Students who violate this rule will be unable to practice further without faculty supervision.

3. If electrical equipment is not available in the lab, notify the Program Director so that arrangements can be made to ensure that it is available. Requests must be made by noon on the day it is desired or by noon on Friday for weekend use.

3. Students must sign in and sign out on the clipboard form available in the labs.

4. Students must notify the Office of Safety and Security (812-488-2051) in order to gain access to labs after workday hours or on weekends. The Office of Safety and Security provides escort services in the evenings upon request.

5. When finished practicing, student must return the labs to their original states and equipment and materials must be re-stowed in their proper places.
 - a. Equipment must be clean and unplugged. Water should not be left standing.
 - b. Electrical stimulation units must remain on carts.
 - c. Large clinical models should not be placed on treatment tables.
 - d. Electrodes must be returned to their plastic backing and resealed in a plastic bag after each use. Adding water to the electrodes before storage will extend their life.
 - e. If metal electrodes are used, rinse the sponges and leave them to dry on the countertop.
 - f. Carbon electrodes should be rinsed and dried after each use and returned to the proper container.
 - g. Return pillows to the plinths.
 - h. Reassemble wheelchairs, properly fold them, and store them.
 - i. Place soiled linens and towels in the laundry hamper.
 - j. Clean plinths and mat tables with a weak bleach solution and dry them.
 - k. Close doors and ensure that they are locked.
6. Immediately report any damaged equipment to the Program Director.
7. Copies of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy is located in Graves Hall 104.
8. In case of emergency, call 6911 and report the location, problem, and need.

INFORMED CONSENT FOR LABORATORY PARTICIPATION

Policy: Students are expected to participate in lab experiences (refer to the Permission for Disclosure form on the second page of this handbook).

Procedures:

1. Students may decline to participate in lab activities for a legitimate reason, such as prohibitive medical conditions or religious beliefs.
2. Students may decline to serve as a simulated Program Director, as soon as possible but prior the lab activity in question.
3. Students will demonstrate appropriate behavior, language, and respect as simulated patients.
 - a. Students who violate this procedure will initially be counseled by the supervising faculty member.
 - b. In the event that additional violations are noted, the student will be asked to leave the lab and the matter will be referred to his or her advisor, the Program Director, and the Counseling Center, in order and as necessary to resolve the matter in question.
4. . Students will follow guidelines for use of materials and equipment provided in required and recommended textbooks, course manuals / syllabi, and faculty instructions.
 - a. The supervising faculty member will counsel students who use the materials / equipment in an unsafe manner.
 - b. In the event that a student continues to utilize materials / equipment in an unsafe manner, the student will be asked to leave the lab and referred to his or her advisor, the Program Director, and the Counseling Center, in order and as necessary to resolve the matter in question.
5. Students who are aware of other students who violate these procedures will report (verbally or in writing) the incident to the supervising faculty member, the student's advisor, the Program Director, and the Counseling Center, in order and as necessary to resolve the matter in question.

LABORATORY AND EQUIPMENT SAFETY

Policy / Procedures:

1. Labs will be locked when they are not in use.
2. Emergency telephone numbers are posted in all labs available for independent practice. A telephone is available in Graves Hall 104.
3. First-aid kits are available in Graves Hall 104.
4. An AED is located in the Ridgway University Center.
5. Students will wear goggles, gloves, and closed-toed shoes when performing dissection or observing in Graves Hall 314. An eye wash station is available in case of accidental exposure to hazardous materials or other potentially infectious material.
6. Student safety and the proper storage of all equipment during a laboratory experience are the responsibility of both students and faculty involved in the experience.
7. Student safety during simulated patient / student physical therapist assistant interactions is the responsibility of both students and faculty involved in the experiences.
8. Equipment will be kept in proper working order.
 - a. Equipment will be checked by the instructor prior to student use.
 - b. Preventive equipment maintenance, including any necessary or indicated equipment calibration, is completed annually.
 - c. Electrical equipment is inspected for safety on an annual basis. Records of these inspections are kept in a file cabinet in the physical therapy office.

