TABLE OF CONTENTS

Permission for Disclosure .................................................. 2
Awards Data Sheet .............................................................. 3
Dates to Remember ............................................................. 4
Introduction ................................................................. 5
University of Evansville Mission ............................................. 6
College of Education and Health Sciences Mission .................. 6
Dunigan Movement Analysis Laboratory Mission .................... 6
Definition of Physical Therapy ................................................ 6
Mission of the Physical Therapist Assistant Program ................. 7
Philosophy of the Physical Therapist Assistant Program .......... 7
Goals of the Program ...................................................... 7
Faculty Responsibilities .................................................... 8
Student Responsibilities .................................................... 10
Expected Student Outcomes ................................................ 11

GENERAL INFORMATION
Access to Information ....................................................... 11
Accreditation ................................................................. 11
Administrative Assistant .................................................... 11
Advising ...................................................................... 11
Application for Certification/Licensure ................................... 13
Attendance at Professional Meetings ..................................... 14
Career Opportunities ....................................................... 14
Class/Lab Attendance Policy ................................................ 15
Communication between Faculty Members and Students ........ 15
Computer Skills ............................................................. 16
Counseling, Testing and Health Education ............................. 16
Disaster, Earthquake, Fire and Evacuation ................................ 16
Due Process ................................................................. 19
Dunigan Movement Analysis Lab ........................................... 19
Emergency Medical Care .................................................... 22
Essential Functions for the PTA ............................................. 22
Filing a Complaint Not Addressed in the Established Due Process Procedure 26
Filing a Complaint with CAPTE .......................................... 26
Financial Aid/Scholarship Information ................................... 26
Grievance ................................................................. 27
Guidelines for Student Inquiries to the APTA ........................... 27
Harassment ................................................................. 28
Hazardous Materials ....................................................... 29
Health Center ............................................................... 30
Health Insurance ........................................................... 30
Health Status ............................................................... 30
Inclement Weather/Cancellation of Classes ............................. 31
Independent Laboratory Practice ......................................... 31
Informed Consent for Laboratory Participation .......................... 32
Laboratory and Equipment Safety ......................................... 33
Library Services ........................................................... 34
Multimedia (Tapley) Center ................................................. 34
Name Change ............................................................... 34
Non-Discrimination........................................................................................................36
Observations or Field Trips............................................................................................34
Parking Permits .............................................................................................................35
Photocopier and Fax Machines ....................................................................................36
Physical Therapist Assistant Club ................................................................................36
Potential Health Risks for Students ..............................................................................36
Privacy and Confidentiality ...........................................................................................37
Privacy Education-Health Information Privacy and Accountability (HIPAA) ............37
Professional Organization .............................................................................................38
Program Progression .....................................................................................................38
Recording In-Class and Lab .........................................................................................46
Selection of Class Representatives ................................................................................46
Standard Precautions ......................................................................................................46
Standard Precautions in the Anatomy Lab (WGH 314)..................................................47
Student Appearance .......................................................................................................48
Student Employment ......................................................................................................48
Student Fees ..................................................................................................................48
Student Rights ................................................................................................................49
Student Safety ................................................................................................................49
Substance Abuse ............................................................................................................49
Use of Anatomy Laboratory GH 314 ............................................................................50
Use of Research Subjects...............................................................................................51
Dear Student,

Please read this handbook carefully and become familiar with its contents. Questions regarding the information presented should be directed to Joni McFelea, Director, Physical Therapist Assistant (PTA) Program.

It is your responsibility to keep this book at hand for use as a reference. Additions or updates to this handbook will be provided to you at the start of each academic year.

Best wishes for a productive year!
PERMISSION FOR DISCLOSURE

I have thoroughly read and understand the contents of the PTA Student Handbook.

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 Therapy Department, and to the other students in this 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 therapy 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 from or proper attribution will be given for any material used.

Signature ___________________________ Date ________________

I consent to participating in laboratory sessions with my classmates as both a patient-simulator as well as 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, I have the right to be treated with respect at all times and that the student PTA will protect my modesty by utilizing appropriate draping procedures. I also agree to behave with respect and dignity toward my fellow students when acting in the role of student PTA. 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 ________________

Please return this form to the Physical Therapy Office by September 4, 2015.
University of Evansville  
Physical Therapist Assistant Program  

Awards Data 2015 / 2016

Please complete and return this form to the PT Office by September 4, 2015. 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

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

2. Overall GPA  Program GPA

3. Other major  Completed  In process

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

<table>
<thead>
<tr>
<th>Activity and Leadership Position Held</th>
<th>Beginning and Ending Dates</th>
</tr>
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<tbody>
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</table>

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

__________________________  __________________________
__________________________  __________________________

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

________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________

8. Are you an APTA member?  Dates of membership

________________________________________________________________________
### DATES TO REMEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td><strong>August 25</strong></td>
<td><strong>1:00 p.m. – 6:00 p.m.</strong> Barada Background Check Blitz</td>
</tr>
<tr>
<td><strong>August 26</strong></td>
<td><strong>9:00 a.m. – 4:00 p.m.</strong> UE polo shirt order</td>
</tr>
<tr>
<td><strong>September 3</strong></td>
<td>Last day to have TB skin test performed in order to be read by the September 6 deadline</td>
</tr>
<tr>
<td><strong>September 4</strong></td>
<td>Awards Data and Permission for Disclosure forms are due (pages 2-3 of the PTA Student Handbook)</td>
</tr>
<tr>
<td><strong>September 4</strong></td>
<td>A copy (not the original) of your TB test results, health insurance card, criminal background check, and immunization record are due</td>
</tr>
<tr>
<td><strong>September 4</strong></td>
<td>(or sooner if requested) HIPAA and Infection Control quizzes are due (2nd Year students only)</td>
</tr>
<tr>
<td><strong>October 21</strong></td>
<td>Health Careers Job Fair</td>
</tr>
<tr>
<td><strong>October 30</strong></td>
<td>CPR Certification Due</td>
</tr>
<tr>
<td><strong>2nd Year Students</strong></td>
<td>Yearbook pictures for students who will be off campus during the spring semester will be taken in December. Watch AceNotes for the exact dates.</td>
</tr>
<tr>
<td><strong>2nd Year Students</strong></td>
<td>Complete commencement information, order (before leaving for clinicals) cap and gown, and complete process for taking licensure exam/obtaining temporary permit</td>
</tr>
<tr>
<td><strong>2nd Year Students</strong></td>
<td>The dates for the National Licensure Exam for 2016 are January 13, April 6, July 6, and October 6</td>
</tr>
</tbody>
</table>
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 2015-2016 academic year. Changes may be made in subsequent years. This handbook is available on the department’s website.

MISSION OF THE UNIVERSITY OF EVANSVILLE

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

UE preserves its independent nature, ties to the United Methodist Church, and values. It emphasizes undergraduate education and supports an array of liberal arts and sciences and professional programs. UE selects motivated and talented faculty members and students, and the student-faculty ratio promotes individual attention and optimal learning. It values learning as a means of attaining freedom from ignorance and prejudice. Because education is a lifelong process of critical inquiry, UE 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 UE in preparing students to become lifelong and self-directed learners with a strong sense of civic and social responsibility. To accomplish this mission, the College of Education and Health Sciences (CEHS) promotes students’ career, intellectual, and social development through a challenging and supportive academic environment that encourages the ability to act ethically, analyze and independently solve problems, and think critically. CEHS will continue its tradition of excellence in preparing caring and competent service-oriented professionals and enhancing UE’s national recognition as a prestigious church-related, comprehensive, and independent university.

MISSION OF THE DUNIGAN MOVEMENT ANALYSIS LABORATORY

The Dunigan Lab is committed to providing quality teaching and research opportunities for our students and faculty members. It is through these experiences that students will develop the skills necessary to be exceptional healthcare professionals. The lab also supports faculty member-directed scholarship that will contribute to the body of knowledge n the health sciences with the ultimate goal of reducing and preventing disability in the community.

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. Guide to Physical Therapist Practice, Rev 2nd Edition.

Physical therapists:
• diagnose and manage movement dysfunction and enhance physical and functional abilities.
• 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.
• prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.
• consult, educate, engage in critical inquiry, and provide administrative services.
• direct and supervise the physical therapy service, including support personnel.
• interact and practice in collaboration with a variety of professionals.
Adapted from the *Guide to Physical Therapist Practice, Rev. 2nd Edition.*

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

**MISSION OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

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

**PHILOSOPHY**

The curriculum promotes the values of the University and the values-based behaviors recognized by the American Physical Therapy Association as important for physical therapist assistants. The program emphasizes contemporary didactic and clinical practice experiences that model and reinforce professional excellence. These experiences expose students to the diverse and culturally sensitive nature of healthcare. In order to prepare graduates to be effective practitioners who are committed to lifelong learning, the curriculum stresses the importance of making practice decisions based on current best evidence.

The educational process is guided by 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 assistance 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 engage in scholarly activity.
   b. 100% of core faculty members will document, on their annual or triennial
      evaluations, professional development activities that are linked to program needs.
   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, or other
      documents.

5. Provide a comprehensive program that enables graduates to secure employment.
   a. 90% of graduates who seek employment will be employed within one year after
      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

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 American Physical Therapy
Association in the following ways:
Accountability:
- Remain current in assigned areas of teaching.
- Provide students with the most current scientific evidence to support the practice of physical therapy.
  - Encourage the intellectual, ethical, and professional growth of students.
  - Be physically available to students during an adequate number of posted office hours.
  - Be familiar with policies that affect students.
  - Provide verbal or written comments and evaluation of student work in a timely manner.
  - Provide students with a complete syllabus that outlines all objectives, grading practices, and requirements for assignments.
  - Participate in professional organizations such as the American Physical Therapy Association.

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

Compassion and Caring:
- Refer students to appropriate university and community services when needed.
- Be respectful during all interactions with students and colleagues.

