



Physical Therapist Assistant Student Handbook

BYU
IDAHO

Health, Recreation, and Human Performance

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Table of Contents:

PTA Program Administration/Faculty	1
Introduction	
Welcome	2
Type of Degree Awarded	3
Accreditation Status	3
Non-Discrimination Statement	3
The American Physical Therapy Association	4
Mission Statement and Objectives	
Mission/Philosophy Statement	5
Program Outcomes	6
Student Outcomes	7
Minimum Skills List	7
Critical Safety Elements	7
Physical Therapist Assistant Courses	
Pre-requisite Coursework	9
PTA Program Coursework	9
Course Descriptions	10
Financial Considerations and Extra Costs	
Financial Aid	12
Extra Costs of the PTA program	12

Health and Safety of PTA Students

Health Services	13
On-campus Safety	13
Off-campus Safety	15

Essential Functions of a PTA Student

Psychological and Behavioral Expectations	16
Physical Expectations	16
Student Services	18

Performance Expectations, Assessments and Grading

Students Who Do Not Meet Academic Benchmarks	19
Students Who Fail Lab Practicums	19
Student Competency Prior to Clinicals	20
Students Who Fail a Program Clinical Internship	20
PTA Faculty's Commitment to Student Success	21
Student Progress Checklist	22

Assessing Affective/Behavior Skills	23
How Assessed	24

Students Who Fail Affective Behavioral Skills Assessments	25
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Honor Code Statement	26
-----------------------------------	-----------

Due Process & Student Grievances	26
---	-----------

Confidentiality, Privacy and Informed Consent

Information Students Are Required to Keep Confidential	27
--	-----------

Students' Rights of Privacy	
Student Records	28
Student's Privacy in Communications with Clinical Instructors	29
Criminal Background Checks and Drug Screening	29
Protection of Student Privacy in the Identification Verification Process for Distance Learning	29
Informed Consent to Begin Training in the BYU-Idaho PTA Program Laboratories	29
University Academic Policy & Procedures	30
Appendix A: Signature Documents Required to Begin Training in BYU-I PTA courses	31
Student Participation in Laboratory Informed Consent Form	32
Access and Confidentiality Agreement	33
Media and Image Release Form	34
Verification for Agreement to Policies and Rules Outlined in the BYU-Idaho PTA program Student Handbook	35

PTA Program Administration, Faculty and Staff

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Introduction

Welcome

Welcome to the BYU-Idaho Physical Therapist Assistant (PTA) program. Physical Therapy is an exciting field. As you begin this journey, you will discover how satisfying it can be to participate as a member of a rehabilitation team. Your skills and talents will be invaluable as you learn to help patients become more functional at home, at work or at play. You might think of yourself as a coach. You will find yourself teaching, encouraging and motivating people to improve their physical performance. Sometimes you will be helping with something as ordinary as getting out of bed. Other times, you will be helping people with highly trained athletic skills or specialized occupational needs.

In the PTA program you will develop a strong foundational understanding of anatomy, physiology, and pathology. The course work is challenging, but necessary in order for you to become a successful physical therapist assistant.

You have probably already read parts of the university academic catalog/student handbook during your pre-requisite coursework. However, we encourage you to review it as you are expected to abide by its policies and principles.

<http://www.byui.edu/catalog/?cid=fli:116>

The following content in this handbook is ancillary to the university catalog/handbook. This handbook contains information specific to the policies that govern the PTA program. Please read this handbook very carefully and be sure that you understand the information. Please address any concerns and questions to:

Mark Coglianese
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Type of Degree Awarded upon Graduation from the PTA Program

The Associate of Applied Science (AAS) degree is an occupational degree that mainly focuses on preparing each student for an immediate career after graduation. Upon successful completion of the Physical Therapist Assistant Program at Brigham Young University Idaho, each student will be awarded an AAS of Physical Therapist Assistant from the College of Agriculture and Life Sciences and the Department of Health, Recreation and Human Performance. As an AAS degree, not all of the Foundation (General Education) courses are required to complete the degree and as such, may not satisfy all the general education requirements if you transfer to other schools in the pursuit of a bachelor degree. If you plan to go on for a bachelor degree at another institution it is recommended that you complete all remaining Foundation courses for an Associate Degree in General Studies so that your credits will transfer. If you continue on and pursue a bachelor degree at BYU-I then all Foundation courses and your PTA courses can apply toward the bachelor degree. You may receive further advising on this from any of the PTA faculty or by visiting the Academic Discovery Center.

