



Physical Therapist Assistant Clinical Education Handbook

BYU
IDAHO

Health, Recreation, and Human Performance

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Table of Contents:

University Mission Statement & Outcomes	1
Program Mission Statement & Philosophy	2
Program Goals & Outcomes	
Program Outcomes	3
Student Outcomes	4
Student Competence Prior to Clinical Assignment	4
Students Who Fail a Clinical Internship	4
Minimum Skills List	5
Critical Safety Elements	5
Essential Functions of a PTA Student	
Psychological & Behavioral Expectations	6
Physical Expectations	6
Affective Behavioral Skills Assessment	8
Students Under the Influence	11
University Honor Code	12
Clinical Education Placement	
Procedures for Placement	12
Student Setting up a Clinical Site	13
Dress & Grooming Standards	14
Deadlines	14
Grading Policy	14
Clinical Education Assessment Plan	16

PTA Program Clinical Assessment Surveys	16
Program ACCE: Duties & Responsibilities	17
Clinical Education Faculty: Duties & Responsibilities	
Site CCCE	18
Clinical Instructor	18
Rights & Privileges of CI	19
Assessment of Clinical Education	19
Annual Advisory Board Review	19
Non-discrimination Statement & Policy	20
Sexual Harassment	20
Confidentiality, Privacy & Informed Consent	
Information Students Are Required to Keep Confidential	20
Students' Rights of Privacy	21
Background Checks & Drug Screening	21
Due Process-Student Grievances	
Students	22
All Other Parties	23
Health and Safety of PTA Students	
Health Services	22
Injury and/or Illness During Internship	23
Off-campus Safety	24
Appendix A:	25
Access and Confidentiality Agreement	26
Verification for Agreement to Policies and Rules Outlined in the Clinical Education Handbook	27
Affiliation Agreement	28

University Mission and Student Outcomes

BYU-I Mission Statement

BYU-Idaho is affiliated with The Church of Jesus Christ of Latter-day Saints. Its mission is to:

- Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.
- Provide a quality education for students of diverse interests and abilities.
- Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.
- Maintain a wholesome academic, cultural, social and spiritual environment.

BYU-I Student Outcomes

To Know - Learning Deeply and Broadly

- Learn how to learn.
- Learn deeply and broadly in Foundations.
- Cultivate focused learning in a major.
- Seek opportunities to apply and expand your learning.
- Elevate your learning from remembering information to understanding principles; apply your understanding by acting for righteous purposes in real-world settings.

To Do - Developing Core Academic Skills

- Practice reading to extract and make meaning from written language.
- Improve your ability to express ideas in appropriate styles of speech and writing.
- Sharpen your ability to use quantitative skills to analyze arguments and make decisions.
- Train yourself to act in ways that contribute to team success.
- Learn to create, locate, and evaluate information.
- Think critically, make wise decisions, and solve problems creatively.

To Become - Becoming a Disciple-Leader

- Seek faith in and a testimony of Jesus Christ and His restored gospel.
- Cultivate personal peace through obedience and honor.
- Develop the capacity to influence others for good.
- Heighten your learning and teaching skills.
- Refine your power to innovate and improve.
- As your learning and skills increase your capacity as a disciple-leader, act in faith to apply for righteous purposes the lessons you learn at BYU-Idaho.

Program Mission Statement and Philosophy

Program Mission Statement

Consistent with the mission of Brigham Young University-Idaho, the mission of the Physical Therapist Assistant Program at Brigham Young University-Idaho is to provide a quality education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. It is expected that students will graduate with the education and the skills necessary to become a valued member of the physical therapy team.

Program Philosophy

The Physical Therapist Assistant Program is affiliated with BYU-Idaho and the Church of Jesus Christ of Latter-day Saints. The Physical Therapist Assistant program faculty believes that it is our duty and responsibility to deliver a comprehensive education in an environment that facilitates students in their efforts to live by the standards and principles of the church.

Beyond a high expectation for excellent personal honor and behavior, students should be expected to face a challenging curriculum that will give them the knowledge and skills necessary to function as an excellent entry level graduate as well as to become a lifelong learner and a valuable citizen.

Success as a valuable employee and community contributor requires the acquisition of academic skills as well as skills in problem solving, professionalism, communication, stress management, and personal responsibility. We feel that students should expect to learn and discuss these affective skills throughout the program and they should be expected to receive assessment and feedback on these skills as part of their training.

The BYU-Idaho Physical Therapist Assistant program requires students to participate in general education coursework that is designed to provide study in religious doctrine, critical reading and analysis, verbal and written communication, mathematical competency, and scientific study. The sponsoring church and the university encourage students to seek as much education as possible. The Church of Jesus Christ of Latter-day Saints facilitates this by subsidizing student's tuition while they are here. BYU-Idaho also makes it easier for PTA students to go on with their education by accepting all PTA course credit towards various bachelor's degree opportunities. Therefore, we anticipate that some students will choose to continue towards a bachelor's degree immediately after completion of the PTA program. Although we expect that most all students will work as a physical therapist assistant, this will no doubt delay the employment of a number of our students.

Professional Technical coursework in the BYU-Idaho Physical Therapist Assistant program are designed to be challenging and comprehensive in their design. They are created to deliver training and knowledge in the skills necessary for licensure. Professional Technical coursework is

also designed to adhere to CAPTE accreditation standards and accomplish program goals and objectives.

Clinical education is also an important part of the physical therapist assistant program. Clinical education should be aligned temporally in the program to allow students to practice and understand an appropriate portion of the rehabilitative science they become exposed to in a clinic. We believe that a clinical internship is appropriate half way through the professional technical training as this will allow students to experience the art of physical therapy and begin to practice some of the important skills that will make them a safe and effective practitioner. It is our belief that the terminal experience in this program should be a final internship that will allow students to practice more advanced skills and establish themselves as competent to safely and effectively practice physical therapy skills under the supervision of a physical therapist. Quality clinical experiences are important and the program follows a rigorous strategy to find, assess, train and build up clinical sites.

Goals/Outcomes

Program Outcomes:

1. The BYU-Idaho Physical Therapist Assistant Program will facilitate the growth and development of students to live by the BYU-Idaho honor code and the principles of The Church of Jesus Christ of Latter Day Saints.

2. The BYU-Idaho Physical Therapist Assistant Program will provide high quality academic training and education.

2.1 Maintain CAPTE accreditation

2.2 Complete regular assessment, interpretation and responses to benchmarks to ensure that program achieves all outcomes.

2.3 Professional technical coursework will maintain student to faculty ratios at or better than 1:24 in lecture and 1:12 in lab

2.4 Maintain appropriate laboratories and equipment that reflect the current tools of practice.

3. The BYU-Idaho Physical Therapist Assistant Program will provide high quality clinical education.

3.1 Maintain clinical site contracts that represent variety and quality (minimum # = 125% of cohort size).

3.2 Each student will achieve "Entry Level" or higher on all Clinical Performance Instrument criteria by the end of the terminal clinical experience.

4. The BYU-Idaho Physical Therapist Assistant Program will graduate Physical Therapist Assistants who are prepared to deliver high quality care within their scope of practice.