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

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

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

Social Responsibility:
- Seek opportunities to positively influence the health of society.
- Participate in service activities to benefit the communities in which we live.
STUDENT RESPONSIBILITIES

In order to be successful in the program and to develop entry-level skills, students will be guided to take responsibility for their education. Student responsibilities include, but are not limited to, the following (as outlined in Values-Based Behaviors for the Physical Therapist Assistant from the American Physical Therapy Association):

**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:

• critical thinkers who are able to perform selected treatment interventions under the direction and supervision of a physical therapist.

• practitioners who demonstrate a commitment to lifelong learning.

• individuals who are able to identify their own values, recognize ethical dilemmas, and seek solutions.

• practitioners who value participation in professional organizations.

• practitioners who engage in interprofessional relationships with other healthcare providers, their supervising physical therapist and the patient/client and caregivers.

• 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 are also printed in the program’s admission materials.

ACCREDITATION

Policy: The University of Evansville is accredited by the Higher Learning Commission 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 Wallace Graves Hall, Room 233. The administrative assistant can be reached by telephone at 488-2341. 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 policies 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 twice-yearly with course registration and evaluation of progress in the program in an effort to plan for future course work. The advisor will inform the advisee of available dates and times for conferences.

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 in identifying personal and professional objectives.

6. Have a final, in person, one-on-one meeting with the student the week of commencement. The advisor should review the final clinical course evaluation prior to the meeting.

The student will:

1. Actively participate in the planning of the student’s professional development and suggest clinical courses with careful consideration of the student’s development as a practitioner and person.

2. Confer with the advisor before dropping or withdrawing from a course, adding a course, altering the course sequence, or withdrawing from the program.


4. Confer with the advisor as necessary and as desired.

5. Provide the 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.

6. Arrange and keep appointments with the advisor.
7. Attend all advising sessions as scheduled with the advisor. It is the student’s responsibility to know dates and locations of these sessions.

To facilitate the student’s professional development, advisors will assist the student in setting both academic and clinical goals on a regular basis. Each fall semester, the student will provide the advisor with two to three goals to be accomplished during the academic year and will meet with the advisor to review the **goals, the student’s perception of the importance of the goals, and a plan to achieve the goal**. 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. This meeting should occur within the first month of class during the fall semester. At the spring meeting, the student will provide the advisor with two or three goals to be accomplished during the summer clinical affiliation. During the fall meeting between the 2nd year physical therapist assistant students and their advisors, academic goals will be established for the fall semester. The meeting to establish goals for clinical affiliations will occur late in the fall semester. 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 making application for licensure to practice physical therapy.

**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. The student is solely responsible for obtaining his or her application and completing the necessary information. Most states make application forms accessible through their websites.

The student must advise the Director of the Physical Therapist Assistant Program, 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 the student wishes to begin employment after graduation but before the exam results are known, the student 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 contendre 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 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 to seek advice.

ATTENDANCE AT PROFESSIONAL MEETINGS

Policy: A student attending state and national professional association meetings, attending the APTA Student Conclave, or presenting at the National Conference of Undergraduate Research will be excused from class and clinical affiliations upon written request.

Procedures: The student will inform each of his or her academic and clinical faculty members of the proposed attendance at a professional meeting one week in advance by providing a request for excused absence from classroom or clinical activity. Attendance at professional meetings will be 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.

A student may need letters of reference from faculty members for licensure, scholarships, and employment applications. Please provide the faculty member sufficient time to complete the request.
CLASS / LAB ATTENDANCE POLICY

Policy: Lecture and lab attendance is expected of students. 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. This is necessary to accommodate guest speakers and experiential learning activities. Students should not finalize work schedules until course syllabi and schedules are provided. It is the student’s responsibility to be aware of attendance policies for each class and potential consequences for unexcused absences.

Procedures: The department expects regular class attendance. Students are considered sufficiently mature to be able to accept personal responsibility for attendance and to accept the consequences of failure to attend. Varsity athletes are required to make their schedule available to faculty members at the beginning of each semester so that they are aware of potential absences. 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. 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. 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.

If a student is ill and unable to attend class, the student must call 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: There are bulletin boards on the first floor of Graves Hall for physical therapist assistant students. There is also a board for clinical assignments, and for the PTA Club. Notices are placed on the board by faculty members, the administrative assistant, and students. Email is the common method by which students and faculty members communicate. Each student is assigned a university email address. Faculty members may communicate electronically with all students enrolled in a specific course or with individual students via Blackboard or Web Advisor. Due to the frequency with which email is used, the following serve as guidelines for its appropriate use.

1. 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, or programmatic issues. A student should schedule an individual meeting with the involved faculty member for these types of discussions.
2. All emails must include identification of a subject in the subject line.
3. Professional communication should be used when corresponding by email. This includes the use of proper spelling, grammar, punctuation, etc.

4. 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.

5. Students must respond to emails sent by faculty members in a timely manner.

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

Students are encouraged to utilize faculty posted office hours. All faculty members post office hours on their office doors. 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).

Any change of name, telephone number, address, or email address is to be reported to the department’s administrative assistant, the student's faculty advisor, the Director of Clinical Education, and the Office of the Registrar. This is especially important during clinical affiliations.

COMPUTER SKILLS

Policy: Basic computer skills are required to be successful in the program. Examples of this include efficient use of internet-based applications, such as accessing web pages and using web-based programs, as well as the ability to use word processing, presentation, and spreadsheet software.

Procedure: Students will be expected to possess these skills upon entry into the program.

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 in making healthy lifestyle choices.

Procedures: 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. 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.

DISASTER, EARTHQUAKE, FIRE AND EVACUATION

Policy: Faculty members, staff, and students will follow the procedures outlined in this document in case of earthquake, fire, inclement weather, or a need to evacuate the building.
Procedures:

Evacuation Routes: The goal is to exit the building as quickly as possible rather than proceeding inside the building to the door closest to the assembly point. Persons on the 2nd or 3rd floor of Graves Hall should use the closest of either the front (west) stairwell or the rear (east) stairwell.

Exit Doors in Graves Hall:
- 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

DO NOT USE ELEVATORS DURING EMERGENCY EVACUATIONS.

Designated Safe Areas for Those with Disabilities: If persons 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 471-6911 (from a cell phone) to alert emergency personnel of their location for rescue.

Assembly Points for Graves Hall:
- Earthquake:
  - 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.
  - The Sesquicentennial Oval is an alternate assembly area. Exit Graves Hall and walk south past the East Terrace to the Sesquicentennial Oval

- Fire: The assembly area for Graves Hall is the Ridgway University Center. Exit Graves Hall through the closest door, assemble by the water element inside the main door of the Ridgway University Center, and remain there.

Students are to remain with their classmates so that the course instructor can verify that all students have evacuated. Faculty members who were conducting class will confirm that all students are at the assembly point. Faculty members will report to their department chair, who will then report to the dean to assure all students and employees are accounted for.

Safety Procedures:
- In case of an earthquake:
  - Seek shelter under a sturdy piece of furniture or inside doorway until shaking ceases.
  - Stay away from windows and doors.
  - After shaking ceases, move to the assembly area.
- Assembly area for Graves Hall:
  - Black Beauty Soccer Field at Arad McCutchan Stadium
  - Alternate location is the Sesquicentennial Oval
- In case of severe weather:
  - Severe thunderstorm warning (i.e., severe thunderstorms are occurring)
• Stay indoors and away from windows.
• Be prepared to move to a safe area within a classroom located on the first floor of Graves Hall (Rooms 100, 104, 105, or 112) if threatening weather approaches.

• Tornado Warning (an actual tornado has been identified in the area).
  • Upon notification of a tornado, students and faculty members, whether in class or in the building, must move to a first floor classroom (Graves Hall 100, 104, 105, or 112) until security notifies that "all is clear". Students with disabilities should be assisted to the first floor or moved to an interior classroom on the second or third floor.

Evacuation of the Buildings:
• Exit nearest door and move to the assembly point.
• Do not use the elevator.

Faculty Responsibilities during Evacuation:
• Bring class roster with you when evacuating the classroom/building.
• Ensure that all students are out of the classroom and adjoining restrooms.
• Proceed to the designated assembly area with your class.
• Make a note of students who are not present and maintain order.
• Remain at the assembly point until the “all clear” signal is communicated by an appropriate administrator or security personnel.

DO NOT return to an evacuated building until an “all clear” is sounded.

Fire / Fire Alarms / Explosions:

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 488-6911.

If the fire is a small one and you can access a fire extinguisher, attempt to extinguish the fire. If the fire is not extinguished within a minute, leave immediately. For fires that do not appear to be controllable, immediately evacuate the building after sounding the alarm. Do not use elevators. Close, but do not lock, doors to confine the fire. Know the location of fire extinguishers, alarm pull stations, and exits in your area and how to use them.

In Graves Hall:
Fire Extinguishers: two on the north hall and two on the south hall of each floor.
Pull stations:
  • First floor – one on the north hall and one on the south hall toward the back doors.
  • Second floor – one on the north hall and one on the south hall toward the front.
  • Third floor – no pull stations.

Graves Hall Security Coordinator: Mary Kessler, Dean, College of Education and Health Sciences
Graves Hall Assistant Security Coordinator: Amy Hall, Director, Dunigan Family Department of Nursing and Health Sciences
All students should register with the university’s text alert system to receive safety information and emergency alerts. Sign up information is available on AceLink.

**DUE PROCESS**

**Policy:** Institutional and departmental policies regarding due process have been established for students at the University of Evansville. Students are provided written information.

**Procedure:** Policies and procedures related to due process are found in the PTA Student Handbook under ‘Grievance’ and in the University Student Handbook under ‘Student’s Rights and Responsibilities’.