<http://www.byui.edu/academic-discovery-center>

Accreditation Status

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

BYU-Idaho's PTA program was granted full accreditation status on November 11, 2015, by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). The faculty and administration at BYU-Idaho are committed to maintaining our accreditation status. We are also committed to continuous assessment and evaluation of the PTA program to ensure that it is the very best in PTA education.

Non-Discrimination Statement

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

http://www2.byui.edu/Policies/policy2_1.htm

BYU-Idaho admits students of any race, religion, color, creed, sex, nationality or ethnic origin to all rights, privileges, programs, and activities generally made available by the university. "The University is committed not to unlawfully discriminate in the administration of its' educational policies, admissions policies, scholarship and loan programs, employment and other school-administered programs on the basis of race, color, national origin, religion, age, sex, veteran

status, genetic information, or disability for all individuals who meet university and department academic requirements and agree to abide by the university's standards of conduct and behavior. The university does exercise the "religious" exemption in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681 (a)(3) and in hiring employees as granted in 41 CFR 60-1.5(a)(5)." Students are admitted, provided that they meet the university's academic requirements and that their personal behavior conforms to the BYU-I Honor Code. The Honor Code is found at www2.byui.edu/StudentHonor and in the BYU-I Catalog under Personal Honor.

The American Physical Therapy Association (APTA)

As a student in the BYU-Idaho PTA program, you have the opportunity to learn about and become a part of the APTA.

<http://www.apta.org/>

This association is a recognized leader in the national and state-level health care decisions. Physical Therapists and Physical Therapist Assistants enjoy important membership benefits. While it is not required, we encourage all of our students to become members of this national organization. Please go to the URL above and explore the benefits of being a member.

Mission Statement and 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.

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, honorable, and respected member of the physical therapy team in assuring the highest quality patient care.

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 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 is designed to be challenging and comprehensive in their design. The PTA courses 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 outcomes and goals.

Clinical education is also an important part of the PTA program. Clinical education is aligned in the program to allow students to practice and understand an appropriate portion of the rehabilitative science required to be a successful clinician. 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.

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 Achieve and 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 his/her 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 80% 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 above the national average (ultimate pass rates).

Student Outcomes:

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

1. Be disciple-leaders in their communities
2. Deliver high quality care within their scope of practice
3. Work effectively under a supervising physical therapist
4. Pass the national licensure exam (with pass rate $\geq 80\%$)
5. Find employment in the PT field (with employment rate of $\geq 90\%$)

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:

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 clean fields. 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.

Physical Therapist Assistant Courses

Prior to Admission into the Program

Semester 1:	Credit Hours
FDMAT 108	3
FDENG 101	3
FDREL 225	2
BIO 264	3
BIO 264L	1
HS 280	2
Total	14

Semester 2:	Credit Hours
FDREL 250	2
BIO 265	3
BIO 265L	1
HRHP 359	3
FDENG 301	3
FDREL 200	2
Total	14

PTA Program Courses

Fall	Credit Hours
FDREL	?
PTA 100	2
PTA 105	5
PTA 215	4
PTA 369	3
PTA 369L	1
Total	15/17

Winter	Credit Hours
PTA 198 - Clinical I	3
Total	3

Spring	Credit Hours
FDREL 275	2
PTA 205	5
PTA 210	3
PTA 220	3
PTA 299	1
Total	14

Fall	Credit Hours
PTA 298 - Clinical II	3
Total	3

Total Foundations (FD) Credits	17
Pre-requisite Credits	13
Total PTA Credits	33
Total Credits for Program	64

Course Descriptions

PTA 100 - Introduction to Physical Therapy

This course is an introduction to the field of physical therapy. It will cover the role and responsibilities of the PTA as related to the practice of physical therapy and other health care providers. Study of professional responsibilities such as supporting the professional organization, ethical practice, abiding by medical and professional laws as delineated by state practice acts, and understanding the APTA Guide to Physical Therapy Practice will be major components of this course.