LIBRARY SERVICES

Policy: The University of Evansville Libraries provides student access to materials necessary to their success.

Procedures:

1. A list of physical and online materials can be accessed via the library website.
2. Networked stations are available on all floors of the library.
3. Students may peruse local hospital libraries for medical journal holdings.
4. Interlibrary Loan (ILL) is available.
 - a. The service assists scholarly research by obtaining materials that are not physically available at the University of Evansville libraries.
 - b. Materials are available at no charge to the student.
 - c. ILL requests may take several days to fill.
5. Individual library instruction is available (812-488-2482).

NAME CHANGE

Policy / Procedure: Students will report name changes to the Program Director, the Administrative Assistant of the Department of Physical Therapy, Student Accounts, the University of Evansville Registrar, and their advisor.

NON-DISCRIMINATION

Policy: The Physical Therapist Assistant Program operates under a non-discriminatory policy with regard to age, color, disability, national origin, race, religion, sex, and sexual preference. It provides an environment that encourages diversity and tolerance.

Procedures:

1. All students will be treated in a non-discriminatory manner before, during, and after admission in to the program. The policy is made available to students via the Physical Therapist Assistant Program brochure.
2. The program complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 with regard to the admission of students into the program and providing assistance once in the program. Information with regard to these acts can be found in the University Student Handbook.
3. Students who perceive that they have experienced discrimination are invited to follow the Grievance Procedure published in this handbook.

OBSERVATION (FIELD) EXPERIENCES

Policy: The Physical Therapist Assistant Program uses observation (field) experiences to augment the student learning process. These experiences are supervised by clinical faculty members and may, at the discretion of the clinical faculty member, include some limited hands-on opportunities for students. The student is responsible for any injuries incurred while traveling to and from an observation (field) experience.

Procedures:

1. Students must sign a university waiver of liability before they are eligible to participate in these experiences.
2. Should a student be involved in an incident during one of these experiences, he or she should notify appropriate authorities, the clinical faculty member responsible for the experience, and the primary course instructor for the course for which the experience is required.
3. Students must complete all documents and provide required health screen/vaccination information required by the individual facilities prior to the scheduled observation.

PARKING PERMITS

Policy: Students who choose to avail themselves of campus parking will register their vehicle and purchase a parking permit.

Procedure: Parking permits are purchased annually at the University Safety and Security Department in the General Services Building.

PHOTOCOPIER AND FAX MACHINES

Policy: Photocopiers for student use are located in the campus library and the multimedia center. A fax machine for student use is located in the campus library. The physical therapy office photocopier and fax machine are not available for student use. Prices, per page, for photocopying are: (a) monochrome: \$0.05; (b) monochrome

duplex: \$0.08; (c) color: \$0.10; and (d) color duplex: \$0.18. Students are allotted \$40.00 for printing per semester. Students who exceed their allotment will be charged for additional printing.

POTENTIAL HEALTH RISKS FOR STUDENTS

Students enrolled in the Physical Therapist Assistant Program do not have a markedly elevated risk of illness or injury above the norm, but certain required activities do pose unique risks. The faculty endeavors to minimize these risks by incorporating safeguards into the activities, advising students of the potential for illness or injury, and providing students with the information needed to ensure their own safety. Students are responsible for protecting themselves by following directions, using standard precautions, asking for help if needed, and being aware of safety 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 and 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.

PRIVACY AND CONFIDENTIALITY

Policy: The University of Evansville complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (Public Law 93-380). Students have the right to limit disclosure of their education records to third parties with some exceptions: (a) when a written consent has been given for disclosure; (b) directory information unless the student has provided a written refusal for disclosure; and (c) some other instances under provisions of FERPA that allow disclosure without written consent.