**DUNIGAN MOVEMENT ANALYSIS LABORATORY (DMAL)**

The oversight of the DMAL is the shared responsibility of specific faculty members in the Department of Physical Therapy and the School of Public Health.

**Policy:** Students and faculty who utilize the Dunigan Movement Analysis Laboratory (DMAL) must adhere to the procedures of the DMAL discussed below in order to maintain a safe, professional, and effective working environment.

**Procedures:**

1. **Safety:** **SAFETY IS THE PRIMARY CONCERN OF THE DMAL.** All studies should be performed such that subject and researcher safety is maximized. For safety purposes, at least two researchers must be present during all data collection. If IRB approval is required of the project, then at least one of the researchers present must also be on the IRB application. Lack of adherence to pertinent safety measures will result in the termination of the research project in the DMAL and could potentially result in the student’s inability to participate in any experience in the DMAL.

   If there is an emergency, immediately contact Campus Security at 6911. Once it is safe, contact the faculty sponsor.

2. **Approval to be in the Lab:** All activities in the DMAL should have pre-approval from a faculty sponsor before DMAL use is permitted.

   All research projects in the DMAL must receive University of Evansville (UE) Institutional Review Board (IRB) approval which needs to be on file in WGH 113 at all times. Per the UE IRB, any data collection of another person (pilot work, or research) requires the primary investigator to obtain IRB approval. Hard copies of this approval need to be provided to the faculty sponsor. A faculty sponsor needs to be present for all pilot data collections. All IRB approved applications must be submitted to the faculty sponsor with a copy of your IRB approval letter. The faculty sponsor will review the IRB approved application in order to evaluate potential safety concerns or improper use of the lab and its equipment. If the faculty sponsor is not satisfied with safety procedures or equipment use, the faculty sponsor can require new or additional procedures. The faculty sponsor has complete authority to halt DMAL use any time it is determined that a policy of the DMAL has been violated. A copy of all research projects’ IRB submission and approval should be maintained in the black file cabinets in the DMAL. If there is a
change or extension to a previously approved IRB application, the IRB approved change should be submitted to the faculty sponsor and be on file in the DMAL.

If a project not requiring IRB approval is being conducted (e.g. educational activity), submit a written document of purposes, procedures, materials, and methodology to the faculty sponsor. Your submission should include any possible safety issues for all people in the DMAL, and how safety will be insured for these individuals. If the faculty sponsor is not satisfied with safety procedures or equipment use, the faculty sponsor can require new or additional procedures. A faculty sponsor has the authority to halt DMAL use at any time if it is determined that a policy of the DMAL has been violated.

Specific faculty in the Department of Physical Therapy and the School of Public Health are responsible for conducting all DMAL tours for UE administration, UE faculty, UE students, potential UE students, and the community.

1. Faculty Sponsor: The primary investigator of all research projects in the DMAL should be a full-time faculty member of the University of Evansville. All activities (IRB approved or not) in the DMAL should have a full-time faculty member sponsor. The faculty sponsor should have complete mastery in the use of intended equipment. That faculty sponsor is held responsible for overseeing the DMAL activity, ensuring safety, ensuring proper use of equipment, supplying all consumable materials needed for the activity, and communicating with other faculty using the DMAL.

2. Project Personnel (Assistants and Subjects): Each submission (2) to the faculty sponsor should describe who will be in the DMAL, each person’s role, and each person’s involvement with DMAL equipment. The faculty sponsor for a project is responsible for providing a copy of the DMAL policy and procedures document to all researchers and research assistants. The faculty sponsor is responsible for ensuring that all researchers and research assistants completely understand the DMAL policy and procedures. All individuals who utilize equipment in the DMAL must be competent and display mastery of the appropriate techniques and equipment before beginning any research in the DMAL.

All subjects should be treated with respect and courtesy, with their safety of primary importance.

3. Equipment and Materials: Each submission (2) to the faculty sponsor should describe what non-consumable equipment will be used to complete your project. Equipment should only be used for its intended purposes. The equipment collection computers should only be used for collecting data (not processing data). For data processing, transfer your data from a data collection computer to use on a personal computer or a computer at one of the built-in lab desks on the south side of the DMAL lab. If a piece of equipment breaks or performs abnormally in any way, notify the faculty sponsor immediately.

Each project should only use consumable materials provided by the faculty sponsor. All consumable materials located in the DMAL are/were purchased for specific projects with specific funding, and as such, belongs to the researchers of said projects.

4. Scheduling of the Lab: All time in the DMAL should be scheduled using the online calendar at www.google.com/calendar (user ID: duniganresearchlab; password:
Scheduling conflicts will be determined by the following hierarchy:
1. education purposes
2. student externally funded research
3. faculty externally funded research
4. student internally funded research
5. faculty internally funded research
6. research projects without funding

This ladder is only effective if the contact person for the project being rescheduled is provided at least 10 days notice.

It is the responsibility of the faculty using the DMAL to judge and disperse lab time equitably. Each submission (2) to the DMAL Director should mention the amount of time predicted for lab use each week.

If you must cancel a scheduled time on the lab calendar, you must remove it from the calendar within 24 hours so other people can use the lab if needed. Blocking out time on the calendar for possible use is not permitted.

5. Student Access to the DMAL: Students may only gain access to the DMAL by using a key that has been allocated to specific the School of Public Health and Physical Therapy faculty. All student research projects require a faculty sponsor. The faculty sponsor needs to be in Graves Hall during all times when the student is working or collecting data in the DMAL.

6. Dress Code: Professional clinic attire is required of all researchers for all lab tours and data collections where non-DMAL members are present. Exceptions are made only for researchers when professional attire hinders their performance. In those exceptions, attire should still be clean and appropriate for the researcher’s performance.

7. Food and Drink: No food or drink is allowed around electrical equipment in the DMAL at any time.

8. Leaving the Lab: The DMAL should be left in the same manner as it appeared upon entrance, except in special situations where cameras or other equipment is to be located in a specific spot for a study. If you want to maintain a DMAL setup, you must have approval from faculty in the School of Public Health or Physical Therapy.

The DMAL is to be locked and secured at all times when no researchers are present in the DMAL.

9. Amendments to DMAL Policy: The School of Public Health and Physical Therapy faculty who utilize the DMAL will review the DMAL policy and procedures at least annually and make amendments as necessary. The Department Chairs of the School of Public Health and Physical Therapy will be provided with the lab policy annually to distribute among appropriate faculty.
EMERGENCY MEDICAL CARE

Policy: Students participating in scheduled off-campus educational experiences will be provided access to emergency medical care when indicated. The student assumes responsibility for the financial costs associated with these services provided.

Procedure: Written agreements exist between the University’s Physical Therapy Program and all clinical centers providing approved off-campus educational experiences for students. This agreement states the clinical center will provide the student access to emergency medical care in the event the student becomes ill or impaired while participating in sanctioned educational experiences. The student assumes financial costs for these 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 the PTA 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 a technical standard. 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 a technical standard or course requirement after a reasonable accommodation has been made, the offer of admission or status in the program will be withdrawn.

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 technical standards:

1. Affective/behavioral skills – use of social and professional skills to demonstrate:
   - Appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
   - Appreciation that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others.
   - Appropriate behaviors and attitudes to protect the safety and well being of patients, self and classmates.
   - Ability to appropriately handle situations which may be physically, emotionally or intellectually stressful including situations which must be handled swiftly and calmly.
   - Ability to adjust to changing situations and uncertainty in an academic or clinical environment.
   - Possession of attributes of accountability, altruism, compassion and caring, excellence, integrity, professional duty, social responsibility, flexibility, empathy and motivation.
   - Ability to accept constructive feedback and modify behaviors as necessary.
   - Ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments.
   - Ability to reason morally and practice physical therapy in an ethical manner.
   - Willingness to learn and abide by professional standards of practice.
   - Ability to be self-reflective.
   - Ability to be assertive and take initiative as appropriate.
   - Ability to delegate or direct others and function effectively as part of a health care 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. Includes demonstration of the ability to
   - Comprehend, integrate and synthesize a large body of knowledge in a short period of time.
   - Utilize knowledge of natural, clinical, and social sciences to provide appropriate interventions in a clinical setting.
   - Gather appropriate information during patient interventions in order to make clinical decisions appropriate to the scope of practice of a PTA.
   - Appraise information and determine appropriate measurements to be taken during the episode of care.
   - Assess the information gleaned from patient/client performance measurements in order to progress patient interventions appropriately within the written plan of care.
   - Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient/client care.
   - Prescribe therapeutic home programs as indicated by the results of the examination utilizing a variety of instructional methods for patients/clients and/or family members.
• Self-reflect on performance to accurately assess own professional strengths and weaknesses.
• Develop a plan to address professional areas of weakness.

3. Communication skills - use of verbal (oral and written) and nonverbal 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. Communicate effectively and sensitively in English with other students, faculty, patients, patients’ families, and other professionals.
   e. Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/therapist relationships.
   f. Communicate clearly and audibly during interactions with classmates, professors, patients and members of the health care team.
   g. Elicit appropriate information from patients/caregivers.
   h. Communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.
   i. Receive, write and interpret written communication in both clinical and academic settings.
   j. Read and record observations and plans legibly, efficiently, and accurately in documents such as the patient’s record, both handwritten and electronic.
   k. Complete written assignments.
   l. Establish rapport with client, caregivers, and colleagues.
   m. Observe patients for the purpose of eliciting information, accurately describing changes in facial expression, mood, posture and other nonverbal communication.
   n. Use therapeutic communication such as attending, clarifying, coaching, facilitating and touching.

4. Observation skills – functional use of vision, hearing, and other sensory modes to
   a. Observe audiovisual presentations, written materials, laboratory demonstrations and procedures.
   b. Effectively perform auscultation/auditory evaluation inclusive of, but not limited to, lung, heart, apical pulse, blood pressure, and joint and prosthetic noises.
   c. Appreciate environmental cues such as phones, paging systems, 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 during interventions.
   f. Observe changes in patient/client status which may require modification of activity or intervention such as: color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.
   g. Accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.
   h. Appreciate tactile feedback related to safe and accurate application of procedures such as palpation and manual muscle testing.
i. Gather information from equipment and patient charts such as EKG and radiographs.

5. Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to:
   a. Perform the skills mentioned in the other sections of this document.
   b. Avoid jeopardizing the health and safety of others with whom one interacts.
   c. Avoid offending others with whom one interacts.
   d. Develop rapport with patients/clients, caregivers, classmates, faculty and other health care professionals.
   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 student in a wide variety of clinical settings. Student should demonstrate the ability to
   a. Assume and maintain a variety of positions, including but not limited to sitting and standing, squatting, kneeling, reaching, walking, stair climbing, and movement of the trunk and neck in all directions.
   b. Perform manual material handling and manipulation of objects of various sizes and weights including lifting and transferring patients/clients, guarding patients/clients during gait training on level and uneven surfaces/ramps/stairs, pushing and pulling to provide resistance, and assisting in maneuvering patients/clients.
      i. Safely lift up to 50 lbs. independently
      ii. Safely lift up to 200 lbs. with assistance
      iii. Safely push and pull up to 200 lbs occasionally.
   c. Utilize strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise.
   d. Utilize bilateral fine motor control to manipulate testing instruments/equipment/writing instruments/computers.
   e. Manually palpate various body structures during measurement and intervention procedures.
   f. Balance self and provide support and balance to patients/clients on a variety of surfaces.
   g. Perform a variety of endurance activities for up to 8-12 hours with occasional rest breaks. These include the ability to:
      i. Sit for 10 hours daily, stand for two hours daily, and walk or travel for two hours daily
      ii. Frequently lift 10 lbs. and occasionally lift weights between one and 50 lbs.
      iii. Occasionally carry up to 25 lbs. while walking up to 50 ft.
      iv. Frequently exert up to 75 lbs of push/pull forces for up to 50 ft, and occasionally exert 200 lbs. for this distance.
      v. Frequently turn, bend, stoop and squat.
      vi. Occasionally crawl, reach above shoulder level and kneel.
      vii. Frequently change position and location at speeds that permit safe handling of patients/clients.
viii. Frequently stand and walk while providing support to a patient/client with a disability.

ix. Continuously use hands repetitively with a firm grasp and manual dexterity skills.

x. Frequently coordinate verbal and manual activities with gross motor activities.

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

Questions regarding the Essential Functions should be directed to the PTA Program Director, the Department Chair or the Dean of Students.

**FILING A COMPLAINT NOT ADDRESSED IN THE ESTABLISHED DUE-PROCESS PROCEDURE**

Any written complaint received by the department which does not fall under the established due-process procedure will be addressed on a case-by-case basis at the lowest administrative level with the authority to resolve the complaint. Anyone making a verbal complaint will be asked to submit the complaint in writing to the department. Documentation of the complaint and the resolution will be maintained by the Department Chair for one year following resolution of the complaint.

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

**Policy:** CAPTE considers formal complaints about physical therapy programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself.

**Procedure:** A student may file a formal complaint about the program with CAPTE. Students are encouraged to seek resolution of any complaint with the involved party (individual faculty member, PTA program director, department chair, or the director of clinical education) before lodging a formal complaint with CAPTE. Guidelines for filing a complaint with CAPTE are available at [www.capteonline.org/complaints](http://www.capteonline.org/complaints). To obtain the materials necessary for submitting a complaint to CAPTE, contact the APTA Accreditation Department at 703-706-3245 or via email [accreditation@apta.org](mailto:accreditation@apta.org). A copy of the complaint should be provided to the Department Chair within three days of filing the complaint.

**FINANCIAL AID/SCHOLARSHIP INFORMATION**

**Policy:** Information on financial aid, loans and scholarships is made available to all students. Students are expected to contact the Office of Financial Aid with specific questions.

**Procedure:** 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. If this information is received electronically it is also
sent to the students via email. Additional information about scholarships and loans as well as other financial aid forms may be obtained from the University’s Financial Aid Office (488-2264). 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.

**Procedure:** Students are encouraged to attempt to resolve a grievance as soon as possible. The initial step in the grievance process is to contact the individual instructor responsible for the course or issue. If the issue is not resolved to the student’s satisfaction with a conversation, the student should present the issue to the instructor in written form. If resolution is not achieved by this manner, the issue enters “due process”.

Any questions, concerns or complaints related to clinical course work should first be discussed with the Director of Clinical Education (DCE). If resolution is not achieved through this discussion, the issue enters “due process”.

The first step in due process is for the student to meet with the PTA Program Director. The meeting may include the instructor or DCE to whom the issue was initially addressed.

If the grievance remains unresolved, the student may appeal in writing to the Physical Therapy Department Chair, Dean of the College of Education and Health Sciences and the Senior Vice President for Academic Affairs in that order. The written appeal should include the grievance itself, as well as documentation of the previous meetings with the instructor and the PTA Program Director.

Students are encouraged to refer to the University Student Handbook for specific grievance procedures.

**GUIDELINES FOR STUDENT INQUIRIES TO THE AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)**

Students are requested to abide by the following policy and procedure developed by APTA.

**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 physical therapist and physical therapist assistant students. Although APTA is thoroughly committed to the highest quality member service, that commitment is frequently challenged by student inquiries that fail to exhibit prior independent “discovery,” “investigation,” or literature review that is part of the learning experience. Based on a careful assessment of a number, scope, and purpose of past student inquiries, the following guidelines have been established:

**Procedure:**
1. Because APTA’s highest priority is to serve its members, responses to nonmember student inquiries will be determined by the recipient of the inquiry
(BOD member or staff) on the basis of established priorities and timelines. Nonmembers who are eligible for membership will be invited to join the Association. Their names and contact information will be forwarded to the Membership Department for follow-up.

2. APTA will respond to student inquiries seeking clarification regarding APTA policies, positions, standards, or guidelines.

3. Student inquiries should include: student's full name, name of academic institution, the due date for any assignment, and membership status.

4. As a part of the overall inquiry process, students should consider the following as valuable sources of information and data: program directors, faculty members, students (same program or different program), student special interest groups (SIGs), APTA publications, graduates, or employers. Depending on the inquiry, students should also consider consultation with practicing physical therapists and physical therapist assistants.

5. **Students should direct inquiries to APTA only after searching for information on APTA's 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 on this website. Entering information such as "direct access" or "spinal manipulation" will give the student access to a multitude of resources provided by the APTA.

7. Students should not direct inquiries to APTA that represent a substitute for typical student work expectations. A student's educational experience should require independent "discovery," topic selection for papers, literature searches and reviews, and discussions with faculty members and practitioners.

8. Students should allow not less than 5 business days for a response to any inquiry made to APTA Board members or staff.

**HARASSMENT**

**Policy:** Harassment of any kind is unacceptable in the Physical Therapy Program. The physical therapy department strives to maintain a non-discriminatory environment that is free of any type of harassment. The department believes that every individual has a right to be treated with respect, dignity and impartiality. Students may also be required to comply with University policies related to harassment which may require annual competency.

**Procedure:** A student who believes that he/she is being subjected to harassment of some kind by a fellow student or a faculty member may initially decide to try to resolve the issue informally. This may be done by asking the individual to stop the undesired behavior, either verbally or in writing, with another person present if desired. If the student is uncomfortable with this process or if this process is unsuccessful in stopping
the perceived harassing behavior, the student should take the complaint to one of the following persons:

1. PTA Program Director
2. Department Chair
3. Dean of the College of Education and Health Sciences
4. Vice President for Student Affairs
5. Affirmative Action Officer (AAO)
6. Faculty or Student Ombudsman
7. Senior Vice President for Academic Affairs

A formal complaint must be lodged no later than 180 days following the 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 not a student, the AAO will coordinate the complaint procedure”. Students are requested to read the policies on Harassment and Sexual Harassment in the University Student Handbook and follow the procedures outlined in that manual.

HAZARDOUS MATERIALS

Policy: All hazardous material will be marked accordingly and will have a safety data sheet (SDS) available in a notebook located in proximity to where the material is housed. All hazardous material will be disposed of properly.

Procedure: SDS sheets are located in the laboratory that said material is used. Available SDS sheets include:

- Alcohol prep pads
- Ammonia inhalants
- Clorox
- 2-Phenoxylthanol
- Embalming fluid
- Expo Cleaner for dry erase surfaces
- Formaldehyde
- Foster 40-80 Disinfectant
- Specialist Plaster

Formaldehyde awareness training will be conducted prior to the start of Gross Anatomy laboratory experiences.

Disposal:
Water containing plaster is disposed of outside the building.
Dirty paraffin is disposed of in the trash.
The wetting solution and contaminated materials used in the Anatomy Lab (WGH 314) 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.

Exposure: Follow guidelines on SDS Sheets. Fill out a suspected chemical exposure accident report (Appendix D) of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy located in WGH 104, 314, and 329. All accidents must be reported to the laboratory supervisor and the Manager, Risk and Environmental management.
HEALTH CENTER

Policy: Student access to the Health Center during the academic year: Monday - Friday, 8:00 a.m. - 5:00 p.m.; Saturday, closed; Sunday, closed.

Procedure: Full time students are eligible for free health care at the Crayton E. and Ellen Mann Health Center. The Mann Health Center is staffed by licensed registered nurses and a part time physician. Basic first aid, medications and treatment for minor illnesses are provided. The Mann Health Center is located in Sampson Hall. Students should refer to the University Student Handbook for further details of this service. The telephone number for the Mann Health Center is 488-2033.

HEALTH INSURANCE

Policy: Students are required to have Health Insurance while enrolled in professional programs at the University.

