



**Idaho Consortium for
Physical Therapist Assistant Education**

College of Southern Idaho – College of Western Idaho
Lewis-Clark State College – North Idaho College

Student Handbook

August 2020

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Section I: Introduction

Welcome!

Welcome to the Physical Therapist Assistant Program! You are now a part of the Idaho Consortium for Physical Therapist Assistant Education (ICPTAE). Over the next four semesters you will learn a new language (the language of physical therapy), new skills, and new ways of thinking and problem solving. You will be reshaped into a new, quality physical therapy care provider. Along the way you'll work hard, learn and laugh much, get through trying and tough times, and come out ready to help change other peoples' lives. You have a great honor and responsibility ahead of you.

The ICPTAE is a technical physical therapy skill-training program. Along with your learning in patient care skills and physical therapy concepts, emphasis is made in the thinking and *art* of patient care.

The ability to touch, speak, listen, and analyze your methods of relating to patients and others is presented as a major component of your education in this program. Instruction in these areas can only go so far. You must be **teachable**, to decide that you will be changed through the process of your education here. Anyone can learn to merely do the techniques presented in this program, not everyone can apply them with scientific thinking, understanding, and the qualities of human care. This program insists that you acquire and maintain high standards in patient care and human interaction. Problem solving, reasoning ability, analysis, and physical skills are all essential, but encapsulating these are respect, honesty, genuine communication, and caring touch. Add a passion for life-long learning and you will become a health care provider of the highest quality.

You will hear your program instructors repeatedly state, "Practice, practice, practice". So be prepared to practice the skills you have been taught, inside and outside of class.

Since you and your classmates will be together for the next 18 months, begin to treat each other and your instructors as you will treat your future patients. Attentiveness in class, professional class conduct and demeanor, and respect for others will be expected *and* enforced – first by your own self-discipline and secondly by your instructors. Doing this will enhance your learning and help create a relaxing, enjoyable learning environment.

This program is intense. The faculty does not recommend that you are employed while in the program.

Another factor to keep in mind is that you are required to complete a total of 16 weeks of clinical practice. These clinical affiliations are full-time, as in forty hours a week, and occur at specific times throughout the program. Clinical sites are hard to find and clinical instructors are performing a significant service to the program and to you as a program student. You will be given a chance to suggest where you perform your clinical rotations, but the final decision is made by the Director of Clinical Education (DCE)/Program Director (PD). Clinical rotations are not chosen based on your interests, your time schedules, or any other personal factors – they are chosen based on the availability of the clinical sites the program affiliates with. Once placed in a clinical site, you will not ask your clinical instructor to work around your particular schedule; you will work around your instructor's particular schedule. Also, keep in mind that clinical affiliations are considered program courses and must be satisfactorily passed to remain in the program. This will be explained in greater detail in the student clinical affiliation handbook and course syllabi.

The college and program faculty are here to help you learn and be successful while in school and eventually in the workplace. If you are having difficulty learning and/or understanding, or changes occur in your personal life that may impact your experience in the program, please arrange a time to discuss

with your instructor or program director. If the concern is not resolved, you are encouraged to meet with the Division Chair for Health Professions. If you do not feel comfortable with the situation after these discussions, please contact the Dean of Instruction, Workforce Education so we may all work together for a solution.

Here's wishing you the best possible learning experience as you begin your adventure in the Idaho Consortium for Physical Therapist Assistant Education at the College of Southern Idaho, College of Western Idaho, Lewis-Clark State College, and North Idaho College.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jonathan Gardunia DPT', with a stylized flourish at the end.

Jonathan Gardunia, DPT
Program Director/Instructor

Lynne Roberts, PTA

Lynne Roberts BS, PTA
Director of Clinical Education/Instructor

Idaho Consortium for Physical Therapist Assistant Education (ICPTAE)

The ICPTAE prepares students for employment as physical therapist assistants (PTAs). Physical therapist assistants provide physical therapy services under the direction and supervision of a licensed physical therapist. PTAs help people of all ages who have medical problems or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs also measure changes in the patient's performance as a result of the physical therapy provided and make suggestions for patient progression.

Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation (www.APTA.org).

The program offered at the College of Southern Idaho (every other year), the College of Western Idaho, Lewis-Clark State College and North Idaho College is an education consortium. As such, resources from all four schools are used to enhance the education of the students. By pooling resources of equipment and personnel, greater access and expertise in physical therapy instruction is offered to all students.

The Program Director (PD) is located at North Idaho College. The Director of Clinical Education (DCE) is located at the College of Western Idaho. These are full-time faculty members. Most, if not all, of the didactic classes will be offered through interactive video conferencing (IVC). There will also be personnel on-site for instruction of hands-on courses (e.g., lab instruction), at each institution.

The program contains two full-time clinical education courses. Both courses are eight weeks in length. In these clinical experiences, you will spend time in various physical therapy settings to gain practical experience. See the clinical education section for more information. Because of the geographical area that our program encompasses, we have a large variety of clinical education experiences for our students.

ICPTAE Mission, Philosophy, Goals, and Outcomes

Program Mission:

The ICPTAE's mission is consistent with the missions of its sponsoring institutions:

"The Idaho Consortium for Physical Therapist Assistant Education is committed to the provision of quality, relevant, and affordable health care education specific to the field of physical therapy and the role and scope of the physical therapist assistant. The consortium program serves its constituent communities through the emphasis of care that is supervised and directed by the physical therapist and reflects the utmost in sensitivity, advocacy, knowledge, and skill."

Philosophy:

The Idaho Consortium for Physical Therapist Assistant Education adheres to the value of diverse human life and the restoration of optimal function for those who are in need physical therapy care. This commitment is exhibited through affordable education that emphasizes intrinsic human value, the acquisition of knowledge over the lifespan, and the continual practice of skill competence. The consortium program provides education that aligns with the standards of the American Physical Therapy Association and seeks to provide this in an environment that encourages inquisition, creativity, and reflection.

Student Learning Goals and Outcomes:

The program's goals and outcomes are as follows:

1. To develop physical therapist assistants who are competent within the role and scope of the profession.
 - Outcome: Students will distinguish between the role of the physical therapist and the role of the physical therapist assistant.
 - Outcome: Under the direction of a licensed physical therapist, students will identify indications, contraindications, precautions, safety considerations and help to determine and formulate expected outcomes of physical therapy treatments.

2. To educate physical therapist assistants who are equipped to provide physical therapy interventions in a safe, competent, and ethical manner.
 - Outcome: Students will consistently perform treatment interventions with competence following best practices that assure safety for self, patients/clients, and the workplace.
 - Outcome: Students will follow and implement a prescribed treatment care plan to ensure patient progression throughout the rehabilitation process.
 - Outcome: Students will accurately document the patient's treatment and response to treatment in the patient record.
 - Outcome: Students will assess the response of the patient to interventions and modify techniques accordingly.
 - Outcome: Students will provide competent delivery of care in therapeutic exercise, functional training, manual therapy techniques, physical agents and mechanical modalities, infection control procedures, and wound management.

3. To instill within students and graduates respect for diverse human life and to advocate for physical therapy care that works to restore optimal human dignity and function.
 - Outcome: Students will effectively communicate with other health care providers, patients, and families about selected treatment procedures and functional activities.
 - Outcome: Students will provide patient/client care in a respectful and culturally sensitive manner to all individuals.
 - Outcome: Students will exhibit good moral and ethical judgment in health care practice and uphold confidentiality of all persons at all times.

Faculty Learning Goals and Outcomes:

1. The faculty will maintain a contemporary and comprehensive curriculum in accordance with CAPTE standards and the ICPTAE Mission.
 - Outcome: Faculty will participate in continuing education and professional development workshops each year.
 - Outcome: Faculty will participate in APTA and CAPTE annual meetings.