Procedures:

1. All permanent physical therapy student records, including medical records, resident in the Office of the Registrar; other student records are maintained in the private offices of faculty members that are locked when unoccupied.

2. Confidential conversations with students take place in the private offices of faculty members. Confidential information includes, but is not limited to:

- a. advising and counseling sessions
- b. clinical performance
- c. grades
- d. health status

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

Policy: Students must demonstrate comprehension of the Health Insurance Portability and Accountability Act (HIPAA) prior to participation in any off-campus experiential learning activity or clinical course.

Procedures:

1. HIPAA content will be delivered to students during the first semester of the PTA program and prior to any experiential learning activity or clinical course.
2. If a student is unable to attend the mandatory class, the student must acquire the necessary information from the instructor and / or from audiovisual aids.
3. Comprehension will be determined by satisfactory completion of a learning assessment of HIPAA knowledge.
4. Students will demonstrate continued comprehension of HIPAA by satisfactorily completing a learning assessment of their knowledge at the beginning of their second year of the program. Due dates for learning assessment completion will be communicated to students via email.
5. Comprehension will be documented in each student's record annually.
6. Students are responsible for reviewing and complying with facility-specific policies and procedures associated with clinical courses.

PROFESSIONAL ORGANIZATION

Policy: Students are encouraged to join the American Physical Therapy Association (APTA) and participate in activities at the national, state, and district levels. These experiences provide exceptional pre-professional preparation for students and their future role as physical therapist assistants.

Procedure: Membership applications are available in the Physical Therapy Department Office or through the APTA website at www.apta.org.

PROGRAM PROGRESSION

Preface: The physical therapist assistant program faculty members, in discussion with the department chairperson, make decisions regarding a student's progression through the program. Successful progression through the program depends on the following factors: (1) demonstration of academic integrity; (2) demonstration of ethical, professional, and safe behavior; and (3) successful completion of all didactic and clinical courses. Student infractions within any of these areas will result in disciplinary action, which may include dismissal from the Physical Therapist Assistant Program.

Academic Integrity

Policy: Academic integrity is expected of all students and faculty members; academic dishonesty in all forms is unacceptable.

Procedures:

1. It is each student's responsibility to become familiar with the University of

Evansville Honor Code, which is published in the University's Student Handbook.

2. Academic dishonesty includes, but is not limited to, cheating and plagiarism.

a. Unless the faculty member allows students to retain copies of online or in-class exams and quizzes, the sharing of questions from any online or in-class exams and quizzes constitutes cheating. Following an online or in-class exam or quiz, discussing specific questions with classmates at any time in the near or distant future is not permitted. Students may not have, in their physical possession, any electronic or written exam or quiz items. Receiving or distributing to anyone else a copy of previous exam or quiz items is not permitted.

b. During in-class examinations, all items are to be cleared from the desk or work surface with the exception of the testing materials and #2 pencil. All cell phones and watches are to be off the student and put away.

i. The Federation of State Boards of Physical Therapy (FSBPT) states: "The illicit sharing of memorized or recalled questions from the NPTE includes, but is not limited to, the following behavior: (a) the memorization or copying of any questions from any version of the NPTE; (b) the knowing, reckless, or intentional provision, in written or verbal form, of any questions memorized or copied from any version of the NPTE to any other person through any means; (c) the knowing, reckless, or intentional receipt, in written or verbal form, of any questions memorized or copied from any version of the NPTE to any other person through any means; and (d) the knowing, reckless, or intentional solicitation or encouragement of another person to provide, in written or verbal form, any questions memorized or copied, from any version of the NPTE from any other person through any means."

ii. The Physical Therapist Assistant Program uses the above definition, with the substitution of "any online or in-class exam, quiz, or practical exam required of any course within the program curriculum" for "NPTE" and the replacement of the phrase "in written or verbal form" with "in electronic, verbal, or written form". For example, students may not share any details regarding a practical exam experience either during or after a practical exam. Direct questions about whether or not a behavior is considered cheating to the course instructor(s); however, the fact that uncertainty prompts the question in the first place is an indication that the behavior is likely not permitted.