4.1 The BYU-I PTA program will retain at least 90% of all students initially selected to start a cohort.

4.2 Students will maintain an overall GPA of 3.0 and will maintain a "C" or higher in any individual PTA technical course.

4.3 The pass rate for the BYU-Idaho Physical Therapist Assistant Graduates on the national licensure exam is expected to be at or above the national average (ultimate pass rates $\geq 90\%$).

Student Outcomes:

By the end of the BYU-I PTA program, we expect our graduates to be:

1. Disciple-leaders
2. Able to deliver high quality care within their scope of practice
3. Able to work effectively under a supervising physical therapist
4. Able to pass the national licensure exam (ultimate pass rate $\geq 90\%$)
5. Able to find employment in the PT field (employment rate of $\geq 90\%$)

Student Competence Prior to Clinical Assignments

Not only do we require all our PTA students to pass each lab practicum with a 75% grade or higher, we also require our students to achieve a "C" grade or higher in each of their classes. This will help the students maintain the required 3.0 GPA throughout their coursework and allow them to stay in the program. This does not allow any one student to fail any class before he or she is asked to remediate the course or is dismissed from the program. We feel that these program policies will prevent a student, who is not competent and/or safe, from being placed in a clinical setting prematurely. If our students are able to maintain a 3.0 GPA and pass all of their lab practicums prior to their clinical internships, then they are deemed competent and safe to not only engage in clinical education but also to progress in the program curriculum. However, if a student progresses to the first clinical internship and fails the clinical internship, then he or she will need to remediate the internship before progressing any further in the program (**see "Students Who Fail a Clinical Internship"**).

Students Who Fail a Clinical Internship.

Each student will receive a grade for his/her Clinical Internships. A 75% or higher must be obtained to pass each clinical ("C" grade). In addition to a "C" grade or higher, each student must also achieve the "Minimum Passing Criteria" outlined for each internship in corresponding syllabi. There are a variety of reasons that a student may not achieve these criteria. Internships have strict requirements for the amount of hours, practice and expectations that a student must achieve. A

student who is unable to finish the required hours because of illness, family emergency or other situations outside of their control would likely not pass that internship. In extenuating circumstances, an incomplete or “T” grade may be negotiated. In either case, when an internship is not completed (and did not fail due to lack of safety and/or skill) the student will be required to make-up the clinical internship. This internship retake should occur within one calendar year of failing the first internship. Students may need to retake some coursework to refresh their skill level before they retake a clinical internship. The logistics of how to prepare for a retake of a clinical internship will be worked out with the program ACCE and program director. The remediation plan will be documented and recorded in the student’s file.

Students who do not pass a clinical internship because of any of the following reasons will be disallowed from continuing in any other PTA program coursework until remediation is completed. This would most likely cause the student to be dismissed from the program and then required to reapply to the PTA program in order to be allowed to remediate the internship.

- Deficiency in any affective behavior skills that results in an inappropriate, chronic burden to colleagues, patients, or therapy clinic you are attending.
- Deficiency in skills that are necessary for patient safety (**see critical safety elements below**)
- Any ethical problems that put the therapy clinic at risk or that put any patient at risk
- Inability to meet minimal expectations for therapy delivery skills.

Minimum Skills List:

Please visit the following website for the APTA’s list of the minimum required skills of PTA graduates at entry-level:

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf

Critical Safety Elements:

Students must appropriately address the following safety elements to pass **ALL** lab practicums:

1. Appropriately carries out the POC established by the PT.
2. Safely implements the POC based upon patient diagnosis, status and response to intervention without causing harm or injury to the patient.
3. Demonstrates knowledge of contraindications and precautions for specific patient diagnoses relative to the PT interventions within the POC (i.e., following appropriate precautions when transferring a patient; observing weight bearing status and choosing appropriate assistive device to match patient’s gait ability)
4. Identifies important physiological measures (BP, HR, blood glucose levels, etc.) when they are outside of safe parameters to participate therapeutic exercise/intervention. Properly responds and notifies the PT/MD/Nurse.
5. Follows universal precautions including proper hand washing. Demonstrates competence in setting up a sterile field. Prevents spread of infection by properly donning/doffing protective gear without contaminating materials, patient or self.
6. Safely handles patients using proper body mechanics, guarding, and level of assistance. Employs standard safety precautions such as: locking wheelchair prior to patient transfer; always using a gait belt during transfers and gait training; washing hands prior to and after each patient contact, recognizing environmental hazards to safe ambulation, transfers, or other therapeutic interventions.
7. Establishes and maintains safe working environment: monitors lines, tubes and other medical equipment; checks physical therapy equipment and assistive devices for maintenance and/or disrepair; eliminates work place hazards; etc.

Essential Functions of a PTA

A physical therapist assistant has certain mental and physical expectations in order to safely practice the skills of physical therapy. Reasonable accommodations that allow a student to perform expected tasks are acceptable as long as there is no compromise to the safety of the student or potential patient. Students must be able to demonstrate appropriate skill in all essential functions within the classroom, laboratory and clinical settings. An offer of admission and continuance in the PTA program may be withdrawn if it becomes apparent at any time that there are limitations that prevent appropriate performance in any of the following essential functions.

Psychological and Behavioral Expectations:

Students must be able to use effective oral and written communication in English. Patients and other health care providers must be able to understand a student's communication regarding status, safety and rehabilitation processes.

There are several cognitive, emotional and behavioral abilities that students must show appropriate development in. These include:

- Professionalism
- Respect
- Confidence
- Emotional Stability
- Stress Management
- Integrity
- Compassion
- Interpersonal Relationships
- Sound Judgment
- Problem Solving

Physical Expectations:

Students must possess sufficient motor skills to:

- Assist and protect patients while walking with or without an assistive device.
- Assist and protect patients while exercising with or without exercise equipment.
- Assist and protect patients using wheelchairs.
- Assist and adjust patient positions.
- Assist in and safely transfer patients.
- Ability to perform sufficient pushing, pulling, twisting, standing, kneeling, sitting, reaching and lifting to use standard physical therapy equipment and keep patients safe.
- Ability to perform Cardiopulmonary Resuscitation (CPR).
- Ability to use fine motor control to manipulate buttons, dials, gauges, small nuts/bolts, and other similar equipment.

Students must possess sufficient sensory skills:

- Visual ability to recognize and interpret facial expressions and body language that suggest pain, safety risk or patient reaction to treatment
- Visual ability to recognize and interpret parameters, gauges, values and data from equipment or tests used in patient treatment.
- Visual ability to discern a patient's environment
- Auditory ability to hear alarms or cries for help
- Auditory ability to receive and interpret a patient response or history
- Tactile ability to palpate pulses, detect changes in skin texture or temperature, assess muscle tone, find bony landmarks and discern joint movement.

Students should be aware that as well as the above BYU-Idaho policies, the APTA has published position statements on the standards of conduct and minimal skills necessary to practice as a Physical Therapist Assistant – New Graduate. Students can access these documents through the links below.