PTA 105 - Therapeutic Procedures I

Clinical procedures related to patient care including hand washing, universal precautions, vitals, pain assessment, body mechanics, ROM, bed mobility, and transfers. Application of modalities such as cryotherapy, thermotherapy, ultrasound, phonophoresis, and intermittent compression will be emphasized. Common pharmaceuticals and medical testing will also be discussed.

PTA 198 - Clinical Internship I

This 7 week full-time clinical internship (280 hours) provides the student with the opportunity to observe and apply appropriate clinical skills in an outpatient setting. Students will be under the direct supervision of a licensed physical therapist or legally practicing physical therapist assistant during the entire internship experience. A legal contract must be established between the clinical site and BYU Idaho before the student can begin practicum at the desired site. Students might attend this internship during the 1st block, the 2nd block or during the middle of the semester depending on clinical site availability. However, the required hours must be completed before the succeeding semester in order for the student to progress in the program.

PTA 205 - Therapeutic Procedures II

Clinical procedures related to patient care as identified in the plan of care established by the physical therapist including: functional training for gait, locomotion training, wheelchair management skills, infection control procedures, manual therapy techniques, wound management, data collection and documentation for carrying out the plan of care.

PTA 210 - Clinical Pathology

Introduction to common pathologies of each system of the human body. Students in this course will understand the signs and symptoms of each of these diseases as well as diagnosis, etiology, prevention, prognosis and appropriate physical therapy treatment of each condition.

PTA 215 - Therapeutic Exercise

This Therapeutic Exercise course introduces the principles of exercise training, progression, and physiological response to the training, and includes techniques in stretching, strengthening, posture, balance, coordination, agility, and aerobic conditioning. Treatment strategies are presented for patients with surgical and non-surgical diagnosis.

PTA 220 - Principles of Rehabilitation

This course is largely focused on neurological rehabilitation. Treatment strategies for patients with complex diagnoses such as developmental disorders, cerebrovascular accidents, traumatic brain injuries, spinal cord injuries, and upper motor neuron/lower motor neuron lesions. This course will also focus on functional mobility with ADL's.

PTA 298 - Clinical Internship II

This 7 week full-time clinical internship (280 hours) provides the student with the opportunity to observe and apply appropriate clinical skills in an inpatient, home health or pediatric setting. Students will be under the direct supervision of a licensed physical therapist or legally practicing physical therapist assistant during the entire internship experience. A legal contract must be established between the clinical site and BYU Idaho before the student can begin practicum at the desired site. Students might attend this internship during the 1st block, the 2nd block or during the middle of the semester depending on clinical site availability. However, the required hours must be completed before the succeeding semester in order for the student to progress in the program.

PTA 299 - Physical Therapist Assistant Seminar

Study of career related topics including obtaining licensure and developing a career plan. Other topics include identifying abuse, neglect, and harassment, maintaining quality assurance, recognizing organizational structure, and understanding finances related to physical therapy.

PTA 369/369L - Applied Kinesiology & Lab

Advanced anatomy of the musculoskeletal and nervous systems. Analysis of osteokinematics and arthrokinematics. Normal and pathological gait analysis. Clinical skills including: palpation, goniometry, manual muscle testing, and functional testing will be emphasized.

Financial Considerations & Extra Costs

Financial Aid

BYU-Idaho Physical Therapist Assistant students may qualify for financial aid just like any other University student. Financial Aid options are explained on our Financial Aid Website. Students are encouraged to explore this site carefully.

<http://www.byui.edu/financial-aid>

Extra costs of the PTA program

The PTA program requires students to incur costs beyond normal tuition and books. Below is an explanation of extra costs that a student should expect when they are admitted and agree to participate in the BYU-Idaho physical therapist assistant program.