b. Plagiarism is defined as representing another person's intellectual property (e.g., data, ideas, work, or words) as one's own.

i. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof. The use of another's sequence of eight or more words verbatim, without quotes, is considered plagiarism. The source of another's work includes that found in any medium, such as the internet or other electronic sources, compact disks, and flash drives.

ii. Materials found in course manuals, including examples of clinical cases, patient scenarios, and documentation is the intellectual property of the instructor(s) or the source cited by the instructor.

iii. Paraphrasing another's work without attributing the ideas to the original author is plagiarism.

iv. All student work submitted to fulfill a course requirement must be properly credited to the original source(s) of the information. Direct quotations, statement that are paraphrased, summarization of another's work, and other information that is not considered to be common knowledge must be acknowledged or cited.

v. Students may not submit work previously submitted to fulfill requirements for another course unless approved by the instructor to which the work is being submitted

the second time.

vi. All assignments must be completed independently unless the course instructor has explicitly stated that group work is permitted.

vii. Students must provide accepted forms of acknowledgement for all written assignments and presentations for all didactic and clinical courses.

3. Any breach of the academic integrity policy will be subject to disciplinary action in accordance with the University of Evansville Honor Code. Disciplinary actions may include, but are not limited to, grade deductions, course failure, dismissal from the professional program, and expulsion from the university. Failure of a course within the professional program due to a breach of the University of Evansville Honor Code will be considered in the same manner as course failures for any other reason.

a. Faculty members will discuss, with the involved student, any suspected incident of cheating, plagiarism, or other form of academic dishonesty.

b. If the student accepts responsibility for the alleged violation, a document that outlines the occurrence and the disciplinary action will be placed in the student's personal file and sent to the Dean of Students. This letter will be composed by the faculty member and signed by the student involved.

c. If the student does not accept responsibility for the alleged violation and the faculty member continues to believe that an infraction took place, the faculty member will report the incident, in writing, to the Dean of Students. Formal investigation will occur in accordance with University of Evansville Honor Code policies.

d. If it is determined, either by confession or due process, that a student violated the University of Evansville Honor Code, he or she may be dismissed from the professional program and / or university. If the student is not dismissed from the professional program and / or university, he or she will be placed on an individualized corrective program, determined by physical therapist assistant program faculty in discussion with the department chairperson, which may include academic remediation and counseling.

Ethical, Professional, and Safe Behavior

Policy: Students will demonstrate ethical, professional, and safe behavior in all situations in accordance with the APTA Values-Based Behaviors for the Physical Therapist Assistant, the University of Evansville Student Handbook, and general campus policies. Unethical, unprofessional, or unsafe behavior may prevent a student from successfully completing a didactic or clinical course, even if the student successfully completes all other course requirements. Students who fail a course due to a breaches in conduct may be: (a) required to repeat the course, which will delay their progression through the program; and (b) subject to disciplinary action, which may include dismissal from the professional program.

Procedures:

1. Students will annually assess their demonstration of the Values-Based Behaviors for the Physical Therapist Assistant. Faculty advisors will also annually evaluate their advisees' demonstration of those behaviors. Input for this evaluation may be sought from other didactic or clinical faculty members. Students will meet with their faculty advisor at least once per semester to discuss their professional development plan.