Program Learning Goals and Outcomes:

1. The Physical Therapist Assistant program will facilitate student success in the program.
 - Outcome: The graduation rate for each class will be 85% or higher.
 - Outcome: The pass rate for licensure examination will be 85% or higher.
 - Outcome: The employment rate for each class will be at least 95%.
2. To inspire students and graduates to be lifelong learners and continually pursue developmental opportunities within and outside of the physical therapy profession.
 - Outcome: The faculty will integrate current professional topics into the curriculum.
 - Outcome: The faculty will participate in college-level service.
 - Outcome: The students will participate in at least one community service activity during the program.
 - Outcome: The students will provide education that promotes health, wellness and prevention to peers, patients/clients, and others through professional organization, employment, and other avenues of collaboration.

Statement of Accreditation Status

The Idaho Consortium for Physical Therapist Assistant Education at the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, and North Idaho College **is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)**, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Section II: Policies and Procedures

Policy on Non-Discrimination

CSI:

Unlawful Discrimination and Harassment

The College of Southern Idaho subscribes to the policy of providing equal educational and employment opportunities, services, and benefits to students and employees without regard to age, race, color, national origin, sex, religion, and/or disability, in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and all other state and federal non-discrimination statutes. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations.

Compliance Officer
Human Resources Director
(208) 732-6267
College of Southern Idaho
315 Falls Avenue
P.O. Box 1238
Twin Falls, ID 83303-1238

The College of Southern Idaho is committed to providing an environment free from unlawful discrimination and harassment. CSI takes complaints of illegal discrimination or harassment seriously and all complaints are investigated. Complaint/grievance procedures concerning student conduct are outlined in the [Student Code of Conduct](#) and provide for prompt and equitable resolution of complaints.

Students found to be participating in any form of unlawful discrimination, harassment, or retaliation against another student or College employee for filing a complaint or cooperating with an investigation shall be subject to disciplinary action up to and including expulsion from the College.

www.csi.edu/cbjtiii/wsa/forms/studentCopyEEOPolicy.pdf

CWI:

CWI subscribes to the policy of providing equal educational and employment opportunities, services, and benefits to students and employees without regard to age, race, color, national origin, sex, religion, and/or disability, in accordance with the Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and all other state and federal non-discrimination statutes. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations. <http://cwidaho.cc/info/policies>

LCSC:

In conjunction with [SBOE Policy II.P](#), Lewis-Clark State College is committed to maintaining an environment, which supports equal rights for all individuals.

1. Lewis-Clark State College will not discriminate on the basis of race, color, religion, age, sex, national origin, disability, veteran status, or sexual orientation. This policy applies to all programs, services, and facilities, including applications, programs, admissions, services and employment.

2. Concerns or questions regarding the application of discrimination laws and regulations may be directed to any of the following:

Lewis-Clark State College
Director of Human
Resources
Administration Building
Rm 102
Lewiston, ID 83501
208-792-2269

Idaho Human Rights Commission
317 West Main Street
Second Floor
Boise, ID 83735-0660
Toll Free: (888) 249-7025
Phone: (208) 334-2873

<http://www.lcsc.edu/media/5952121/3105-statement-of-nondiscrimination-and-affirmative-action.pdf>

NIC:

Non-Discrimination Policies include the following

- Civil Rights
- Malicious Harassment
- Disruptive, hostile or violent behavior on NIC sites
- Sexual Harassment, Discrimination and Sexual Misconduct (Title IX)

North Idaho College is committed to its policy of non-discrimination on the basis of race, color, religion, national origin, gender, age, disability, pregnancy, sexual orientation, or status as a Vietnam-era veteran. This policy applies to education programs, services, and facilities, and includes, but is not limited to, admissions, employment, and access to programs and services.

<http://www.nic.edu/websites/default.aspx?dpt=125&pageId=5889>

Disability Services

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in the ICPTAE will need to contact their Disability/Accessibility Services Center for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. The Disability/Accessibility Services Center determines eligibility for and authorizes the provision of services.