1. Students who apply and are enrolled in a cohort of the second year of our 1+1 program, must complete 2 semesters of course work and 2 clinical internships. There is no formal "off-track" during this time. Clinical internships earn academic credit and students must pay for these credits the same as any other coursework on campus. Internships must be completed at separate sites. Clinical internships run 7 weeks in length (40 hours per week). This means that a student must complete a total of 14 weeks (560 hours) of clinical training. Students get valuable and necessary hands on experience in these clinical courses. However, students are required to fund their own travel, housing and living expenses at these internships. Internships are complicated to arrange. Clinical site owners and staff members are asked to train you in an apprenticeship style experience. This often means that the clinical site owners and staff must decrease their own load and revenue to help you. In order to avoid overwhelming local clinical sites with these requests, we develop contract opportunities all over the country. Students can request a particular, contracted clinical site; however, in instances where two or more students request the same site, students will be assigned by luck of the draw. For these reasons, you will mostly likely incur travel expenses during the clinical education component of this program (see #2).
2. *****The following cannot be stressed enough!***** Students should be prepared to fund the travel and living expense of an internship anywhere in the United States. Students who would struggle to temporarily relocate should avoid applying to the program as the inability to complete a clinical internship will void your opportunity to complete the PTA program and sit for the national licensure exam.

3. Many of our contracted internship sites have requirements for students that will also require extra costs. These requirements include (but are not limited to) background checks, specific immunizations, uniforms, drug screening, and first aid/CPR certification. A list of these requirements will be given to students during orientation. **All** students must meet these requirements prior to the end of the first semester of technical coursework and bear the cost of these extra requirements.
4. Some courses in the PTA program have fees associated with them. These fees are used to cover expenses such as lotions, gels, electrodes, laundry, name tags, and other incidentals that arise in the training curriculum. Course fees also help to cover licensure exam and professional liability insurance costs. We take every opportunity to avoid unnecessary costs to students; however, the PTA program estimates that student fees will be \$130.00 per semester to cover specific items listed in this section (section 4). The licensure fee will be refunded if a student discontinues or is dismissed from the program. All other fees will be refunded at a pro-rated rate. The costs mentioned in sections 1-3 will vary from student to student and will not be refunded.

Health and Safety of PTA students

Health Services

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

On-campus Safety

The Safety Office, as part of University Operations, has a mission to; Provide safety of all who study, work, or visit the campus; Manage environment, health and safety programs; Fire prevention and training; Hazardous materials management; Safety training /education; Emergency preparation and mitigation. Weather links are provided to give information regarding the city's weather statistics, driving and winter safety, and wind chill chart. There is a direct link to OSHA for health and safety standards. Report forms are also provided and include needle stick incident report, student incident report, confined space entry permit, and hazards report forms. Safety policies include accidental spill prevention plan, asbestos compliance, blood-borne pathogen, bicycle and sidewalk safety, campus snow, chemical hygiene, communicable disease, confined space entry, ergonomics safety, fall protection, first aid kits, hazard communication program, hazardous waste management, hearing conservation program, housekeeping, lightning safety, lockout/tagout, machine guarding, personal protective equipment, respiratory protection, space heaters, university vehicle operation safety, and used oil.

Safety regulations regarding use of equipment in the program laboratory:

Regarding use of equipment in the program laboratory, all students must abide by all safety guidelines and precautions such as rules for electrical safety, which will be specified clearly in their course materials. All electrical equipment used in the PTA program must be used under the direct supervision of a PTA faculty member. If equipment malfunction is suspected while using it in the lab, students will immediately stop using the equipment and notify the instructor of the situation. Students are not allowed to use any electrical equipment that lacks a current, valid safety inspection sticker or any equipment that is marked with an “unsafe – do not use” sign.

Safety of student interactions in the classroom and laboratory settings:

Unless instructed otherwise, all students must come to lab prepared with lab clothes. All lab clothes should allow students freedom to move without indecent exposure. Appropriate dress is defined by the dress standards for the university's fitness center:

<http://www.byui.edu/activities/resources/exercise-facilities-and-play-fields/contact-us-resources/swimming-and-exercise-clothing-rules>. If lab activity requires students to expose their backs, gowns will be provided and women will be required to wear a sports bra under the gown. All students are expected to respect the dignity and privacy of their fellow students by refraining from inappropriate remarks and behavior. Students are responsible for maintaining order in the lab. Students who are absent from a lecture will not be allowed to participate in the laboratory activities which apply to the missed lecture material without making arrangements with the instructor before the lab session.