2. Any student who demonstrates inappropriate professional behaviors in either the university or clinical setting must satisfactorily address those behaviors; failure to do so

may result in dismissal from the professional program.

a. Examples of unethical and unprofessional behavior include, but are not limited to:

i. Inappropriate communication, by any means, including disrespectful / disparaging comments, with academic or clinical faculty members, patients, classmates, colleagues, or staff.

aa. Consistent lack of initiation in / responsibility for communication about academic and clinical issues.

bb. Offensive jokes or comments (e.g., those based on ethnic background, gender, religion, sexual orientation, etc., comments of a sexual nature, and scatological jokes / comments).

cc. Contacting clinical facilities in an attempt to arrange clinical course placements, which is prohibited.

ii. Consistent late arrival for or early departure from class, required class activities, clinical courses, individual or group meetings, or any other required event.

iii. Inappropriate touching during lab or practical experiences (e.g., unnecessary palpation near breasts or genitals).

iv. Lack of preparation or participation in didactic or clinical courses, such as sleeping in class, using electronic equipment for non-class-related activities, being unprepared to participate in class discussions or demonstrations, or failing to provide clinical faculty members with the required documentation and forms on the first day of the clinical course.

v. Consistent disruption of class, experiential learning activities, or clinical courses by behavior or use of electronic and non-electronic devices.

vi. Late completion of course requirements, such as health documents, HIPAA and infection control quizzes, criminal background checks, written assignments, and outside of the classroom experiences.

vii. Failure to forward clinical documents, such as required clinical forms, to the appropriate faculty members.

b. Examples of unsafe behavior include, but are not limited to:

i. Violation of lab policies.

ii. Improper use of electrical equipment.

iii. Failure to use a gait belt or clean obstacles during mobility training.

iv. Leaving a patient or simulated patient unattended while temporarily leaving the treatment area.

v. Failure of a practical exam twice for safety violations.

vi. Flagged safety items of the Clinical Performance Instrument.

3. Any student who demonstrates unethical, unprofessional, or unsafe behavior will meet initially with the faculty member who first becomes aware of the behavior.

a. In the case of comparatively minor infractions (e.g., sleeping in class, tardiness, failure to respond to a faculty member email within 24 hours), the faculty member will engage in a face-to-face discussion with the student regarding his or her behavior and document such in the student's advising file.

b. In the case of repeated comparatively minor infractions or major infractions, such as cheating, violation of the policy on sharing online or written exam or quiz items or practical exam information, and failure to maintain patient confidentiality, the faculty member will complete a Breach of Professional Conduct form.

- i. The faculty member will print a copy of the form, which will become the original document upon which subsequent stages of the process will be documented.
- ii. The faculty member and student will meet to discuss the occurrence. The student's academic advisor, the director of the program, and others may be present, depending on the nature of the situation or at the request of the faculty member or students.
- iii. An intervention plan is formulated during the discussion, documented on the original form, signed by the faculty member and student, and file with the student's program and developmental record. If the student disagrees with the intervention plan, he or she may lodge a formal complaint and follow the procedures of the grievance policy.
- iv. The faculty member who observed the conduct breach is responsible for monitoring and documenting the intervention plan.
- v. When the planned intervention is completed, the components and outcome of the intervention are entered onto the original form. The form is signed by the faculty member and student and filed with the student's program and development record.
 - aa. If the breach is the student's first documented instance of misconduct, the faculty member will inform the program director and other involved persons that the intervention has been completed.
 - bb. If a second breach occurs, a formal written letter from the program director, stating that an additional infraction will result in dismissal from the professional program, will be sent to the student; the student must sign and return this letter by a date specified in the letter. The signed letter is attached to the original Breach of Professional Conduct form and filed with the student's program and development record.
 - cc. If a third breach occurs, the student will be dismissed from the professional program.

4. If any observed conduct constitutes a possible breach of the University Honor Code, university and department policies will be followed.