CSI: <http://www.csi.edu/Disabilities/>

PHONE: 208-732-6260

CWI: <http://cwidaho.cc/current-students/disability-services>

PHONE: 208-562-3000

LCSC: <https://www.lcsc.edu//accessibility-services/>

PHONE: 208-792-2667

NIC: <https://www.nic.edu/websites/default.aspx?dpt=16&pageId>

PHONE: 208-769-5947

Privacy Statements

Two major privacy laws guide and protect the ICPTAE students. Brief explanations and website information follow. These will be discussed thoroughly throughout your experience in the program.

FERPA – Family Educational Rights and Privacy Act of 1974

Brief definition: A Federal law that protects the privacy of student education records.

Websites:

CSI: <http://www.csi.edu/ferpa/>

CWI: <http://cwidaho.cc/current-students/ferpa-policies>

LCSC: <http://lcsc.edu/registrar/ferpa>

NIC: <https://www.nic.edu/websites/default.aspx?dpt=49&pageId=1589>

HIPAA – Health Insurance Portability and Accountability Act

HIPAA is the federal Health Insurance Portability and Accountability Act of 1996. The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information and help the healthcare industry control administrative costs. Students will maintain HIPAA confidentiality and security of all patient and experiential education facility information at all times. **Any breach HIPAA may immediately remove the student from the program or result in probation.**

Website:

<https://www.hhs.gov/hipaa/index.html>

Faculty and Student Expectations

Faculty Responsibilities to Students

The faculty recognizes their responsibility as facilitators of learning and will abide by the policy as stated in the Policy and Procedure Handbook:

CSI: <http://hr.csi.edu/facultyHandbook/>

CWI: <http://cwidaho.cc/file/cwi-faculty-handbook>

LCSC: <http://lcsc.edu/policies>

NIC: <http://www.nic.edu/websites/default.aspx?dpt=121&pagelid=>

Student Responsibilities

Students will be expected to abide by the College's student responsibilities code of conduct as found in the Student Handbook:

CSI: <http://www.csi.edu/studentHandbook/index.asp>

CWI: <http://cwidaho.cc/file/student-handbook>

LCSC: <http://www.lcsc.edu/student-life/>

NIC: <http://nic.edu/policy> (See Section V: Students)

Study Expectations

There is a **minimum** study expectation of two (2) hours of study per week for each credit hour enrolled. This means for a four (4) credit class, it is expected that students will spend a minimum of eight (8) hours of study outside the classroom per week. The lab components of courses require 2 hours per credit in lab and 1 hour per credit for independent or group study in or outside of lab.

Grade Expectations

Grades reflect achievement, so please understand an instructor grades a student's achievement on various assignments, not the student personally. *Grades are not given, they are earned.* Each student determines their own grades based on their performance in each course. The descriptions below explain why different students obtain different results.

The "A" student: (Outstanding, exceptional)

- Demonstrates a full, deep and precise understanding of the subject matter
- Demonstrates the capacity to analyze
- Demonstrates critical thinking
- Shows evidence of creative thinking
- Hands in work that is of outstanding and exceptional quality according to the criteria established for evaluation
- Has perfect attendance
- Is prepared for class having read the required assignment, and additional reading as well. Has looked up unknown words. Goes beyond what is expected.
- Has highly developed communication and presentation skills
- Asks interesting questions and makes thoughtful comments, but does not monopolize classroom time
- Is able to connect past learning with the present subject
- Shows initiative, has the determination and self-discipline necessary for achieving "A" quality work

- Performs work of outstanding quality
- Turns in papers that: demonstrate careful use of vocabulary, show correct use of evidence and quotations, have flow and coherence, exhibit fluid writing throughout with consistent presentation of ideas and elegance of expression. The reader of these papers should learn something significant and come away with a deeper understanding of the subject under consideration.