Procedure: Each student must demonstrate proof of health insurance coverage throughout the PTA program. A copy of your health insurance card must be submitted to the Administrative Assistant by September 4.

HEALTH STATUS

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

Procedure: Each student will submit documentation of a physical exam upon entrance to the University. A student who becomes aware of any health condition that may impair or impede the ability to participate in any aspect of the PTA program must inform all instructors and his/her academic advisor immediately. Students should report emergency surgeries or medical procedures to their academic advisors as soon as possible.

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

The student will document compliance with health requirements as delineated in the
policy on Clinical Education Health Requirements by the deadline dates. The student receives instruction on infection control, universal precautions and blood-borne pathogens and is required to demonstrate annual competence in these areas.

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

**Surgery/Other Medical Conditions** - Students who have had or are anticipating having surgery or a medical procedure must inform all instructors and their academic advisor before the surgery.

**INCLEMENT WEATHER/CANCELLATION OF CLASSES**

**Policy:** Unless an announcement is made to the contrary, the University will operate normally despite inclement weather.

**Procedure:** All classes will continue as normal in the case of inclement weather (snow, ice, etc.). As most students live on or near campus, it is assumed that academic and other buildings will continue to be open and serviced. Faculty will continue with normal duties. If weather conditions progress to the point that most roads and streets are virtually impassable, it may be necessary to suspend classes and/or routine operations. Information about class or office closure will be released by the Office of University Relations to the area news media and via text alert. Any student who is unclear about classes should try to reach the involved faculty by telephone or by email to clarify the situation.

**INDEPENDENT LABORATORY PRACTICE**

**Policy:** Only physical therapist or physical therapist assistant students may use Labs 104 or 329 for independent practice after hours (after 5:00 pm) or when lab classes are not in session during the day.

**Procedure:**
1. Check lab schedule to ensure that you do not interfere with a scheduled laboratory, practical or check off. Weekly schedules are posted on the lab door.
2. A minimum of two students must be present. If electrical equipment is used, at least three students must be present. Any student who violates this rule will have access limited to sessions with faculty supervision.
3. All students must sign in with security if using the facility after hours. Security personnel will unlock the building and laboratory. Course instructors will designate which laboratory may be used after hours. An escort service is available through the Office of Safety and Security. Students can call 488-2051 to arrange an escort.
4. All students using a lab outside of class time must **sign in and out.** A clipboard is provided in WGH 104, 314, and 329 for student signature.
5. The room must be returned to a tidy state and equipment re-stowed in its proper place. Equipment must be clean and unplugged. Water should not be left standing.
6. Electrical stimulation units are to be kept on carts. Do not place large clinical
models on treatment tables as they can damage the vinyl.

7. If electrical equipment is not in WGH 329, please contact the course instructor, so that this equipment can be made available for your use. Requests must be made before 3:30 pm on the day it is wanted or by 5:00 pm if on Friday.

8. Electrodes MUST be returned to their plastic backing and resealed in a plastic bag after each use. Adding some water to electrodes, before storage, can extend their life.

9. If metal electrodes are used, the sponges must be rinsed out and left to dry on the counter top. The carbon electrodes must be rinsed and dried after each use and returned to the appropriate container.

10. Pillows should be returned to plinths and not be left on the floor.

11. Wheelchairs should be reassembled and folded after putting the foot rests in the up position.

12. Dirty towels and linen must be placed in the laundry hamper.

13. Any plinth or mat table used must be cleaned with a weak bleach solution and dried with a paper towel after each laboratory session.

14. Any damaged equipment must be reported immediately to the laboratory supervisor, Tink Martin, or your instructor who will inform the lab supervisor.

15. Doors should be closed upon leaving and check to ensure that are locked.

16. Under no circumstances is a student to use laboratory equipment for self-treatment.

17. IN CASE OF EMERGENCY CALL 6911, REPORT THE LOCATION, PROBLEM AND NEED.

A copy of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy is located in WGH 104, 314, and 329.

INFORMED CONSENT FOR LABORATORY PARTICIPATION

Policy: Each student is expected to participate in laboratory experiences as a student PTA and as a patient-simulator. These laboratory activities may include but are not limited to: examination, manual palpation, massage, visual inspection, therapeutic exercises, and application of physical agents. Each student is required to sign an informed consent for these experiences. A student has the right to refuse to be a subject in lab activities, with legitimate reason. Legitimate reasons include but are not limited to medical conditions and religious beliefs. Each student signs an informed consent for being videotaped, audio recorded and photographed as part of the educational experience and for student recruitment purposes.

Procedure: Each student is expected to dress suitably for laboratory experiences. Laboratory attire usually consists of shorts, tee shirts, closed toe shoes, and sports bras for women. Additional requirements may be found in the syllabus for each course. The student must be respectful of the person acting as the patient simulator and protect his/her modesty at all times by utilizing appropriate draping procedures. Each student will be encouraged, but not required, to work with fellow students of both genders. A student not willing to have a lab partner of the opposite gender should submit a written request to the
PTA Program Director at the beginning of their first year in the program. A student who wishes to decline to be a patient-simulator for any lab activity must also request this in writing to the PTA Program Director as soon as possible.

Any student who does not demonstrate appropriate respect, language and behavior to a patient-simulator will be counseled initially by the appropriate faculty member. If the problem is not resolved, and additional episodes are noted, the student will be removed from the laboratory and referred to his/her advisor, the department chair and to the Counseling Center if necessary. The student will utilize the laboratory equipment in a safe manner. The student will follow guidelines for use of the equipment given in the appropriate text books, course manual and the faculty instructions to ensure the safety of the patient-simulator. The appropriate faculty member will counsel any student using equipment in an unsafe manner. If the student continues to utilize the equipment in an unsafe manner, he/she will be removed from the laboratory situation and referred to his advisor and then to the department chair.

Any student who is aware of another student who does not follow these guidelines for respectful and safe behavior in a laboratory situation should report the incident to the appropriate faculty member or to his/her advisor or the PTA Program Director. The situation may be described verbally or in writing.

LABORATORY AND EQUIPMENT SAFETY

Policy: Student safety during laboratory experiences is the responsibility of the student and the faculty involved in the educational experience. Proper storage of all equipment is the responsibility of faculty and students. Equipment will be kept in good safe working order to decrease the risk of personal injury.

Laboratory and Equipment Procedures:
1. All laboratories are kept locked except when in use for scheduled class sessions.
2. Under no circumstances is a student to use laboratory equipment for self-treatment.
3. Students participate in role-playing as both a patient and a therapist as part of course requirements. The safety of the students during these simulations is the responsibility of the students and course instructors.
4. Students are required to wear goggles, gloves and closed toe shoes when performing dissection or observing in the gross anatomy lab. An eye wash station is in place should there be accidental exposure to hazardous material or body substances.
5. Designated laboratories are available for independent practice. (See separate policy).
6. When practicing in a laboratory after dark, students can obtain an escort to their car or dorms (see policy on independent laboratory practice).
7. Emergency numbers are posted in all laboratories available for independent practice. A telephone is available in WGH 104 and telephones are available just outside WGH 329 and WGH 314.
8. Safety data sheets can be found in the laboratories where material is used. Follow the directions if exposed to a hazardous material.
9. First aid kits are located in the laboratories in WGH 104, 314, and 329. An AED is located on the first floor of WGH.
10. All laboratory equipment is to be checked by the instructor prior to student use. Any equipment not typically housed in one laboratory may be requested to be moved to another laboratory by filling out a request form.

11. Any damaged equipment is to be reported immediately to the laboratory supervisor or to the course instructor who will inform the laboratory supervisor.

12. Preventive equipment maintenance, including any necessary or indicated equipment calibration, is done annually.

13. Electrical equipment is checked for safety on an annual basis. Records of safety checks are kept in a file cabinet in the physical therapy office.

A copy of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy is located in WGH 104, 314, and 329.

LIBRARY SERVICES

Policy: The Library provides books, CDs, DVDs, videotapes, and journals of interest to students within the physical therapy programs. In addition, extensive online databases are available. Interlibrary Loan (ILL) is available and assists scholarly research by obtaining library materials unavailable at the University's library.

Procedure: A complete list of books, journals and other resources are available on the Library website. The reference collection has more than 3,000 reference book titles and over 70 abstract and full text database subscriptions in electronic and paper form. Networked work stations are available on all floors of the Library. Library instruction is available on an individual basis. Reference services provide personalized assistance at 488-2482.

ILL requests take several days to fill and there is no charge for this service. Students may also check the local hospital libraries for medical journal holdings.

MULTIMEDIA (TAPLEY) CENTER

Policy: Computers and other resources are available for student use in the Tapley Multimedia Center which is located on the second floor of Wallace Graves Hall. Hours are posted at the entrance to the Center.

Procedure: Students are expected to demonstrate appropriate professional behavior when using the Center. Failure to do so may result in loss of privilege to use the Center.

NAME CHANGE

Policy: The Physical Therapy Department maintains current student information.

Procedure: A change of name is to be reported promptly to the PT Administrative Assistant, the University of Evansville Registrar, Student Accounts, and the student’s faculty advisor.

NON-DISCRIMINATION

Policy: The University of Evansville’s Department of Physical Therapy operates under a
non-discriminatory policy with regard to race, color, age, religion, disability, gender, sexual preference, and national origin. The department endeavors to provide an environment that encourages tolerance and diversity. The department reserves the right to exercise judgment in the selection process for the PTA program. All students will be treated in a non-discriminatory manner before, during and after selection into the program. The University and the Department of Physical Therapy comply 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. This assistance may include but is not limited to allowing additional time for examinations and tests, recording of lectures, extra study sessions and other necessary aids to ensure successful completion of the academic program in which the student is enrolled.

**Procedure:** Any student who feels that he/she has experienced discrimination while in the PTA program should follow the Grievance Procedure outlined in the PTA Student Handbook and the University Student Handbook.