1) ***APTA Standards of Ethical Conduct for the Physical Therapist Assistant***

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/Standards.pdf

2) ***APTA Guide for conduct Standards of Ethical Conduct for the Physical Therapist***

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Bylaws_and_Rules/GuidefortheConductofthePTA.pdf#search=%22interpreting_standards%22

3) ***Minimum Required Skills of Physical Therapist Assistant Graduates at Entry – Level***

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTGrad.pdf

Students must demonstrate sufficient affective, behavioral and physical skills to abide by all the expectations and requirements listed above in the BYU-Idaho policies and in the APTA position statements. If it becomes apparent that a student can no longer abide by the expectations above then an admissions acceptance may be withdrawn and a student may be dismissed from the BYU-I PTA program. Students with a disability may use reasonable accommodations to meet all affective, behavioral and physical requirements and expectations.

****Essential Functions for the BYU-Idaho program were compiled with reference to documents published by the following institutions:**

Caldwell Community College & Technical Institute, NC - Physical Therapist Assistant Program
Fayetteville Technical Community College, Fayetteville, NC – Physical Therapist Assistant Program

Greenville Technical College, Greenville, SC – Physical Therapist Assistant Program
Guilford Technical Community College, Jamestown, NC – Physical Therapist Assistant Program
East Carolina University, Greenville, NC – Department of Physical Therapy
Western Carolina University, Cullowhee, NC – Department of Physical Therapy
Sacramento State, CA – Department of Physical Therapy

****Other Resources:**

Ingram D. Essential functions required of physical therapist assistant and physical therapy students. Journal of Physical Therapy Education. 1994; 8:57-59.

Ingram D. Opinions of physical therapy education program directors on essential functions. Physical Therapy. 1997; 77:37-46.

Debbie Ingram. Opinions of Physical Therapy Education Program directors on Essential Functions. Physical Therapy. January 1997, vol. 77, no. 1, 37-45.

www.apta.org

Assessing Affective/Behavior Skills

As mentioned, affective behavioral skills are another important part of the essential functions of a physical therapist assistant. Students in the BYU-Idaho PTA program will be assessed on these affective behavior skills in their academic courses. We encourage clinical faculty to participate in this assessment as well.

Professional Behavior:

Consider the following as a measure of a student's professional behavior...

1. *Showing up on time.*
2. *Working hard while on the job.*
3. *Personal hygiene and dress is appropriate for the setting.*
4. *Avoids all complaining, gossip or other similar acts that can be destructive to the work place.*
5. *Represents the profession of physical therapy effectively.*

Respect:

Consider the following as a measure of a student's ability to display respect...

1. *Avoids demeaning comments or behavior towards any group or individual.*
2. *Avoids confrontation.*
3. *Treats other people's traditions, opinions and beliefs with respect.*

Confidence:

Consider the following as a measure of a student's ability to display confidence...

1. *Demonstrates confidence while performing tasks.*
2. *Displays initiative.*
3. *Rises up to a challenge and does not shrink from tasks that are difficult.*
4. *Self- assesses, self-corrects, and self directs in appropriate ways to improve performance.*

Emotional Stability:

Consider the following as a measure of a student's ability to display emotional stability...

1. *Interacts with patients to handle despair and grief appropriately.*
2. *Does not show outbursts of anger, frustration or other negative emotions.*
3. *Facilitates good coping behaviors in themselves and their patients.*

Stress Management:

Consider the following as a measure of a student's ability to display good Stress Management...

1. *Handles high pressure situations calmly.*
2. *Avoids bringing stress and problems from outside of work into the work environment.*
3. *Does not fret and worry excessively.*

Integrity:

Consider the following as a measure of a student's ability to display integrity.

1. *Displays honesty.*
2. *Makes decisions that are guided by good moral principles.*
3. *Fulfills commitments and is accountable for actions and outcomes.*

Compassion:

Consider the following as a measure of a student's ability to display compassion...

1. *Demonstrates appropriate empathy and sympathy for patients, family members and individuals who are struggling.*
2. *Shows kindness in an appropriate manner.*
3. *Demonstrates sincerity.*

Interpersonal Relationships:

Consider the following as a measure of a student's ability to display the ability to engage in good interpersonal relationships...

1. *Uses oral and body language in an appropriate manner when communicating with others.*
2. *Extend the hand of friendship in an appropriate manner to patients, colleagues and others.*
3. *Courteous in greetings and conversations with people on the phone, in letters or in person.*
4. *Makes other feel welcome.*

Sound Judgment:

Consider the following as a measure of a student's ability to display the ability to make sound judgment.

1. *Shows wisdom in choices and decisions.*
2. *Demonstrates the ability to foresee consequences of choices.*
3. *Prioritizes safety in decision making.*

Problem Solving:

Consider the following as a measure of a student's ability to display the ability to succeed in problem solving...

1. *Demonstrates a quick learning curve when learning new information or skills.*

2. *Creative in approaches to thinking and working out a problem.*
3. *Uses appropriate resources to help find solutions.*
4. *Has an appropriate knowledge base to work through problems.*

How affective behavioral skills are assessed

We ask PTA program faculty, clinical instructors and even peers (fellow classmates) to rate all of our students on a three point scale:

Unacceptable

Acceptable

Exceptional

We understand that anyone, could probably improve in some way or another on all these affective behavioral skills. We realize that it is the rare exception when these behaviors are deficient to the point that it creates an issue that can be harmful in some way to another person, group, business, or entity. Therefore, we automatically assume that all our students are acceptable and only require an evaluator to make comments and provide evidence when they give a score other than "Acceptable". All evaluations anonymous and are emailed directly to the program director. Regarding clinical education, the program director and ACCE work together to initiate a remediation plan for any data that is lower than "Acceptable".

Evaluators are encouraged to point out significant and exceptional skills and behaviors as well. The program director returns to the student all data that falls in the "Exceptional" category. Students are encouraged to use data, comments and examples of exceptional skill in their applications for scholarships, graduate schools and jobs.

Students are not allowed to enroll and attend a clinical internship until the program director certifies that all scores are currently "Acceptable" or better. This requires that any plan for remediation is completed before beginning a clinical internship. To assess a student's affective/behavioral skill, please go to https://byui.az1.qualtrics.com/SE/?SID=SV_bexQohTF5VTjeuh to participate in the electronic survey.

Students who fail affective behavioral skills assessments

As mentioned, students are assessed on their affective behavioral skills by clinical internship instructors. Scores that are "Unacceptable" will be addressed in a discussion between the student and the program faculty. The student will have a chance to present their perception of their own skill level in any area that has been scored "Unacceptable". The student and the program faculty will agree on an appropriate remediation process. Remediation options include, but are not limited to the following:

- Give the student counsel and a warning that a particular behavior needs to change.
- Work with the student to make some type of reasonable accommodations that will allow for a needed behavior change.
- Refer the student to an appropriate student counseling service.
- Design some type of probationary plan where a student is given time to make necessary changes before more deleterious consequences are engaged.