Safety of non-students & student when in the role of subjects or patient-simulators:

In order to ensure the non-student's/student's health and safety, the non-student/student should inform the instructor of any medical condition that may be exacerbated by a technique the non-student/student will practice in the lab. The faculty are not responsible for diagnosing non-student's/student's musculoskeletal impairments. Non-students/students are responsible for seeking out medical care and alerting the faculty to any diagnosed conditions that are relevant to the technique the student will practice in the laboratory. Faculty are expected to keep any information provided by the non-student/student confidential. Non-students/students who are participating as subjects or patient simulators during laboratory and clinical experiences are to be treated with the utmost respect and dignity. Regardless of setting, subjects and evaluators must never jeopardize the safety of themselves or others. All laboratory and clinical site rules must be strictly obeyed.

Ensuring equipment used in the program laboratory is in safe working order and is appropriately maintained and calibrated:

To ensure equipment used in the program laboratory is in safe working order and is appropriately maintained and calibrated, all equipment will be checked for safety at least once a year. All electrical equipment in the lab will be inspected and recalibrated by a qualified medical equipment technician at the beginning of every academic year. All other program laboratory equipment will be inspected by the core faculty at the beginning of every semester.

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 non-student/student must not have any medical condition that could be exacerbated by a technique that might be performed. It is the responsibility of that non-student/student to notify the faculty of any such condition and the attending faculty should ensure that any non-student/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.

Off-campus 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. URL for off-campus travel, application and waiver forms is: <http://www.byui.edu/financial-services/travel/group-travel>

Essential Functions of a PTA Student

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. For the university's procedure to request an accommodation, please review the following document: <http://www2.byui.edu/catalog-archive/2006-2007/Library&Disabilities&Testing.pdf>. 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 patients 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](http://www.apta.org/uploadedFiles/APTAorg/About%20Us/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](http://www.apta.org/uploadedFiles/APTAorg/About%20Us/Policies/Bylaws%20and%20Rules/GuidefortheConductofthePTA.pdf#search=%22interpreting%20standards%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](http://www.apta.org/uploadedFiles/APTAorg/About%20Us/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

Student Services

Academic Discovery: <http://www.byui.edu/academic-discovery-center>

Academic Support: <http://www.byui.edu/academic-support-centers>

Computer Help Desk: <http://www.byui.edu/help-desk>

Counseling Services: <http://byui.edu/counseling-center>

Library Resources: <http://www.lib.byui.edu/?cid=fli:127>

Financial Aid: <http://www.byui.edu/financial-aid>

Student Technology Services: <http://www.byui.edu/student-technology-center?cid=fli%3A145>

Testing Services: <http://byui.edu/testing-services>

Performance Expectations, Assessments and Grading Policies

Academic Coursework Requirements and Benchmarks:

The BYU-Idaho PTA program follows the Universities grading policy found at this link:

<http://www.byui.edu/Documents/catalog/2012-2013/Credits%20and%20Grades.pdf>

In addition to this policy, there are a few additional requirements specific to the PTA program.

- Students must maintain an average cumulative 3.0 GPA in all university coursework.
- A student must receive a "C" or higher in all PTA professional technical courses.
- A student must pass and achieve a grade of a 75% or higher on all lab practicums throughout the professional technical coursework.
- A student must pass all of his/her internships with a "C" grade or higher (75%).

Policies for dismissal from the PTA program: Students who do not meet the academic coursework benchmarks

A student who does not maintain the required grades is not allowed to enroll or attend any further PTA courses. The PTA courses are arranged such that information and skills from earlier PTA courses must be mastered at an acceptable level before further training can continue. A student who wishes to make another attempt at a PTA course may do so if they apply again to the program and are accepted for a second time in a PTA cohort. Students who apply to the PTA program again will be selected in the same manner as all other students applying that year. A student who re-applies and is accepted a second time should re-take any PTA classes that they have previously finished. A student who is dismissed from the program for not meeting academic benchmarks for a second time from the PTA program for academic reasons will not be accepted into the program a third time.

Policies for dismissal from the PTA program: Students who fail program lab practicums.

Some courses in the PTA program will teach hands on skills that must be mastered. Assessment of this mastery generally occurs through spot checks and formal skills checks or lab practicums. Students are required to demonstrate mastery by passing all lab practicums with a 75% or higher.

A student who earns less than 75% on any PTA course lab practicum may attempt to remediate through study and practice. The student may retake each lab practicum only once. However,

the second lab practicum will be graded with a pass/fail grade. If the student passes the retake, the grade that will be recorded in the grade book is a 75%. If a student still cannot pass on the second attempt, then they will not be allowed to continue any further PTA coursework. It is unacceptably risky to allow students to apply therapy skills on volunteers, classmates and patients if they cannot master a necessary skill after two formal attempts.