The “B” student: (Above average)

- Rarely misses class
- Demonstrates a good comprehension of the subject matter
- Shows evidence of critical and creative thought
- Hands in work that is of very good quality according to evaluation criteria
- Is competent in communication and presentation skills
- Is prepared for class, having read the assigned material, and is prepared to contribute to class activity
- Participates in classroom discussion and asks questions for clarification
- With encouragement, is able to connect past experience and learning with present learning
- Is willing to try new ideas and concepts
- Has enough self-discipline to follow through with assigned material
- Turns in work that is on time and consistently neat.
- Turns in papers that: demonstrate careful thought process, have some weak spots or flaws that do not significantly affect the importance of the work, show a much better than average understanding of the subject written about, make useful well-made points and gives value to the reader.

The “C” student: (Average or typical)

- Misses class occasionally and/or is frequently late
- Puts other priorities ahead of academic work
- Is unable to physically keep up with the demands of high level performance (due to lack of sleep, poor health and lifestyle habits, lack of interest, etc.)
- Prepares assignments consistently but with minimal effort
- Hands in work that does not show attention to detail or completeness, which is sloppy or careless, and is at times incomplete or late
- Is less willing to invest the effort required to excel
- Does not contribute to class discussion
- Needs vigorous prompting to connect past learning to present concepts
- Is not visibly committed to class, expresses boredom through body language, and participates without enthusiasm
- May have exceptional ability but shows signs of poor self-management or bad attitude
- May be diligent but simply average in academic ability
- Demonstrates some concept of what is going on but has not mastered the material
- Produces work that shows only what is absolutely necessary to complete the minimal
- Turns in papers that: lack important elements and concepts, show evidence of thinness in argument, detail, and precision, have numerous grammatical errors, show an understanding of some concepts but no mastery of the subject matter

(Adopted from “The Teaching Professor,” John H. Williams, Pepperdine University, CA)

Policy on Academic Dishonesty

The student in the ICPTAE will abide by the member-college academic dishonesty policies as stated in the representative current catalog. Any student found guilty of dishonesty while in the academic (classroom/lab) and/or clinical affiliation is subject to dismissal from the ICPTAE.

CSI: <https://www.csi.edu/student-affairs/default.aspx>

See Code of Conduct, Academic Integrity

CWI: <https://cwidaho.cc/file/student-handbook>

See 8 – Academic Misconduct, 8.1 – Academic Misconduct Procedures

LCSC: <http://www.lcsc.edu/student-affairs/student-code-of-conduct/>

See Student Code of Conduct Policy: Section III Prohibited Conduct, 1. Academic Dishonesty

NIC: www.nic.edu/policy

See Section V: Students, 5.06 E. Student Code of Conduct, 5.06.01 Academic Dishonesty

On-Campus Safety

On-Campus Educational Experiences

Policy

The Idaho Consortium for Physical Therapist Assistant Education adheres to its member-colleges' individual on-campus policies and procedures and holds the following in common. This policy and procedure applies across campuses and is intended to apply to each instructional area within the Consortium – its operations, leadership, students, faculty, and staff.

Procedure

General Principles

- Equipment and supplies are the property of the college.
- Equipment in the PTA laboratory should be cared for just as equipment in the clinical facilities; safety and good judgment must be used.
- Equipment and supplies should be returned to their original storage place after use.
- Care should be taken with cords and accessories.
- While in use, a manual must be kept with each piece of laboratory equipment, easily accessible to users. Original copies of equipment manuals are kept in the file cabinet on the north wall of the lab.
- No equipment is to leave the lab without permission of the program coordinator or designee.
- Wheelchairs are inspected annually by the ICPTAE coordinator or designee. Repairs are arranged as needed.
- A part of OSHA workplace standards includes regular inspection of the equipment and environment for safety hazards. All electrical equipment that is powered by institutional current (generally 110 – 220 Volt alternating current) will be inspected annually and, if applicable, calibrated on an annual basis. Repairs and or calibrations will occur on an as-needed basis. The independent clinical engineering contractor provides labels which are placed on each item of equipment to verify such testing, calibration, and/or repairs.
- If students note any potential safety hazards in the physical therapy laboratory, the instructor or program coordinator is to be notified so that corrective action may be taken to prevent injury or accidents.

The following rules are required for safety during labs. Please be aware that violation of these rules will result in removal from the lab and may impact participation or continuation in the program.