Generally, scores on the student's affective behavior assessments become a cause for dismissal from the program when there is ample documentation of chronic deficiencies and ample evidence of attempts at remediation. Scores on affective behavior assessments can also trigger dismissal from the PTA program when there is sufficient evidence that a student's behavior is harmful to the business or people associated with their clinical internships. Whenever a student's affective behavior becomes a reason for dismissal from the PTA program, the program director will consult with the rest of the PTA program faculty and the department chair. If all are in agreement that the student's affective behaviors are creating a situation that could cause harm to patients, clinical internship site businesses or other individual or entities, then the student will be immediately dismissed from the PTA program.

A student who has been dismissed from the PTA program for these reasons may reapply only with documentation and evidence of their efforts and success to correct the behavior. In the event that such evidence and documentation is acquired, the student would be accepted under the same competitive rules that govern the acceptance of any other student applying to the program.

Students who are suspected of being impaired in a clinical setting

Students who are suspected of being under the influence of alcohol and/or drugs in a clinical setting will be dismissed from that setting and most likely from the PTA program. The student may also be suspended from the university (BYU-I Catalog/University Standards, page 76). It will be the responsibility of the clinical site to document evidence of impairment, to arrange appropriate transportation for the student at the student's cost and to document the course of action. However, it is the student's responsibility to prove that he/she was not under the influence and/or has the appropriate prescription for the medication in question. This will require documentation, signed and dated from a certified testing site, of a negative blood alcohol and drug screen within 1.5 hours of the alleged incident. It is also the student's responsibility to provide a hard or electronic copy of the test results to the clinical site, ACCE, and program director within 24 hours. The PTA program director will report ALL violations to the honor code office (see honor code). The PTA program has a zero tolerance with regards to violations of the university's honor code. However, the university's honor code department will decide the student's standing with regards to his/her attendance at the university.

The consequences of inappropriate behavior or inadequate performance are serious. Such is the nature of a health care program where graduates find themselves in a position to have a significant impact on a person's health and safety. Decisions that remove a student from continuation in the PTA program can create difficult feelings. We would prefer that a student contact us as early as possible if they sense difficulty with any of the behaviors or performance skills listed. The earlier we are aware of a problem, the more time and resources we can organize to remediate issues with the student.

We as faculty desire and expect that students will be successful. We carry the responsibility to do our best to help and assist students to become their very best. We are responsible for providing

the best training that we can. However, we also carry the responsibility of protecting the public. We must be very careful to prevent students from moving forward in the program if their skills are insufficient to be safe and effective.

BYU-Idaho PTA Program Statement on the University Honor Code

BYU-Idaho has a strict honor code. Please review the honor code at:

<http://www2.byui.edu/StudentHonor/>

As faculty in the PTA program, we have the responsibility to uphold this honor code. The PTA program faculty will encourage students to live by the honor code on and off campus. Yes, even on your internships, even out of state, you are expected to live by the principles of the honor code.

The honor code office will investigate all reports of honor code violations. Consequences, including dismissal from the PTA program and separation from the university are determined by the honor code office.

Clinical Education Placement

Questions:

Placement in clinical education sites will be discussed during orientation in PTA 105 (1st week of class). During this time, specific questions can be handled regarding clinical education. Also, questions regarding clinical education can be discussed with the ACCE during office hours. The following is a general outline of the procedures involved in clinical education placement.

Procedures:

1. Each September, Health Programs Outreach (HPO) sends the new PTA cohort a clinical placement survey via Qualtrics. Students respond to the survey by listing their top 3 choices for the PTA 198 internship.
2. Once all surveys are received, HPO meets with the ACCE to review requests. The best option for placement of each student is discussed and decided.
3. HPO then begins contacting facilities to seek facility approval for an intern. If the facility accepts, HPO emails the introductory documents. These documents include the PTA Program Introductory Letter for Experience Providers, BYU-Idaho's pre-approved Affiliation Agreement, Letter of Intent to Affiliate, Introductory Letter for Clinical Instructors, Abbreviated Resume for Center Coordinators of Clinical Education or Clinical Instructors, Clinical Site Information Form, and the student intern's BIO.
4. Facilities return the signed Affiliation Agreement, the Letter of Intent, and Abbreviated Resume. Once these are received, the Clinical Site and PTA Clinical Instructor (CI) are entered into the PTA CPI Website. If our pre-approved Affiliation Agreement is not

accepted, HPO works with the legal counsels for the facility and the University to come to an agreement.

5. HPO will then notify the Internship Office of approved placements and attestation that all required immunizations and documentation have been received and are verified in I-Place.
6. HPO notifies all PTA students regarding their placements prior to Winter registration via the students' BYU-I email. Each student is given their Clinical Instructor's contact information at this time. Students with confirmed out-of-state internships may be notified earlier. Local placement announcements are reserved until November to accommodate last minute changes that may need to occur (or earlier if all out-of-state placements are confirmed).
7. HPO continues to monitor expiration of immunizations (flu, Tdap, PPD) and other required documentation (i.e. CPR certification).
8. During the first semester in the program, the PTA 298 placement survey is also sent out and received back from the PTA students with their top 3 choices.
9. During Winter and Spring Semesters, HPO works with the ACCE to repeat the process described above to assign PTA 298 Internships. HPO also works on pre-198 locations for the next PTA cohort.
10. HPO notifies all PTA students regarding their 298 placements prior to Fall registration (June) via students' email. The same process outlined above is followed for PTA 298 (see step 6).
11. If complications arise with placement, such as not finding a willing facility in the requested area, HPO works with the ACCE and the student to find other acceptable locations.

Student Setting Up A Clinical Site:

Some students may desire to set up their own clinical site(s). There are **NO** guarantees that a site will be acceptable for clinical education or that the necessary Affiliation Agreement will be accepted and signed by both parties prior to the internship. The ACCE will assess each proposed site prior to clinical placement to ensure the student will have an appropriate experience. Also, the site will be assessed to verify that a long term relationship can be created with BYU-I's PTA program.

To set up a clinical site for PTA 198, the Letter of Intent to take a student must be received by the ACCE by the last day of classes for the first block of Fall semester (roughly the end of October). In addition, the Affiliation Agreement must be signed by both parties by December 1st. To set up a clinical site for PTA 298, the Letter of Intent to take a student must be received by the last day of classes for the first block of Spring semester (roughly the end of May). In addition, the Affiliation Agreement must be signed by both parties by August 1st. If documents and forms are not completed by these dates, then the ACCE, with the assistance of HPO, will assign the student to an available facility.

We cannot stress enough the importance of the clinical education component of this program. It will, in large part, shape you and determine your competence as a PTA. We ask that you respect and support the ACCE's decisions regarding clinical sites and placement.

Dress & Grooming Standards

BYU-Idaho dress and grooming standards do **NOT** change when you are on your clinical internships. You are still representing the university and should dress and groom yourself appropriately. Some sites may have additional standards of dress (e.g. lab coat). You will be expected to abide by these additional standards as well. Student PTA's need to identify themselves verbally to their patients as students and therefore are responsible for procuring and wearing a name tag while on clinical internships. The patient always has the risk-free right to refuse participation in the clinical education process.