Information with regard to the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 can be found in the University Student Handbook and in the PT Student Handbook.

The non-discrimination policy is made available to students on the University and program application form and on the PTA program brochure.

**OBSERVATION EXPERIENCES OR FIELD TRIPS**

**Policy:** The University and the Physical Therapy Programs seek to ensure student safety at all times while the student is on and off campus. The University is not responsible for any injuries incurred by a student while traveling to and from an observation or field trip experience.

**Procedure:** Off campus observations or field trips are utilized to augment the student experience in the Physical Therapy Programs. These experiences are scheduled by course faculty but are supervised by a clinical faculty member. These experiences are limited in nature and are to provide the student with an opportunity to observe patients or clients and provide some limited patient handling. All students participating in these experiences must sign a University waiver of liability form before they are eligible to participate in the experience. Should a student be involved in some type of incident during one of these experiences, the student should notify appropriate authorities if indicated, the supervisor of the observational experience, and the primary faculty member.

**PARKING PERMITS**

**Policy:** Any student wishing to utilize campus parking will be required to register the vehicle and purchase a parking permit.

**Procedure:** Parking permits must be purchased annually at the University Safety and Security Department, 1 S. Frederick Street in the General Services Building.
PHOTOCOPIER AND FAX MACHINES

**Policy:** Photocopies for student use are located in the Bower-Suhrheinrich Library and the Tapley Multimedia Center. A fax machine for student use is located in the Bower-Suhrheinrich Library. The fax and copy machines located in the physical therapy office are not for student use.

**Procedure:** Students are allotted $40.00 in printing per semester. Students who exceed the allotment will be charged for their additional printing.

**Pricing Per Page:** Monochrome: $0.05; Monochrome Duplex: $0.08; Color: $0.10; Color Duplex: $0.18

PHYSICAL THERAPIST ASSISTANT CLUB

**Policy:** The mission of the Physical Therapist Assistant Club is to meet the needs of students in the field of physical therapy through identification, coordinated action, communication and fellowship. The club provides a conduit for information regarding a variety of aspects related to the profession and educational aspects of the field of physical therapy. Additionally, the club provides opportunities for its members to experience leadership roles and a large portion of the club’s activities are volunteer and service oriented within the community.

**Procedure:** Club membership is open to students enrolled in the PTA program. Club activities include guest speakers, social events, fundraisers, and community awareness projects. The faculty advisor to the PTA Club is Professor Yuri Yoshida.

POTENTIAL HEALTH RISKS FOR STUDENTS

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

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

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 limited exceptions. These exceptions include when a written consent has been given for disclosure, directory information if the student has not provided a written refusal for disclosure and some other instances under provisions of FERPA that allow disclosure without written consent.

Procedure: All permanent physical therapy student records including medical records are filed in a locked record room in the Physical Therapy Office. Access to these records is limited to department personnel. Other student records are maintained in the offices of faculty advisors that are kept locked when the faculty member is not in the office. Each faculty member has an individual office that can be used to ensure maximum privacy in conversations with a student. Confidential information includes but is not limited to health status, student counseling and advising sessions, clinical performance and grades. Release of any medical/health information will require the written informed consent of the student for each inquiry.

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

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

Procedure: Education on HIPAA will be provided to students during the first semester in the PTA program prior to the start of any experiential learning activity or clinical course. If for some reason a student is unable to attend the mandatory class, the student must acquire the necessary information from the instructor and/or from audiovisual aids. Competency will be determined by satisfactory completion of a quiz about HIPAA that must be completed prior to the start of experiential activity.

Each student is required to review this information independently on an annual basis prior to his/her clinical internship. Written materials are available for this review upon request. A quiz must be satisfactorily completed on this information after independent student review. Due dates for test completion will be articulated to students via email.

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

Policy: All students are strongly encouraged to join the American Physical Therapy Association (APTA) and participate in Indiana Chapter, APTA, Southwest District activities. This is excellent pre-professional preparation for students’ future roles as physical therapist assistants.

Procedure: APTA applications are available in the Physical Therapy Department’s resource area in Graves 233 or through the APTA web site at www.apta.org. Students are also encouraged to attend APTA state and national meetings such as the Student Conclave.

PROGRAM PROGRESSION

The physical therapy department faculty makes decisions regarding a student’s progression through the PTA program. Successful progression through the program depends on the following factors:

I. Demonstration of academic integrity
II. Demonstration of safe, ethical and professional behavior
III. Successful completion of all didactic and clinical courses

Student infractions involving any of the above areas will result in disciplinary action, which may include dismissal from the PTA program.

I. Academic Integrity

Policy: Academic integrity is expected of all students and faculty. Academic dishonesty in any form is unacceptable. Academic dishonesty includes, but is not limited to, cheating and plagiarism. The University of Evansville has an Honor Code that is included in the University’s Student Handbook. It is each student’s responsibility to become familiar with the Honor Code.

Sharing of memorized or recalled questions from any examination constitutes cheating, unless the faculty member allows students to retain copies of examinations. Following an examination, discussing specific questions with classmates or writing down questions from the examination is not permitted. Receiving or distributing to anyone else a copy of previous examination items is also considered cheating. The Federation of State Boards of Physical Therapy (FSBPT) uses the following definition of illegal behavior regarding sharing of questions from the National Physical Therapy Licensing Examination (NPTE);

“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.”

The Physical Therapy Program uses the above definition, with the substitution of “any written or practical examination taken at the University of Evansville” for “NPTE”. For example, you may not share any details regarding your experience during a practical exam. Consult the course instructor if you have questions as to whether a behavior constitutes illegal or unethical conduct. If you question the behavior, it is likely that you should not engage in the behavior.

Plagiarism is defined as representing another person’s intellectual property, e.g., words, ideas, data, or work, as one’s own. Plagiarism includes, but is not limited to, the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. A sequence of five or more words taken verbatim without quotes may be considered plagiarism. This includes work found in any medium including those from electronic resources, i.e., internet, compact disks, and thumb drives. Materials found in course manuals, including examples of case documentation, should be considered the intellectual property of the instructor(s) or the source cited by the instructor. Paraphrasing another’s work without attributing the ideas to the original author is also considered plagiarism.

All work submitted must be properly credited to the original source(s) of the information. Direct quotations, statements which are paraphrased, summarizations of another’s work, and other information which is not considered common knowledge must be cited or acknowledged. Students may not submit work previously submitted to fulfill requirements in another course unless approved by the instructor. All assignments must be completed independently unless explicitly designated as group work by the instructor. Students are expected to provide accepted forms of acknowledgement for all written assignments and presentations in the classroom, as well as in the clinic. Any breach of the preceding criteria will be subject to disciplinary action in accordance with the University 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 Honor Code will be considered in the same manner as course failures for other reasons.

Procedure: Faculty will discuss with the involved student any suspected incident of cheating, plagiarism or other form of academic dishonesty. If the student accepts responsibility for the alleged violation, a document outlining the occurrence and the disciplinary action taken will be placed in the student’s personal file or sent to the Dean of Students. This letter will be composed by the faculty member and signed by the student(s) involved. If the student does not accept responsibility for the occurrence 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 the University Honor Code policies. Students who are determined, through confession or due process, to have violated the Honor Code, but are not dismissed from the professional program, will be placed on an individual corrective program as determined by faculty discussion. Counseling and academic remediation may also be required in individual cases.
II. Safe, Ethical and Professional Behavior

Policy: Students must demonstrate appropriate safe, ethical and professional behavior as well as didactic course competence to progress through the PTA program. It is the responsibility of the student to exhibit these behaviors in all situations in accordance with the APTA Code of Ethics and Value-Based Behaviors for the Physical Therapist Assistant. Students are also expected to adhere to the University and department policies for conduct. See the University Student Handbook (specifically the policy entitled Student’s Rights and Responsibilities) and general campus policies for additional details.

Unsafe, unethical or unprofessional behavior may prevent a student from successfully completing a didactic or clinical course even if the student successfully completes other course requirements. Breaches in conduct resulting in course failure may require repetition of the course with delayed progression through the program and/or other disciplinary actions including dismissal from the program.

Procedure: Each student will annually self-assess his/her demonstration of the Value-Based Behaviors for the Physical Therapist Assistant. Faculty advisors will also annually evaluate their advisees on the behaviors. Input for this evaluation may be provided to the student’s advisor by other academic or clinical faculty. Each student will meet with his faculty advisor at least one time during each semester to discuss the student’s professional development plan. Any student who demonstrates inappropriate professional behaviors in either the university or clinical setting must specifically address those behaviors. Failure to do so may result in dismissal from the program.

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

1. The faculty member should complete a Breach of Professional Conduct form when a student displays professional conduct that is considered inappropriate. (See examples provided in policy.) In the case of relatively minor infractions (e.g., tardiness, sleeping in class, failure to respond to a faculty email message) the faculty member is encouraged to engage in a face-to-face discussion with the student regarding his/her behavior prior to completion of the breach form. Completion of a Breach of Professional Conduct form should represent consistently inappropriate behavior. However, the nature of some behaviors, such as use of unauthorized aid and failure to maintain patient/client safety or confidentiality, dictates submission of formal notification after a single occurrence.

2. The Breach of Conduct form is transmitted electronically to the student, academic advisor and PTA Program Director. The faculty member initiating the process prints a copy of the form which becomes the original on which the subsequent stages of the process are documented. This form is placed in the student’s permanent file in the physical therapy office. The faculty member who observed the conduct breach is responsible for monitoring and documenting the disciplinary process.

3. The faculty member and student should meet to discuss the occurrence. The academic advisor, PTA Program Director or other faculty designee may be
present, dependent upon the nature of the situation or at the request of the faculty member or student.

4. An intervention plan is formulated during the formal discussion, documented on the original form, signed by the involved persons and placed in the student’s permanent file. If the observed conduct constitutes a possible breach of the University Honor Code, University and departmental policies are followed.