Breach of Professional Conduct

Date: _____

Student: _____

Faculty Member: _____

Advisor: _____

Course / Event: _____

Date of Breach: _____

Conduct Breach: _____

Informal Discussion:

Date: _____

Content of Discussion: _____

Formal Discussion:

Date: _____

Participants: _____

Additional Discussion: _____

Intervention Plan and Anticipated Date of Completion: _____

Signatures / Date:

Student: _____

Faculty Member: _____

Witness (if requested by student or faculty member): _____

Completion of Intervention (counseling, remediation, etc.):

Implementation Date: _____

Completion Date: _____

Outcome of Intervention: _____

Signatures / Date:

Student: _____

Faculty Member: _____

Witness (if requested by student or faculty member): _____

Successful Completion of All Didactic and Clinical Courses

Policy: Successful progression through the professional program requires that students successfully complete all didactic and clinical courses. It is the responsibility of the student to successfully complete each course. Failure to do so may result in dismissal from the professional program.

Procedures:

1. The professional program consists of all required courses with a “PT” prefix, EXSS 112, EXSS 113, and EXSS / ID 356.

2. Successful completion is defined as the ability to demonstrate competency in course content and is determined by the course instructor. The criteria for successful completion of each course are expressed in the course syllabi.

3. Students are required to earn a minimum grade of “C-” for all non-clinical courses within the professional program. The grading scale is as follows:

≥ 92% of the total points possible	=	A
90-91% of the total points possible	=	A-
88-89% of the total points possible	=	B+
83-87% of the total points possible	=	B
78-79% of the total points possible	=	C+
75-77% of the total points possible	=	C
73-74% of the total points possible	=	C-
70-72% of the total points possible	=	D
< 70% of the total points possible	=	F

4. Fractional point percentages are not rounded (i.e., full points must be earned).

5. Students are permitted to repeat no more than one course within the program.

Students who do not successfully complete a course will be required to repeat the course before they may enroll in courses for which the failed course is a prerequisite. This may result in delayed progression through the professional program. Once students successfully complete failed courses, their grade point average will reflect their improved grade. Before students may progress further through the professional program, it may be necessary for them to meet other requirements, such as successful completion of comprehensive written and practical exams, to ensure competency prior to clinical courses. These conditions will be conveyed in writing to the student, his or her advisor, the Dean of the College of Education and Health Sciences, the Dean of Students, the Office of Financial Aid, and the Registrar. A student’s failure to meet the conditions for progression will result in dismissal from the program.

6. Clinical courses are graded by the Academic Coordinator of Clinical Education. Information is gleaned from the Physical Therapist Assistant Clinical Performance Instrument (CPI), the student, and clinical faculty members. Methods of evaluation and grading criteria are available in course syllabi. A minimum grade of “B-” is required for successful completion of clinical courses.

7. The professional program may be completed on a part-time basis. All courses with the “PT” prefix must be completed within three years of enrollment in the initial course. Part-time students will meet with their faculty advisor to develop an acceptable plan for the sequence of courses.

Incomplete Grades

Policy: Students will receive a grade of “incomplete” when extenuating circumstances

prevent a student from completing course requirements by the end of a semester.

Procedures:

1. Refer to the University of Evansville Catalog for information about time limits for the removal of “incomplete” grades.
2. The student will receive, in writing, the conditions necessary to remove the “incomplete” grade. A grade of “incomplete” may result in delayed progression through the professional program.

Withdrawal from a Course

Policy: Students may withdraw from a course and receive a grade of “W”.

Procedures:

1. Discuss plan to withdraw with all professional program faculty members.
2. Withdraw within the timeframe listed on the academic calendar for each semester.
3. Submit a letter of intent that explains their reason(s) for withdrawing, their understanding that withdrawing will result in dismissal from the Physical Therapist Assistant Program.

Withdrawal from the Professional Program

Policy: Students may withdraw from the professional program.

Procedures:

1. Discuss plan to withdraw with all professional program faculty members.
2. Submit a letter of intent to the Physical Therapist Assistant Program Director.
3. If remaining at the university and changing majors, notify the Office of Academic Advisement.