Deadlines

To be completed 3 weeks before the last day of scheduled classes for the semester prior to a clinical internship (ACCE must have the following documentation):

Immunizations: Hepatitis B, Varicella, MMR, Tetanus/Diphtheria, Flu
Drug screen
HIPPA training
Universal precautions training
Health Care Provider CPR training
CI's signed form stating he/she has completed CPI online training

To be completed at least 3 weeks prior to the end of the current clinical internship:

Student's program mid-term evaluations (self and CI)
CI's program mid-term evaluations (self and student)
CI's mid-term CPI scoring

Note: *Student will be responsible for both his/her evaluations as well as his/her CI's surveys*

To be completed prior to the last day of scheduled classes for the clinical internship semester:

Student's program final evaluations (self and CI)
CI's final CPI scoring

Note: *Student will be responsible for both his/her evaluations as well as his/her CI's surveys*

Grading Policy

Students will receive a letter grade for each internship (see internship syllabi for details). To receive a "passing" grade in PTA 198, each student must achieve "Advanced Beginner" or higher on all scored CPI criteria and fulfill all other course requirements (see syllabus for other minimum passing criteria and grading scale). To receive a "passing" grade in PTA 298, each student must achieve "Entry Level" or higher on **ALL** CPI performance criteria and fulfill all other course requirements (see syllabus for minimum passing criteria and grading scale).

Mid-term assessments will be performed and students will be expected to achieve a score that is at least midway between "Beginner" and the score required for each performance criterion to obtain a passing grade for that internship (e.g. a student is expected to be at least halfway between "beginner" and "advanced beginner" at mid-term during the first clinical internship for all criteria). If a student has not obtained a satisfactory mid-term grade or is scoring lower than "acceptable" on the program's Affective Behavioral Skills Assessment, a remediation plan will be developed between the student, the CI and the program ACCE. The ACCE will re-evaluate any deficiencies at finals and determine whether or not student should pass the clinical internship.

Students will receive a "T" grade until all evaluation/survey data can be collected and a final grade assigned. Students will be able to register for classes, but will not be able to graduate until the "T" grade is changed. For your information, a "T" grade can also affect your ability to receive financial aid for the following semesters.

BYU-Idaho PTA Clinical Education Assessment Plan

The BYU-Idaho PTA program assesses clinical education utilizing the Clinical Performance Instrument (CPI) and program specific student and self-evaluations during mid-terms and finals of each clinical education internship. Each clinical instructor (CI) is required to perform the CPI online training **prior to participating** in a BYU-I clinical internship (see duties & responsibilities of a clinical instructor).

Each student will be asked to assess himself/herself using the CPI, the affective domain evaluation and program specific surveys at mid-term and final. Each student will also be asked to assess his/her CI via program specific surveys at the end of the internship. Each CI will be asked to assess himself/herself as well as the student he/she is supervising at the end of the internship. The student will be responsible for making sure **ALL** evaluations (including the CI's evaluations) are sent to the program ACCE prior to the end of the semester. These evaluations, combined with course specific requirements and CPI scoring, determine the student's grade for PTA 198 and PTA 298. Therefore, grades cannot be submitted for PTA 198 and 298 without **ALL** evaluations completed and returned by the last day of scheduled classes for the current semester. Students will receive a "T" grade until all data can be collected and a final grade assigned. Students can still register for classes, but will not be able to graduate until the "T" grade is changed. A "T" grade can also affect your ability to receive financial aid for the following semester.

PTA Program Clinical Assessment Surveys:

To access the mid-term and final clinical surveys, please follow these links:

Affective/Behavioral Skills Assessment: https://byui.az1.qualtrics.com/SE/?SID=SV_bexQohTF5VTjeuh

ACCE Assessment of Clinical Site & CI: https://byui.az1.qualtrics.com/SE/?SID=SV_dp1a5EX8ciiWvn7

CCCE Assessment of Program: https://byui.az1.qualtrics.com/SE/?SID=SV_8jFviJMh8T1zktT

CI Self-Assessment: https://byui.az1.qualtrics.com/SE/?SID=SV_73zrupXGErXN7Kt

Student Assessment of Clinical Site & CI: https://byui.az1.qualtrics.com/SE/?SID=SV_23IY52I4yWoTMqh

ACCE Duties and Responsibilities

Academic Coordinator of Clinical Education (ACCE):

The ACCE must be a core faculty member who has also been given the duties and responsibilities of the ACCE. The ACCE must have a minimum of 3 years of experience as a

physical therapist or physical therapist assistant. The ACCE must also have at least two years of experience as a clinical instructor (CI), experience in teaching, curriculum development, and/or administration in a physical therapist assistant or physical therapist program.

In addition to the duties of core faculty members, the Duties and Responsibilities of the ACCE include:

1. Assist the Program Director in activities and duties that help ensure that the PTA program is in compliance with CAPTE accreditation standards.
2. Participate in Outcomes Assessment duties as outlined in the BYU-Idaho PTA program Outcomes Assessment Plan.
3. Develop and maintain, with the help of Health Programs Outreach (HPO), all clinical records for the PTA program, including contracts, information forms, communications, mid-term and final CPI evaluations, and student clinical internship records.
4. Ensure that HPO & the internship office review all clinical contracts at least once a year to confirm they are current and signed by appropriate representative from each facility and assign students to clinical sites (prior to outpatient placement and prior to inpatient placement)
5. Ensure that HPO & internship office perform a yearly review of the university's legal counsel to review delineation of rights/responsibilities.
6. Communicate with each active clinical instructor and student at the minimum: before, midway and at the end of each clinical internship.
7. Supervise, with the help of HPO, the collection of student background checks, drug screening and immunization records prior to cohort's first clinical internship (Truescreen collects & stores data)
8. Write introduction letter to each active clinical instructor for each clinical internship regarding CPI and available on-line training.
9. Ensure that each active clinical instructor has participated in CPI training prior to current internship.
10. Perform on-site visit to at least 1 clinical internship for each student in the program.
11. Receive complaints from clinical education sites: request complaint in writing, send letter notifying sender that complaint was received, share complaint with program director and advisory committee, and store record of complaint in a secure location inside ACCE's office.
12. Stay current on all position statements, legislation, regulatory policies and legal issues that may affect clinical education of a PTA student.
13. Complete effective assessment of PTA internship contracted sites. This will involve visiting sites, phone contacts, emails, texts, virtual meetings, letters, etc...
14. Review CPI data from the previous year during the Winter semester & present at 2nd quarterly meeting.
15. Ensure that program director receives student clinical evaluations.
16. Provide effective training to Clinical Instructors and Center Coordinators of Clinical Education once a year. Responsible for documentation of this training as well.
17. Ensure that HPO reviews all active clinical faculty for current PT/PTA license.
18. Yearly collection and presentation of employer survey data and employment rates to advisory committee.
19. Help program director screen potential field trip sites for safety.
20. Maintain inventory list of equipment and maintenance/calibration record.
21. The ACCE will receive at least 3 credit hours for administrative duties for each contracted semester.

Clinical Education Faculty: Duties & Responsibilities

Clinical Coordinator of Clinical Education:

Qualifications

The Center Coordinator of Clinical Education must demonstrate experience as a clinician and clinical instructor. The CCCE must also demonstrate managerial and administrative experience.