General Safety Rules

1. Always conduct yourself appropriately in the laboratory. Be serious and alert at all times.
2. Follow all written and verbal instructions carefully. If you are not certain about what to do after reading the instructions, please ask your instructor for clarification.
3. Never work alone in the laboratory. An instructor must always be present.
4. Do not touch any equipment or solutions in the laboratory until your instructor has given permission.
5. You may not eat or drink anything while performing a lab.
6. Keep your work area and walkways clear of debris, backpacks, books, and other obstacles.

7. Do not perform unauthorized treatments.
8. Know where all of the safety equipment is in the room and how to use it.
9. Notify the instructor of any unsafe conditions you observe.
10. Wash your hands frequently when working with other students who are performing as "patients" or when general hygiene requires.
11. Pay attention to the equipment and treatment procedure at all times.
12. If there is a fire, all electrical equipment must be shut off.

Clothing

- You must adhere to the lab dress code at all times. Closed toe shoes must be worn at all times except when performing as a "patient" and shoes are required to be removed.

Accidents and Injuries

1. Instantly report any accident or injury to your instructor, no matter how minor.
2. If any solution gets in your eyes, follow the instructions in the MSDS notebook located above the lab sink.

Body Substances and Hazardous Materials

- Although it is not frequent that bodily substances or hazardous materials are present in the laboratory, it is a possibility. For these reasons, universal precautions should be used to protect oneself as well as those with whom the student is interacting. MSDS sheets and basic first aid materials are available in the PTA laboratory of each institution. Any hazardous material in the laboratory is labeled as such. Students are taught universal precautions in the beginning of the first semester of the program.

Body Substances

1. Program students are not to perform any procedure that is not in keeping with best and usual practice in the physical therapy clinical setting. This includes, but is not limited to, any procedure that includes or produces body fluid exposure. If, however, the situation arises in which body fluids are exposed in the lab setting, the following applies:
 - Following OSHA guidelines, all efforts to eliminate or minimize occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens will be undertaken.
 - Student protection is to be provided in a manner consistent with a high standard of care using a combination of the following:
 1. Lab practice controls.
 2. Personal protective clothing and equipment.
 3. Training and education.
 4. HBV vaccination/positive titer.

Hazardous Materials

1. Refer to the MSDS (available in the lab) for information regarding the solution to be used – its properties, hazards, and exposure remediation.
2. All chemical solutions (lotions, gels, etc.) in the laboratory are assumed to be dangerous. Use only as instructed.
3. Always read the label of a solution bottle (or equivalent) before using it.
4. Never return unused solutions to their original containers.
5. Never remove solutions from the lab.

6. Dispose of solutions properly. Your instructor will inform you of how to do this before the lab.

Handling Equipment

1. If you don't know how to use a piece of equipment, even after initial instruction, ask your instructor.
2. Refer to safety instructions for specific equipment prior to initiating its use. Seek assistance from the instructor if unsure. Manuals for each piece of lab equipment are stored in the file cabinet on the north side of the lab.
3. Never begin use of equipment without familiarity with, and instruction in, its use, potential risks, and proper/safe set-up.
4. Students are not allowed in the lab without an instructor present.

Using Electricity

1. Never use electrical equipment in areas that are wet or while you have wet hands.
2. When you are finished using a piece of electrical equipment, unplug it.
3. Report damaged electrical equipment promptly.

Off-Campus Safety

Off-Campus Educational Experiences

Policy:

An off-campus activity is any activity required and sponsored by the Idaho Consortium for PTA Education for the purpose of academic instruction. Academic instruction includes didactic and/or technical skill educational experiences. The program values the safety of its students and faculty/staff and therefore has established the following for all off-campus educational experiences. This policy and procedure applies to all member colleges of the consortium.

Off-campus educational experiences include, but are not limited to,

- Places of manufacture and operations (e.g. prosthetics and orthotics establishments),
- Clinical sites specific to physical therapy specialties (e.g. pediatrics, aquatics, research facilities),
- Seminars, lectures, presentations,
- Community service activities.