5. When the planned intervention is completed, the components and outcome of the intervention are entered on the original form. The form is then signed by the involved persons and returned to the student’s departmental file.

6. If the stated occurrence is the student’s first documented case of misconduct, the faculty member initiating the process informs the PTA Program Director and other involved persons of the completion of the intervention. If a second breach occurs, a formal written letter from the PTA Program Director is sent to the student stating that an additional infraction will result in dismissal from the professional program. The student must sign and return this letter by the specified date. The signed letter is then attached to the original breach of conduct form and filed in the student’s departmental file.

7. If a student disagrees with the intervention plan, he/she may lodge a formal complaint and follow the steps outlined in the PTA Student Grievance Policy.

8. If there is a third documented case of misconduct, the student will be dismissed from the PTA program.

Examples of unprofessional behavior include but are not limited to the following:

A. Inappropriate communication, by any means, with academic and clinical faculty, staff, patients, classmates and colleagues. This includes contacting clinical facilities in an attempt to arrange clinical course placements.

B. Disrespectful/disparaging comments to academic and clinical faculty, staff, patients, classmates and colleagues.

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

D. Violation of the departmental or University honor code.

E. Late completion of course requirements including but not limited to health documents, HIPAA and Infection control quizzes, criminal background checks, written assignments and out of class experiences.

F. Lack of preparation or participation in academic or clinical courses, including but not limited to sleeping in class, not being prepared to participate in class discussions or demonstrations, or not providing clinical faculty with the appropriate forms/documentation on the first day of the clinical experience.

G. Failure to forward clinical documents to the appropriate faculty member, including midterm faxes, the Clinical Performance Instrument and other required clinical forms.

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

I. Consistent disruption of class, experiential or clinical courses by use of electronic and non-electronic devices.

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

K. Offensive jokes or comments (e.g., those based on ethnic background, gender, or religion and scatological jokes/comments).
L. Inappropriate or disruptive use of laptop computer in class.

Examples of unsafe behavior include but are not limited to:

A. Failure of practical exams twice for safety violations.
B. Safety concerns being flagged on Clinical Performance Instrument.
C. Failure to use a gait belt or to clear obstacles during ambulation training.
D. Improper use of electrical equipment.
E. Leaving a patient or simulated patient unsupervised while temporarily leaving the area.
F. Violation of laboratory policies.

NOTIFICATION OF BREACH OF PROFESSIONAL CONDUCT

Date: __________________________________________

Student: _________________________________________

Faculty: _________________________________________

Advisor: _________________________________________

Course/Event: __________________________ (date: ______)

Occurrence: _____________________________________

Informal Discussion: _______Yes _______No

Date: __________________________________________

Content of discussion: ____________________________

Formal discussion:

Date: __________________________________________

Participants: ________________________________

Additional Content: ____________________________

Intervention Plan including anticipated date of completion: _______________________

__________________________________________________________________________

Signatures:

__________________________ (student) This document was reviewed with me.

__________________________ (faculty)

__________________________ (witness-If requested by the student or faculty member)
Completion of Intervention (remediation, counseling, etc.)

Date: __________________________________________________

Implementation: ________________________________________

Outcome of Intervention: _______________________________________________________

Signatures:

_____________________________________________________
(student)

_____________________________________________________
(faculty)

_____________________________________________________
(witness-If requested by the student or faculty member)

III. Successful completion of all didactic and clinical courses

Policy: The PTA program may be completed on a part-time basis. All PT prefix course must be completed within three years of enrollment in the first PT course.

Procedure: The student will work with his/her faculty advisor to develop an acceptable part-time sequence of courses.

Policy: The physical therapy department faculty makes decisions regarding a student's progression through the program. The program consists of all PTA courses with a PT prefix, EXSS 112, EXSS113, and ID 356. It is the responsibility of the student to successfully complete each of these courses to progress through the PTA program. Successful completion is defined as the ability to demonstrate competency in course content and is determined by the course instructor. Criteria for successful completion of each course are conveyed to the student via the course syllabus. Appropriate professional behaviors are outlined in this policy and are assessed daily by individual faculty members and at least annually by the student’s advisor (with input from other faculty members). Failure to successfully complete a professional course may result in delayed progression or dismissal from the program.

Grading Scale and Minimum Passing Grades
The grade scale will be as follows for all PTA students:

A = 92-100
A- = 90-91
B+ = 88-89
B = 83-87
B- = 80-82
C+ = 78-79
C = 75-77
C- = 73-74
D = 70-72
F = Below 70
The student is required to achieve a minimum grade of "C-" in all courses except 249 and PT 250. A minimum of "B-" is required to successfully complete PT 249 and 250.

**Procedure:** Each course instructor determines the criteria for achieving competency in technical course work. These criteria are articulated in the course syllabus and provided to the student in written or electronic format. Every student is responsible for reviewing these criteria including the methods of evaluation and grading criteria.

Individual faculty members decide whether to round fractional percentages and are consistent about doing this in each course. Students are made aware of all grading policies in the PTA Student Handbook as well as in the individual syllabi and verbally from the faculty member teaching the course. Each syllabus also contains the methods of evaluation for that particular course (including practical examinations).

Clinical course work is graded by means of the Physical Therapist Assistant Clinical Performance Instrument (CPI). Methods of evaluation and grading criteria are on the clinical course syllabi.

A student who does not successfully complete a course, as defined by the course instructor, will be **required** to repeat the course before progressing to courses which require the failed course as a prerequisite. This will result in a delay in the student's progression within the program. If the student successfully completes the repeated course, the higher grade will be reflected in the student's grade point average and the student will progress to the next level of the program.

**A student is allowed to repeat only one course within the program.**

In the event of delayed progression, conditions for the student's progression through the professional program will be determined by the faculty on an individual basis. In addition to repeating the failed course, other requirements may include successful completion of comprehensive written and practical exams to ensure student competency prior to clinical coursework. These conditions will be conveyed in writing to the student, his/her advisor, Dean of the College of Education and Health Sciences, Dean of Students, Office of Financial Aid, and the Registrar. The student's failure to meet the conditions for progression will result in dismissal from the program.

**Dismissal Policy:** The Physical Therapy Department faculty members make decisions regarding a student’s progression through or dismissal from the program.

Procedure: A student will be dismissed from the Physical Therapist Assistant program for the following reasons:

A. The student does not successfully complete a repeated course.
B. The student fails a second course.
C. The student does not demonstrate appropriate, safe, ethical and professional behavior following counseling to address inappropriate behaviors after receiving two breaches of conduct.
D. The student does not meet the conditions outlined for progression in the program.
E. 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. A student found guilty of an Honor Code violation may appeal that decision to the Appeals Board.
F. The student does not complete all coursework within three years of enrollment of the first PT course.
G. Three breaches of professional conduct.

The following condition may be cause for dismissal from the PTA program:
A. A student is accused of and admits to academic dishonesty.

Appeals
A student may appeal the decision of the Physical Therapy Department regarding progression and/or dismissal from the Physical Therapist Assistant Program. The appeal is to be made in writing to the PTA Program Director within 30 days after the student is informed of the decision. Duplicate copies of the appeal are to be sent to the Dean of the College of Education and Health Sciences, and Senior Vice President for Academic Affairs.

If the appeal is unresolved, the student may appeal directly to Dean of the College of Education and Health Sciences, Senior Vice President for Academic Affairs, and President of the University in that order. Copies of any appeal must be sent to the department chair.

Withdrawal from a Course
The option of withdrawing from a course and receiving a grade of "W" is possible within the withdrawal period listed on the academic calendar each semester. Students electing to take a "W" in a professional course are to discuss this with the course instructor, advisor, DCE (if appropriate), and PTA Program Director. Students must also understand that re-admission to the course is subject to the review of the faculty. The student is encouraged to explore all other alternatives before taking such action. A student is required to submit a letter of intent explaining why he or she is withdrawing and his or her plans for the future. If the student is allowed to re-register for the course, it is recommended that it be taken the next semester the course is offered. Withdrawal from a PTA course may result in the student being delayed in further progression in the program curriculum.

Withdrawal from the PTA Program
A student wishing to withdraw from the PTA Program should notify his/her advisor, and put his/her intentions in writing to the PTA Program Director. If the student is staying at the University and changing majors he/she should notify the Office of Academic Advisement.

Incomplete Grades
A grade of "Incomplete" will be submitted to the Registrar only in cases of true hardship when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. When this occurs the following policies are in effect:

a. See the UE catalog for the policy regarding time limits for removal of incompletes.
b. The student will receive in writing the conditions necessary to remove the incomplete. A grade of incomplete may result in altering progression of the student within the professional program.
**Degree Awarded:** After successful completion of all didactic and clinical coursework the student will be awarded an Associate of Science degree in Physical Therapy Assistance.

**RECORDING IN-CLASS AND LAB**

Recording of faculty and students by video, audio, or still photography methods is not permitted without explicit permission of the instructor granted prior to the class or lab. If an instructor grants permission, it may be a blanket approval for the entire semester, or for only one session. It is the responsibility of the student to verify whether the permission is one-time or for the semester. Individual instructors may require written approval for recording.

All recordings are to be used for educational purposes only, and post-recording editing of the material is not allowed. Recordings may be made available only to other students in the course; distribution via social media sites is not permitted. Instructors retain the right to review any recording material, and if asked to destroy the recording, students will comply.

No recording of any type is ever permitted in the gross anatomy laboratory. Any violation of the policy on recording in-class and lab constitutes a violation of professional behavior and is grounds for a breach of professional conduct.

**SELECTION OF CLASS REPRESENTATIVES**

**Policy:** PTA student cohorts will select class representatives who will serve as liaisons between the student cohort and individual course instructors. The role of the class representative will be to gather input from classmates specific to certain aspects of a course and, on behalf of the cohort, convey that information to the course instructor. Aspects of a course that may be addressed in this manner include assignment clarification, requests for assignment due date revisions, etc. Either the course instructor or the class representative may initiate the communication.