Students who are disallowed from continuing in the PTA program because of insufficient performance in lab may attempt to re-apply to the program. Students, who re-apply to the PTA program after being dismissed, will be selected in the same manner as all other students applying that year. A student who re-applies and is accepted a second time should re-take all PTA courses that they have previously finished. This will help maintain a sequence of skill development and improve the student's ability to succeed. A student who is dismissed from the program a second time for failing a lab practicum(s) will not be admitted into the program a third time.

Policies & Procedures to ensure student competency 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. 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 below: "Students who fail a program clinical internship").

Policies for dismissal from the PTA program: Students who fail a program 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 to pass. 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 on page 7)**
- 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.

PTA Program Faculty's Commitment to PTA Students

Even though we have very strict policies for dismissal, as PTA program faculty, we are committed to helping each student progress through the program and graduate with their degree. In order to help us achieve this goal, each PTA student will be assigned a faculty adviser/mentor who meet with him/her as often as deemed necessary (at least once a semester) to review their "Student Progress Checklist", which reviews the student's progression in the program.

PTA Program Student Progress Checklist

Student's Name: _____

Fall Semester Student Initials: _____ Faculty Initials: _____ Date: _____

APTA Membership:

Background check:

CPR Certification:

Drug Screening:

Immunizations:

Essential Functions (Psychological, Behavioral & Physical Expectations):

GPA Review:

Review Lab Practicum Scores:

"What are you good at?" "What can you do better?" Goal(s):

Clinical assignment/Introductory letter?

Spring Semester Student Initials: _____ Faculty Initials: _____ Date: _____

APTA Membership:

Immunizations: Any extra for your clinical site?

Essential Functions (Psychological, Behavioral & Physical Expectations):

GPA Review:

Review Lab Practicum Scores:

Review Last Semester's Goals: Achieve them? Why?/Why not?

"What are you good at?" "What can you do better?" Goal(s):

Clinical assignment/Introductory letter?

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 all technical coursework and during the clinical education component of the program. Therefore, students will be assessed by PTA faculty, themselves, their peers and clinical instructors on the following criteria.

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, the students themselves, their peers (fellow classmates), and clinical instructors to rate these Affective Behavior Skills on a 3 point scale:

Unacceptable

Acceptable

Exceptional

We understand that anyone (even your teachers), 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 that is not "Acceptable". All evaluations are emailed to and stored by the program director. The program director initiates 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 a copy of any 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 and PTA core faculty are satisfied that a student is not deficient in any of the above affective behavioral skills ("Acceptable" or better). This means that any remediation plans must be completed before beginning a clinical internship. The link to the affective/behavioral survey is available in each of your courses in Brain Honey.

Policies for dismissal from the PTA program: Students who fail affective behavioral skills assessments

As mentioned, students are assessed on their affective behavioral skills by PTA program faculty, clinical internship instructors and classmates. Scores that are unacceptable will be addressed in a discussion between the student and a review committee. 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 review committee will agree on a remediation process. Remediation options include, but are not limited to the following:

- Give the student council 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 on campus.
- 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 there is 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 in 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 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 at the time.

The consequences of inappropriate behaviors or inadequate performance are serious. Such is the nature of a health care program where graduates find themselves in a position to have significant impact on a person's health. 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 that we require. 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 be at their 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. This honor code can be reviewed 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 investigates 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.

Due Process-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:

<http://www.byui.edu/Documents/humanresources/Student%20Academic%20Grievance%20Policy.pdf>

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: <http://www.byui.edu/online/online-support-center/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:

<http://www.byui.edu/Documents/humanresources/Student%20Academic%20Grievance%20Policy.pdf>.

Confidentiality, Privacy and Informed Consent

Students are Required to Keep Particular Kinds of Information Confidential

Through your activities as a student in the classroom and in internship sites, you will become privy to private information. Some of the types of information you may 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

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

Violation of confidentiality agreements will subject you to disciplinary actions which may include dismissal from the PTA program and legal liability.

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

To avoid confusion from the various requirements at different clinical sites, ALL PTA students will be required to perform a criminal background check and a drug screening prior to participation in their clinical experience (background checks are required during the program's application process). 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.