Duties and Responsibilities of CCCE

1. Verify clinical contract is current
2. Coordinating clinical internships with ACCE
3. Assign clinical instructors to students
4. Maintain contact with program ACCE and help coordinate clinical site visits
5. Read and follow policies and procedures contained in the PTA Clinical Education Handbook regarding BYU-I PTA students

Clinical Instructors:

Qualifications

Clinical education faculty must be licensed PT's or PTA's in good standing and have at least 1 year of clinical experience relevant to the specified type of clinical education internship. We are currently recruiting as many competent clinical instructors as possible. As we further develop our clinical education program, we will continue to seek for clinical instructors who have a wide range of clinical experience and educational background in order to meet our goal of providing our PTA students with both the quality and variety of experiences they will need to be competitive.

Duties and Responsibilities of CI

1. Maintain PT or PTA license in good standing
2. Participate in yearly training offered by BYU-Idaho PTA Program or equivalent
3. Participate in CPI online training, sign training form and mail it back to BYU-I PTA program prior to providing clinical education
4. Provide a quality clinical education and seek to enhance student's experience by affording each student a variety of experiences. This includes appropriately modeling the PT-PTA relationship
5. Appropriately use CPI to assess student at mid-term and final
6. Fill out BYU-Idaho program student and self-evaluation at mid-term and final
7. Maintain contact with program ACCE (minimum of: prior to clinical internship, mid-term and final)
8. Read and follow policies and procedures contained in the PTA Program Clinical Education Handbook regarding BYU-I PTA students
9. A CI may decide to teach a student a data collection or intervention skill that has not yet been covered during the technical coursework part of the program. However, the CI assumes **ALL** responsibility for determining if the student and the patient will be safe during the application of the new procedure.

Rights & Privileges of Clinical Education Faculty

Clinical education faculty (CCCE's & CI's) will not receive monetary compensation for participation in our program's clinical education. However, they will be offered at least one professional development opportunity each year.

Assessment of Clinical Education

Clinical education faculty will be assessed regarding clinical competence and effective clinical teaching through student clinical evaluations, ACCE distance communication and site visits, CI self-evaluations and the Clinical Performance Instrument. We will rank clinical instructors according to these assessment tools and will seek to send our students to those clinical sites that continually rank highest. In addition, we will try to help those instructors with weaker scores to make improvements through appropriate feedback and clinical education training (yearly professional development opportunities).

Annual Meetings to Conduct Formal Review, Interpretation and Improvement Plan Implementations

BYU-Idaho's PTA program will meet at least once a year (2nd quarter) to assess the clinical education component of the program. Therapists in the community as well as local clinical instructors and CCCE's will be invited as needed to participate in assessment and continued improvement planning.

Annual Advisory Board Review

This meeting occurs annually after all other meetings for the year. The PTA program director will compile a list of strengths and weaknesses noted from the outcomes assessments reported on in the previous meetings. This meeting will include a discussion to seek consultation, council and advice. All PTA program core faculty, department chairperson, and program secretary will be invited to participate in this meeting. Also, the PTA program director will extend an invitation to a PTA program stakeholder representative that includes but is not limited to each of the following:

- Recent Graduate
- Current Student
- Clinical education faculty (CI's and CCCE's)
- Employer of a BYU-Idaho PTA program graduate
- Community member
- Other university faculty and administrators affected by PTA program

The discussions from this meeting are expected to assist in the evaluation and interpretation of weaknesses and strengths of the program. Also, this meeting is intended to assist in the development of plans for program improvement. This meeting is expected to allow a venue for more assistance in the programs adherence to all CAPTE section four criteria.

Non-discrimination Statement & Policy:

The PTA program follows the university's policy regarding discrimination. Please visit the following links:

http://www2.byui.edu/Policies/policy4_3.htm

http://www.byui.edu/policies/policy2_1.htm

Sexual Harassment:

The PTA program also follows the university's policy regarding sexual harassment and gender discrimination. Please visit the following link for full disclosure:

<http://www.byui.edu/dean-of-students/sexual-misconduct/title-ix/sexual-misconduct-policy>

Confidentiality, Privacy and Informed Consent

Faculty, Students and Clinical Instructors are required to keep particular kinds of information confidential

Through various activities in the classroom and in internship sites, you will become privy to private information of students, non-student simulators and patients. Some of the types of information you may be have access to include but are not limited to...

- Medical Records
- Employee records
- Business records
- Legal Documents
- Health care provider and patient conversations
- Financial Documents
- Peer assessments
- Internal reports and memos
- Proprietary technologies and documents
- Contracts

Each of you will be required to keep such information confidential. Students will need to sign an agreement to this effect. This document is found in **Appendix A**. Students may be asked to sign further confidentiality agreements provided by the clinical internship you attend. Students will need to read, understand and sign such documents before they can begin training in their internship facility.

Violation of confidentiality agreements will subject you to disciplinary actions which may include dismissal from the PTA program and legal liability. Faculty and clinical instructors will follow FERPA and HIPAA guidelines when handling confidential information of students, non-student simulators and patients. Any confidential information will be stored in a secured location (see Student Records below).

Student's Rights of Privacy

Student Records

The PTA program complies with all university and Family Educational Rights and Privacy Act (FERPA) guidelines in governing the release of student educational records. A permanent record of each student's academic achievement (Official Transcript) is stored in the Registrar's Office. A file on each current PTA student is maintained in a locked file cabinet located in the office of the PTA Program Director. It may be released only to the PTA program faculty, department chair, or college dean upon request. Graduated PTA student files are kept in a locked file cabinet also located in the office of the PTA Program Director for 5 years and then subsequently destroyed.

Information and forms kept in the PTA student's file includes:

1. PTA Program admission application
2. Immunization records (Hepatitis B, Varicella, MMR, Tetanus/Diphtheria, Flu)
3. Physical exam report signed by a physician
4. Lab Participation Waiver Form
5. Image Permission Form
6. Access and Confidentiality Agreement
7. Handbook Receipt Acknowledgement
8. PTA Program academic progress
9. Clinical evaluations
10. Copy of Cardiopulmonary Resuscitation (CPR) card
11. Criminal Background Check
12. Proof of Drug Screen
13. Student Complaints and Due Process Documentation

Student's privacy in communications with Clinical Instructors

Clinical Site Instructors may request information about a student prior to their accepting that student for a clinical internship. PTA Program faculty can provide to a clinical site a student's academic performance in PTA specific courses demonstrating in class and lab competency in all of the essential functions listed in this student handbook. This information will most likely be provided to the clinical site in electronic format.

Criminal Background Checks and Drug Screening

Due to various clinical site requirements, **ALL** PTA students will be required to perform a criminal background check and a drug screen. The background check is required during the application process to be admitted into the program. The drug screen is required prior to clinical internships. Written proof of compliance with these checks and screens is to then be

provided to the ACCE who will place the compliance documentation in the student's file. Upon request from the internship site, the appropriate documentation will be supplied to the clinical site by the ACCE.

Protection of Student Privacy in the Identification Verification Process for Distance Learning

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their educational records and BYU-I adheres to all FERPA guidelines. Those rights can be found in the BYU-I Catalog under Academic Policies: Confidentiality of Student Records page 61.