Dismissal from the Professional Program

Policy: Students may be dismissed from the professional program for a variety of reasons, which include but are not limited to:

1. The student does not meet the conditions outlined for progression through the program.
2. The student does not successfully complete a course or repeated course.
3. The student fails a second course.
4. The student does not demonstrate ethical, professional, and safe behavior after having received counseling to address inappropriate behaviors (i.e., the student receives three breaches of professional conduct).
5. The student admits to academic dishonesty. The student who is accused of and denies academic dishonesty will be referred to the Honor Council. If the charge is affirmed, the student will be dismissed from the program; however, the student may appeal the Honor Council decision to the Appeals Board.

Appeals to Dismissal from the Professional Program

Policy: Students may appeal decisions of dismissal from the professional program.

Procedures:

1. An appeal must be made, in writing, to the Program Director within 30 days of having been informed of the dismissal decision. Duplicate copies of the appeal letter must be sent to the Dean of the College of Education and Health Sciences, and the Vice President for Academic Affairs.
2. If the appeal is unresolved, the student may appeal directly to the Dean of the College of Education and Health Sciences, the Vice President for Academic Affairs, and the President of the University, in that order.

Degree Awarded

After successful completion of all didactic and clinical courses, students will be awarded an Associate of Science Degree in Physical Therapist Assistant.

RECORDING IN-CLASS AND LABS

Policy: In some instances, audio recording of lectures and labs is permitted. Violations of the policy and its procedures constitutes a breach of professional conduct.

Procedures:

1. The person being recording must give explicit consent to be recorded prior to the beginning of the lecture or lab. Some faculty members may require that consent is provided in writing.
2. The person being recorded may give limited consent per individual lecture or lab or blanket approval for the entire semester. It is the student's responsibility to verify which form of consent is given.
3. The recordings are to be used for educational purposes only, and post-recording editing of the material is not permitted. Recordings may be shared with students also enrolled in the course during which the recordings are made; distribution via social media sites is not permitted.
4. Persons who have given consent to be recorded retain the right to review any recorded material, and if asked to destroy the recording, students must comply.
5. Recordings of any type are not permitted in gross anatomy labs.

STANDARD PRECAUTIONS

Policy: Individual students will demonstrate annual competence in aseptic technique, blood borne pathogens, and standard precautions prior to engaging in off-campus experiential learning experiences.

Procedures:

1. Content on standard precautions will be provided to students early in the first semester of the professional program.
2. If a student is unable to attend the class during which the content is delivered, the student must acquire the necessary information from a source that is approved, in advance, by the course instructor. This may be accomplished by taking a course from an agency, such as the Red Cross, or from annual competencies at healthcare facilities.
3. Comprehension will be determined by satisfactory completion of a learning assessment of content knowledge.
4. Students will demonstrate continued comprehension of standard precautions by

satisfactorily completing a learning assessment of their knowledge at the beginning of their second year of the program. Due dates for learning assessment completion will be communicated to students via email.

5. Comprehension will be documented in each student's record annually.

6. Students are responsible for reviewing and complying with facility-specific policies and procedures associated with clinical courses.

STUDENT APPEARANCE

Policy: Students will maintain a professional appearance when involved in off-campus experiential learning experiences and clinical courses.

Procedures:

1. Students will purchase a monogrammed polo shirt as directed.

2. The polo shirt will be worn with a name tag and solid-colored, full-length slacks (not cargo style), socks, and clean closed-toe dress or tennis shoes with non-skid soles.

3. The polo shirt must either be tucked in or long enough that the student's midriff is covered when the student raises his or her arms overhead or while bending forward.

4. Body jewelry is limited to discrete earrings. Multiple ear piercings and tongue studs are not appropriate. Body art should be covered. Fingernails should be short, clean, and ideally unpolished (clear nail polish is permitted; however, even clear nail polish harbors bacteria that unpolished nails do not). Hair must be within a naturally occurring color range.

STUDENT EMPLOYMENT

Policy: Students may be employed while they are enrolled in the professional program.

Procedures:

1. Students employed in healthcare facilities will not represent themselves as student physical therapist assistants.

2. The professional liability coverage provided by the University of Evansville does not apply to student employment situations.