Within the first week of each fall semester, students will appoint their class representative for the fall-spring academic year. Class representatives may change on an annual basis.

The class representative for the 1st year PTA students will notify the PT 101 course instructor of his or her appointment. The PT 101 course instructor will notify the remaining faculty members.

The class representative for the 2nd year PTA students will notify the PT 210 course instructor of his or her appointment. The PT 210 course instructor will notify the remaining faculty members.

**STANDARD PRECAUTIONS**

**Policy:** Each student will demonstrate annual competence in aseptic technique, blood borne pathogens, and standard precautions prior to going to a health care facility for any experiential
learning activity. Students are responsible for reviewing and complying with facility specific policies and procedures associated with clinical course work.

**Procedure:** Education on standard precautions will be provided to the students in the PTA Program prior to the start of any clinical experiential learning. If a student is unable to attend the mandatory class, the student must acquire the necessary information from a source that is approved in advance by the instructor of the class. This may be accomplished by taking a suitable course from an agency such as the Red Cross, or from annual competencies at a known health care facility.

Each student is required to review this information independently on an annual basis prior to his/her clinical coursework. Videotapes and/or written materials are provided for this review upon student request. Competency of this information will be assessed via a quiz.

**STANDARD PRECAUTIONS IN ANATOMY LABORATORY (WGH 314)**

**Policy:** Standard precautions should be used by all faculty and students in the anatomy lab.

The use of standard precautions is based on an individual’s skills and interaction with cadaver body substances. 

1. All cadavers must be regarded as hazardous and potentially infectious.
2. Strict hand washing must be practiced before and after each cadaver contact. 
   SKIN (HANDS, FACE, FOREARMS, etc.) MUST BE WASHED IMMEDIATELY IF CONTAMINATED WITH BODY COMPONENTS
3. Gloves 
   a. should be worn if contact with body components is anticipated. 
   b. whenever working with bodies (cadavers) or body components. 
   c. when using wetting agent. 
4. Disposable gloves should not be reused. 
5. Lab coats should be worn whenever students are working with cadavers or body components. 
6. Additional coverings such as gowns or aprons should be worn during procedures that are likely to generate splashes, splatter and/or aerosolization of body components and if contact with body components is likely. 
7. Face shield should be worn during procedures that are likely to generate droplets, splashes, splatter and/or aerosolization of body components to prevent exposure of mucous membranes of the mouth, nose, and/or eyes or when working with neural tissue. 
8. Articles contaminated with body components should be handled properly: 
   a. If disposable, be discarded in appropriate container labeled "bio hazardous waste." 
   b. Non-disposable items should be cleaned with an approved disinfectant and sterilized. 
9. Care should be taken to avoid scalpel or needle-stick injuries. Used scalpel blades and needles should not be recapped or bent; they should be placed in a labeled puncture resistant “Sharps” container designated specially for such disposal.
10. Body component spills should be cleaned up promptly with a solution of 1:10 household bleach.

11. All specimens must be contained in a leak-proof plastic bag labeled “bio-hazard.”

Faculty or students who are pregnant should strictly adhere to precautions to minimize the risk of infectious transmissions.

### STUDENT APPEARANCE

**Policy:** The student will maintain a professional appearance when he is involved in off campus experiential, service learning activities and clinical courses.

**Procedure:** The student will obtain a monogrammed polo shirt at the beginning of the fall semester of the first year in the program. This will be worn with solid color full length slacks (not cargo style), socks and clean closed-toe dress or tennis shoes with non-skid soles and a name tag when the student is participating in off campus activities. **The shirt top must be either tucked in or long enough that the midriff is not exposed when bending forward or raising the arms overhead.** Body jewelry is limited to discrete earrings. Tongue studs are not appropriate. Body art should not be visible; nails must be short and clean with clear nail polish only. Hair must be within a naturally occurring color range.

### STUDENT EMPLOYMENT

**Policy:** A student who finds employment as an aide/technician in a physical therapy department or other health care setting during the academic year or in the summer must make himself/herself aware of the laws and regulations of the state in which they are employed. As the duties of these employees vary in different facilities, the student must understand state regulations that concern such positions. Indiana law does not allow an aide to administer patient treatments of any type. Appropriate activities for an aide or technician include patient transport, preparing the patient and the treatment area, and cleaning and maintaining equipment and treatment areas. Under no circumstances should an aide or technician be documenting interventions in patient records. A student may **not** be represented as a SPTA (Student Physical Therapist Assistant) except during official UE sponsored clinical affiliations. The professional liability coverage provided by the University of Evansville does not apply to student employment situations.

### STUDENT FEES

**Policy:** Each student will pay department programmatic fees for the use of the laboratories and equipment and for the personal laboratory supplies issued to each student.

**Procedure:** Every student in the PTA program will be assessed a programmatic fee at the beginning of each semester that he/she is in the professional program. The fee will be determined annually by the Physical Therapy faculty and will be based on the costs of equipment issued to the students during the semester as well as the cost of disposable supplies utilized in laboratory courses and for the online Clinical Performance Instrument (CPI). The fee will be collected by the Office of Student Accounts.
STUDENT RIGHTS

Policy: A student in the Physical Therapist Assistant Program is entitled to the same rights as any other University of Evansville student.

Procedure: The student’s rights and responsibilities are communicated in writing via the University Student Handbook. Rights and responsibilities unique to a student in the physical therapy programs may be found in the PTA Student Handbook.

STUDENT SAFETY

Policy: The University and the Physical Therapy Programs seek to ensure student safety at all times while the student is on and off campus. The student is expected to adhere to all general campus policies dealing with safety. The University is not responsible for any injuries incurred by a student while traveling to or from a clinical site or off-campus educational or volunteer experiences.

Procedure: The Residence Life and Safe Living sections of the University Student Handbook contain crime prevention tips and security services offered on-campus. This handbook also encourages students to participate in their own personal safety and the safety of others. A document on campus security if available on the University’s website.

Emergency Response directions are posted in all physical therapy laboratories and included in the PTA Student Handbook. The student is required to contact campus security in order to access designated physical therapy laboratories after hours. Campus security will provide an escort service after dark upon request.

All electrical equipment utilized in the Physical Therapy Department is checked once a year for electrical safety. (See policy and procedure on independent lab practice and laboratory safety.)

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 illness are provided. A registered nurse is available during regular scheduled hours. The University recommends that all students have health insurance. Students enrolled in the PTA Program are required to have health insurance. (See policy and procedure on Health Center and Health Insurance.)

Students participate in a variety of off-campus educational experiences including experiential and clinical course work. During these experiences, student safety is enhanced through supervision by an academic faculty member or a clinical faculty member.

Should a student be involved in a motor vehicle accident on the way to or from a clinical site or experiential learning opportunity, the student should notify the appropriate authorities. The student should also notify the instructor of record and the clinical faculty, if appropriate.

SUBSTANCE ABUSE POLICY

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

**USE OF THE ANATOMY LABORATORY (WGH 314)**

**Policy:** Anyone other than a physical therapy faculty member must obtain permission to use the Anatomy Lab from the Physical Therapy Department Chair. Everyone using the Anatomy Lab must obey the rules of the lab. Physical therapy students enrolled in Gross Anatomy may use the anatomy laboratory after scheduled class hours ONLY if an instructor/lab assistant is present in the lab. PTA students enrolled in ID 356 may access the lab only if the instructor is present.

**Procedure:**
1. A minimum of two persons must be present and a PT faculty member or their representative.
2. Students must sign in and out. A clipboard with a sign-in sheet is provided.
3. Students must return the room to an orderly state and equipment to its proper location following use.
4. Students are required to wear lab coats, face shields, gloves and closed toe shoes when performing or observing dissection in the gross anatomy lab.
5. An eyewash/shower station is in place should there be accidental exposure to hazardous material or body substances.
6. Wetting solution should be applied to any areas of the cadaver that become dry. Wetting solution is stored near the ventilation hood.
7. Areas of the cadavers that are not being dissected should be wrapped according to the lab policy and stored with the cadaver of origin unless otherwise specified by the primary instructor. DO NOT MIX CADAVER PARTS.
8. Facial structures should always be covered as instructed.
9. When covering arms and feet, wet thoroughly and cover according to lab policy.
10. All other body parts should be wet thoroughly and well covered with skin or as directed by lab instructor.
11. All tissue must be returned to the cadaver of origin for storage.
12. All dissected areas must be thoroughly saturated and covered if possible.
13. Before closing the vault, soak the cadaver with wetting agent and cover according to lab policy.
14. Vault and dissection area should remain clean.
15. Dispose of all scalpel blades in the appropriate receptacle.
16. Cadaver materials should be treated respectfully including use of appropriate dissection methods.

**IN CASE OF EMERGENCY CALL 6911 AND REPORT THE LOCATION, PROBLEM AND NEED.**
Any violation of this policy or applicable procedures will result in counseling and subject the individual to possible disciplinary action which may include dismissal from the laboratory experience and result in grade deductions or failure of the course.

A copy of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy is located in WGH 104, 314, and 329.

**USE OF RESEARCH SUBJECTS**

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

**Procedure:** Research proposals involving human or animal subjects must be submitted to the Institutional Review Board.

The guiding principles for research using human subjects are found in Title 45, part 46 of the Code of Federal Regulations. For animals, the principles are found in Title 9, Chapter 1, Subchapter A of the Code of Federal Regulations, as well as Title 7 of the United States Code, sections 2131-2156 (Animal Welfare Act).

Approval to collect data for pilot work may be granted by the faculty sponsor of the research. Any questions regarding the conduct of research should be addressed to the Chair of the Institutional Review Board. See also the Faculty Manual.