Informed Consent is Required for You to Begin Training in the BYU-Idaho PTA Program Laboratories

We require our students to sign a Laboratory/Equipment use Waiver before beginning any formal training in our laboratories. Students are trained on equipment that can cause injury if proper procedure is not followed. Students will need to agree to follow proper procedure when

using laboratories and equipment. Also, students are often asked to practice techniques on each other. Part of the Laboratory/Equipment use Waiver will include consent to receive and administer appropriate procedures as instructed in class. This waiver is found in **Appendix A**

Students are asked to sign an image release form. The release form will detail the uses of photographs and media by our program. Students are not required to sign an image release form. However, we appreciate it if you do. This allows us to use images of you in teaching situations, program marketing campaigns and Internet web sites that give information to other prospective students. The image release form is also found in **Appendix A**. Finally, you are asked to sign a receipt of verification that you have read this handbook and that you understand and will abide by the policies outlined in its contents. After a thorough examination of this handbook, please remove all forms in **Appendix A** and sign them. Other than the image release waiver, all agreements, waivers and contracts in **Appendix A** must be signed before a student can continue official training as a member of any PTA program cohort.

Careful adherence and understanding of all the policy, procedures and agreements contained in this handbook will help us assure a high quality experience that achieves the mission and objectives of our program.

University Academic Policy & Procedures

For general university academic policy & procedures, please visit:

<http://www.byui.edu/human-resources/student-resources/university-policies-for-students>

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.

Please return all signed documents to:

Mark Coglianese
Program Director
255 Hart
(208)496-4687
coglianese@byui.edu

BYU-Idaho Physical Therapist Assistant Program

Laboratory Informed Consent Form

The purpose of laboratory training in the Physical Therapist Assistant program is to promote an environment where students can practice the skills that will be used on internships and in the field as a future professional PTA. Many of the procedures and techniques taught will involve practice on class mates and non-student simulators. There are physical therapy procedures, rehabilitation processes and simulations of clinical practice that carry inherent risks to the recipient. These risks include but are not limited to:

- Burns or injury from the application of heating modalities
- Electrical stimulation discomfort or burns
- Cold discomfort or hypersensitivity with application of cooling modalities
- Dignity issues that may arise through inappropriate draping and/or exposure of body segments.
- Personal injury with transfers, bed mobility, wheelchair utilization, gait training, and use of rehabilitation equipment.
- Soreness with participation in therapeutic exercises and mobilization techniques

It is expected that non-students/students will request assistance for any activity that they feel uncomfortable participating in as a deliverer or recipient. It is expected that non-students/students will report any negative effects of any laboratory activity immediately to the instructor.

It is expected that non-students/students report any pre-existing conditions that might make them more susceptible to injury.

Instruction in the policy and procedures that governs specific activities in all PTA courses and labs will be supplied and explained as part of individual course instruction and materials. Adherence to these policies and procedures is critical to diminish the risk of any harm or injury. Neglect to follow policy and procedures will be grounds for dismissal from the PTA program.

I, _____, understand and accept the risks inherent to participating in the course and laboratory activities as explained above. I also consent that BYU-I PTA students and faculty may contact or touch my body in an appropriate manner for the purpose of demonstration and training.

Sign & Date: _____

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: _____

BYU-Idaho Physical Therapist Assistant Program

Media and Image Release Form

The BYU-Idaho PTA program may incorporate audio, video or still images into print and online publications of the program. Such media may be used for educational teaching purposes or program promotion.

I agree to allow audio and visual media to be made of me and used for the purposes stated above.

I also understand that if I do it in writing, I may change my mind at any time and revoke this agreement to use audio or visual media made of me.

Sign & Date: _____

Verification Form for Agreement to Policies and Rules Presented in the BYU-Idaho Physical Therapist Assistant Program Student Handbook

I certify that I have received and have read the BYU-Idaho Physical Therapist Assistant Student Handbook. I understand that I am allowed to ask the program director for clarification of any policy or rule that I do not fully understand.

I certify that I understand the policies documented in this handbook (**including the extra costs section**) and I agree to abide by these policies as a student in the BYU-Idaho Physical Therapist Assistant Program.

I also 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: _____