STUDENT FEES

Policy: Students are responsible for the fees charged for the use of lab equipment, disposable supplies used during lab, the online Clinical Performance Instrument (CPI), computer-based assessments, and other items.

Procedures:

1. Individual students will be assessed a programmatic fee at the beginning of each semester that he or she is enrolled in the professional program.

2. The fee is determined annually by the Department of Physical Therapy.

3. Students are entitled to an explanation of the specific fees for which they are charged.

4. The fee will be collected by the Office of Student Accounts.

STUDENT RIGHTS

Policy: Students enrolled in the professional program are entitled to the same rights as all other University of Evansville students.

Procedures:

1. University of Evansville students' rights are communicated, in writing, via the University of Evansville Student Handbook.
2. The student rights unique to physical therapist assistant students are communicated, in writing, via the Physical Therapist Assistant Student Handbook.

STUDENT SAFETY

Policy: The Physical Therapist Assistant Program facilitates student safety while students are on- and off-campus.

Procedures:

1. Students will adhere to all general campus policies that pertain to safety. The Residence Life and Safe Living sections of the University of Evansville Student Handbook contain crime prevention tips and security services offered on campus. This handbook also encourages students to accept responsibility for their own person safety and the safety of others. A document about campus security is available on the university's website.
2. Emergency Response directions are posted in all physical therapy labs and are included in the Physical Therapist Assistant Student Handbook.
4. Full-time students are eligible for free healthcare at the Crayton E. and Ellen Mann Health Center on campus. Basic first aid, medications, and treatment for minor illnesses are provided. A registered nurse is available during office hours.
5. Students participate in a variety of off-campus educational experiences. During these experiences, student safety is enhanced through supervision by academic and clinical faculty members. The university is free from responsibility for any injuries incurred by students while they are traveling to or from required off-campus experiential learning experiences or clinical courses. Should a student be involved in a motor vehicle accident during travel to and from an experiential learning activity or clinical course, he or she should notify the appropriate authorities, the course instructor, and the clinical faculty member(s) if applicable.
6. Students must contact campus security in order to gain access to designative physical therapy labs after hours. Campus security will provide an escort service, upon request, after dark.
7. All pieces of electrical equipment students utilize are checked annually for electrical safety.
8. Students are required to have health insurance.

SUBSTANCE ABUSE POLICY

Policy: Due to the nature of the practice of physical therapy, it is necessary to safeguard patients from impaired performance associated with substance abuse, which may involve the use of prescription drugs, illegal drugs, or alcohol. Recognizing substance abuse behaviors can be difficult; however, it is important that students realize their personal and professional accountability and responsibility regarding the **issue**.

Procedures:

1. Students should be aware that their behavior in the classroom and clinic is observed and open to interpretation and intervention.
2. It is a student's responsibility to become informed about the current policies regarding drug and alcohol abuse published in the University of Evansville Student Handbook.
3. The department reserves the right to request drug screening when substance abuse is suspected.
4. Students may be required to complete a drug screen prior to or during full-time clinical courses in compliance with clinical facility's policy.

USE OF RESEARCH SUBJECTS

Policy: All research that involves human or animal subjects requires approval by the University of Evansville Institutional Review Board. All research will comply with the policies of the U.S. Department of Health and Human Services and the University of Evansville.

Procedures:

1. Applicable research proposals will be submitted to the University of Evansville Institutional Review Board.
2. The guiding principles for research involving human subjects are found in Title 45, Part 46 of the Code of Federal Regulations. The guiding principles for research involving animal subjects are found in Title 9, Chapter 1, Subchapter A of the Code of Federal Regulations and Title 7 of the United States Code, Sections 2131-2156 (the Animal Welfare Act).
3. Approval to collect data for pilot research may be granted by the faculty sponsor of the research. Any questions regarding the conduct of research should be addressed to the Chairperson of the University of Evansville Institutional Review Board.