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. This applies to clinical internship I and II. The institution ensures the identity verification process for distance education students protects student privacy (page 64 BYU-Idaho Year Three Self-Evaluation Report for the Northwest Commission on Colleges and Universities, March 2012). As part of this process, when a student applies for admission to BYU-I four different information points are required in the verification process. They are the student's last name, full birth date, gender, and Social Security number.

Due Process-Student Grievances

Students

It is the policy of BYU-Idaho and the PTA program to consider the grievances of students in a fair and prompt manner. Any, and all, complaints should be received and resolved at the lowest administrative level possible and as quickly as possible (must initiate a grievance no later than the end of the semester following the semester in which the alleged grievance occurred).

Students are encouraged to take any complaint first to the instructor teaching the course in which the problem has occurred. The instructor usually has the direct knowledge about the issue and is best qualified to resolve the situation. If this does not result in a satisfactory resolution for the student or the student believes in good faith that such individual will not deal with the grievance fairly (or may respond by retaliating), then students are referred to the next appropriate organizational level (program then department then college). For full explanation of the grievance process please visit:

https://www.byui.edu/catalog?utm_source=byui_search&utm_medium=web_ad&utm_campaign=AF19-Degrees-Page&utm_content=degreepage#/policy/SJ8pMAMzr?bc=true&bcCurrent=Student%20Grievance&bcGroup=Academic%20Grievance%20Policy&bcItemType=policies

This process for grievance resolution also follows the guidelines listed in section 3.5.5 of the Brigham Young University-Idaho Faculty Handbook.

All grievances should be submitted in writing. The **Student Grievance Form** can be found at: <https://www.byui.edu/search/result?q=byui+student+grievance+form>

All Other Parties

The process is similar for all other parties wishing to make a formal complaint/grievance. The program will ask for the complaint in writing. If a satisfactory resolution cannot be made at the program level, then the complaint/grievance will be sent to the department chair for consideration. If a satisfactory resolution cannot be made at the department level then the complaint will be deferred to the college dean. If a resolution still cannot be made at the college level, the process for continued grievance resolution will follow the guidelines listed in section 3.5.5 of the Brigham Young University-Idaho Faculty Handbook and at

https://www.byui.edu/catalog?utm_source=byui_search&utm_medium=web_ad&utm_campaign=AF19-Degrees-Page&utm_content=degreepage#/policy/SJ8pMAMzr?bc=true&bcCurrent=Student%20Grievance&bcGroup=Academic%20Grievance%20Policy&bcItem=polices

Health and Safety of PTA students

Health Services

For health services information please visit: <http://www.byui.edu/health-center>

Illness and/or Injury During Clinical Internship

If you become ill or are injured while on your clinical internship, seek immediate (if necessary) and appropriate medical attention. At the earliest convenience, contact your CI and the program ACCE to report the illness and/or injury. Any required clinical site forms should be filled out. However, the student will be financially responsible for any costs due to illness and/or injury incurred during his/her internship (see affiliation agreement).

Each internship is expected to total 280 hours. This equals 560 hours for the two internships completed in our program. The absolute minimum that a student can complete and still graduate is 540 hours of clinical experience (270 hours in each setting). If you must miss a few hours of your clinical experience due to illness and/or injury, you may need to arrange times to make up those hours. Some clinical instructors and/or CCCE's are flexible enough to provide times for you to make up those hours (weekends or at the end of your internship); however, they are under **NO** contractual agreement to provide you with these extra hours. It is generally in your best interest to avoid planning weddings, vacations or any other time off during clinical internships.

If you do not complete at least 270 hours during each internship you will **NOT graduate**. Also, if you decide to not show up to your clinical internship without contacting your

clinical supervisor with a legitimate excuse for that day, you will fail your clinical internship and this will be grounds for dismissal. Such unprofessional behavior will **NOT** be tolerated!

On-campus Safety

For campus emergencies call ext. 3000 or visit: <https://emergency.byui.edu/>

Off-campus Safety

Students have the right to expect the same level of safety they would find in on-campus educational experiences, regardless of whether they are clinical internships or other off-campus activities. If a student feels at any time that he or she has been placed in an unsafe situation in an off-campus environment, that student has the right to remove him or herself from that location. The student also has the responsibility to inform a member of the program faculty of the unsafe situation within 24 hours.

Observation/Field Trips:

Off-campus clinical sites shall be screened by the faculty/staff to ensure that off-campus environments are safe. Students are encouraged to report any witnessed unsafe behaviors at an off-campus clinical education site to any member of the PTA program staff or faculty. The program faculty in coordination with the facility representative will provide a brief safety orientation at each off-campus facility the students are required to attend. This should include the location of exits, fire and emergency procedures, and any other pertinent safety information.

Off-campus Labs:

Students attending off-campus labs will be offered the same safety precautions as offered during on-campus lab experiences. To participate as a patient simulator a student must not have any medical condition that could be exacerbated by a technique that might be performed. It is the responsibility of that student to notify the faculty of any such condition and the attending faculty should ensure that any student participating as such is without a potential compromising condition.

If students are to perform any technique as part of an off-campus lab experience, they must have previously been instructed in that technique, assessed with passing validation in the actual performance of the technique, and observed by supervising faculty.

Clinical Experiences:

All off-campus clinical experiences are subject to the policy and procedures as set forth in the Clinical Agreement and PTA Program Clinical Education Handbook.

Policy and procedures designed to ensure the safety of individuals associated with the PTA program are also found in the PTA Program Faculty Handbook, PTA Program Clinical Education Handbook and Clinical Agreement.

Off-campus travel application and waiver forms are located at: <http://www.byui.edu/financial-services/travel/group-travel>

Appendix A

The following documents of this Appendix are the documents that we have asked you to sign. These documents represent the policies and rules that you agree to as a student in the BYU-Idaho PTA program. If changes occur, you will be notified and provided a copy on any revisions.

Please return all signed documents to:

Brian Schaat, DPT, ATC
Program ACCE
253 HART
(208)496-4654
schaatb@byui.edu

BYU-Idaho Physical Therapist Assistant Program

Access and Confidentiality Agreement

As a PTA student, you may have access to "Confidential Information". Confidential Information includes but is not limited to the following...

Any information about a person's health. For example, medical records, conversations, and observations are all confidential information.

Any financial records. For example, billing forms or practices, salaries, budgets and marketing plans or documents are all confidential information.

Business documents. For example, internal memos, strategic plans, statistical records, employment records, disciplinary documents, proprietary documents or forms and contracts are all confidential information. Computer information. For example, passwords, proprietary programs, source code, and digital media is considered confidential information.

As a BYU-I PTA student, I agree to the following...

I will use confidential information only as needed and as directed by my academic and clinical instructors. I will not access confidential information for which I have not legitimate need to know I will not divulge, copy, sell, loan, alter or destroy any confidential information unless authorized to do so.

I will not be careless where I place and use confidential information. I will safeguard confidential information. I will report according to a facilities policies any suspicion or knowledge that confidential information has been compromised.

I understand that my obligations with respect to confidential information will continue after termination of my status as a PTA student

I will be responsible for any misuse or breach of confidential information agreements. I understand that my misuse or breach of confidential information may result in dismissal from the BYU-Idaho Physical Therapist Assistant program and possibly legal action.

Sign & Date: _____

Verification Form for Agreement to Policies and Rules

Presented in the BYU-Idaho

Physical Therapist Assistant Clinical Education Handbook

I certify that I have received and have read the BYU-Idaho Physical Therapist Assistant Clinical Education Handbook. I also certify that I have attended the PTA program clinical education orientation meeting. I understand that I am allowed to ask the program director or ACCE for clarification of any policy or rule that I do not fully understand.

I certify that I understand the policies documented in this handbook and I agree to abide by these policies as a student in the BYU-Idaho Physical Therapist Assistant Program. I also certify that I have read and understand the Affiliation Agreement and I that I agree to abide by the listed student responsibilities.

I understand that information, policies, procedures, regulations, rules and responsibilities may change. I understand that if changes do occur, I will be notified and provided a copy of any revisions.

Sign & Date: _____

This Master Affiliation Agreement, made as of _____(Date), is entered into by and between Brigham Young University-Idaho, a non-profit Utah corporation and institution of higher education hereinafter "University" and _____ (name of facility) with its principal location at _____ hereinafter "Facility".

1. Recitals

1.1 WHEREAS, the purpose of this Agreement is to establish coordinated, supervised internship and/or clinical experience ("Internship(s)") for the education and training of currently enrolled students in the University ("Program Participant(s)").

1.2 WHEREAS, the Facility provides health care to patients and/or care to clients in a setting which is suitable for supervised exposure and instruction for Program Participant(s).

1.3 WHEREAS, the University desires to provide Program Participant(s) an Internship under the supervision of the University and Facility as provided in this agreement.

1.4 WHEREAS, the Facility is willing to facilitate an Internship for Program Participant(s).

2.1 Internship activities covered by this Agreement shall:

2.1.1 be within the established and written requirements of the degree being pursued.

2.1.2 be considered to be educational in nature.

2.2 Program Participant(s):

2.2.1 shall at no time be considered employees or agents of the Facility.

2.2.2 shall not to be considered an independent health care provider or patient advocate.

2.2.3 shall not have implied, presumptive or apparent authority for Facility patients and clients.

2.3 University and facility acknowledge that this Agreement is intended to include Program Participant(s) receiving hands-on training and observation. Facility may use its discretion in determining when a Program Participant(s) may engage in hands-on experience in compliance with standards, if any, set by University.

2.4 Both the Facility and the University shall cooperate with each other in conducting periodic reviews of program objectives and Program Participant(s) performance.

2.5 Program Participant(s) is under the direct and indirect supervision of the University faculty. While on Facility premises, Program Participant(s) shall at all times function under the direct supervision of the Facility employee serving as the preceptor, Facility Field Instructor, or Internship Coordinator(s).

2.6 Program Participant(s) is not to render patient care and/or service, except as defined above, and as identified for educational value as part of the jointly planned Internship, under the supervision of a professional practitioner.

2.7 Both parties reserve the right and agree to the immediate removal of any Program Participant(s) or faculty:

2.7.1 who fails to meet the requirements of the Internship as agreed to herein, or

2.7.2 deemed to be unsatisfactory in his or her health, wellbeing, behavior and/or is in any way disruptive or detrimental to the Facility and/or its patients, clients, employees, or

2.7.3 that poses a health or safety risk to the Facility and/or its patients, clients, employees, or

2.7.4 that has repeatedly violated rules, regulations, policies and procedures of either Party; including University Honor Code and Dress and Grooming Standards, or

2.7.5 that violates the confidentiality of any patient information.

2.8 Notice and cause of action taken by either party in the removal of Program Participant(s) shall be communicated to the other party no later than 48 hours after removal.

3. University Responsibilities

3.1 University is responsible for developing the academic programs and Internship outcomes.

3.2 University shall provide an appropriate educational foundation prior to Clinical through classroom instruction and theoretical training.

3.3 University shall provide the Facility with a list of Program Participant(s) in advance of the Internship commencement.

3.4 University shall ensure that Program Participant(s) understands and accept responsibility to:

3.4.1 Adhere to all policies, procedures, and standards established by the Facility.

3.4.2 Complete Facility required orientation.

3.4.3 Comply with, and provide proof upon request, any applicable Facility screening requirements that may include but are not limited to:

- Recent physical examination
- Annual flu vaccine

- Annual verification of negative TB/PPD or clear chest x-ray report, if positive
- Current American Heart Association CPR/BLS for Healthcare Providers card
- Tdap (and Td booster if Tdap is past 10 years)
- MMR (2 vaccinations or positive titers)
- Hepatitis B (3 vaccinations or positive titer)
- Varicella (2 vaccinations or positive titer)
- 10-Panel Drug Screening
- Background Check including sex offender registry

3.4.4 Provide for his/her own transportation to and from Facility.

3.4.5 Pay for parking if required by Facility.

3.4.6 Pay for meals eaten at Facility.

3.4.7 Assume responsibility for personal illness other than emergencies arising at Facility.

3.4.8 Maintain personal health insurance.

3.4.9 Comply with any additional drug testing requirements.

3.4.10 Abide by the policies for dress, performance and personal conduct as determined by University and Facility found at <http://www.byui.edu/student-honor-office/ces-honor-code/dress-and-grooming>.

3.4.11 Adhere to established schedules and notify Facility and University of any absences or necessary schedule changes.

3.5 University shall screen Program Participant(s) against the Office of the Inspector General (OIG) List of Excluded Individuals/Entities and the General Services Administration's (GSA) Excluded Parties List to verify that Program Participant(s) has not been convicted of a criminal offense, assessed civil money penalties pursuant to the Civil Monetary Penalties Law, or excluded from the Medicare program or any state health care program.

3.6 University shall, if a professional license is required to be held by Program Participant(s), verify that the license is active and unencumbered and has not been suspended, revoked, terminated, or otherwise modified as to rights and privileges under such license. Program Participant(s) with an inactive or encumbered professional license shall not be assigned to the Facility.

3.7 University shall designate a faculty or staff member as a liaison to the Facility to provide consultation regarding placement, supervision, and periodic review of Program Participant(s) progress toward meeting the University's educational outcomes.

3.8 University shall educate and train Program Participant(s) about clinical safety, including OSHA blood-borne pathogen standards.

4. Facility Responsibility

4.1 Facility shall make reasonable accommodations to provide meaningful and appropriate learning experiences for Program Participant(s) to achieve the University's Internship outcomes.

4.2 Facility shall identify and provide a Coordinator to work with University designated faculty or staff regarding administrative matters of the Internship.

4.3 Facility shall provide appropriate supervision of Program Participant(s) by qualified professionals.

4.4 Facility shall maintain full responsibility for the care of patients and/or clients.

4.5 Facility shall provide orientation and/or training to Program Participant(s) on any of Facility's applicable policies, procedures, rules and regulations, and safety procedures.

4.6 Facility shall cooperate in reviewing Program Participant(s) performance.