Procedure:

Safety

Students are to be aware of safety concerns and their responsibilities during off-campus activities. To prepare, students should:

- a. Understand the purpose, objectives, and limits of the off-campus activity.
- b. Inform instructors of personal limits, health-related issues, or any other concerns.
- c. Be aware of their surroundings and participate only as instructed and/or supervised.

Faculty is responsible for student understanding of the purposes, specific activities, and expected outcomes of the off-campus activity. Specific safety concerns, if any, during the activity are to be clearly delineated to students and others participating. In addition, faculty must:

- a. Provide instruction that includes specific instructional methods and learning outcomes of the activity as well as safety rules, limitations, and other information as necessary.
- b. Identify potential risks to participants and assure participant understanding through demonstration, repetition, or other means.
- c. Assure participants are familiar with and competent with any specialized equipment.
- d. Assure that less capable participants are provided with instruction, equipment, accompaniment, or other means to provide for their safety.
- e. Supervise all participants and account for each during travel and while engaged in the off-campus activity.
- f. In the event of serious safety concerns, the coordinating/supervising faculty member is to suspend any or all activities that put participants at risk.

General Guidelines

- All off-campus activities are to begin and end on the students' home campus.
- All college/program- sanctioned off-campus activities are to be considered mandatory.
- No alcoholic beverages or controlled substances are to be consumed before, during, or after the activity.
- Guests of faculty or students are not allowed to participate.

- A list of all participants, with emergency contact phone numbers, is to be kept in the course instructor's office. The off-campus activity coordinator/faculty is to keep the list with them at all times during the activity.
- All participants must complete and submit an off-campus liability waiver (Release and Hold Harmless Agreement) prior to the activity and this is to be retained in the program offices for at least 2 years.

Transportation

- Students are responsible for their travel to and from site/facility in which instruction is taking place. Carpooling is recommended.

Medical Coverage

In the event of an accident with injuries or an illness during the off-campus activity, the student's personal health care plan is to be used.

Due Process

Program Retention

Student retention is a program priority and all efforts will be made to assist the student in successful completion of the program. Access to faculty, learning resources, and counseling are made available but the student must be willing to commit to the effort to remain in the program. Students will remain in the program if the grade point average, classroom/clinical performance, and behavior meet established standards. Standards are delineated in course syllabuses and the clinical affiliation evaluation instrument.

Policy on Code of Conduct

The Idaho Consortium for PTA Education (ICPTAE) subscribes to the due process policies and procedures at each student's respective college. Violations of the code of conduct for the Consortium or the colleges are serious and will be handled immediately and judiciously by each college's authorities. The PTA faculty endorse the policies and procedures contained in the student codes of conduct at each respective college. The PTA program faculty have also adopted additional specific guidelines to deal with problematic behaviors due to students' participation in off-campus healthcare facilities and institutions. Students found in violation of a college code of conduct, or the Consortium's code of conduct listed in the Consortium policy and procedure manual and the student handbook will be subject to disciplinary action. **Any violation of a member-college's policies and procedures, or the additional Consortium requirements, may be immediately acted upon following that college's procedures, depending on the severity of the violation.**

ICPTAE Procedure for Conduct Violation

1. Student will receive a verbal warning for behaviors that violate college or program expectations or policy. Verbal warnings are issued for behaviors that, if not corrected, may cause negative impact to the program, student, and/or patient. Verbal warnings will be documented and placed in the student file.
2. Student will receive a written Plan for Improvement (Coaching and Development Plan) for behaviors that have been previously addressed with a verbal warning, or are so severe that significant negative impact could result from the behavior to the program, student, and/or patient.
3. Student will receive a Final Written Warning for behaviors previously addressed by a verbal warning and a Plan for Improvement that continue to be problematic or for behaviors that could cause severe negative impact to the program, student, and/or patient.

A student will be recommended for expulsion from the PTA Program when a student fails to correct behaviors discussed in previous coaching and/or disciplinary discussions or engages in egregious behaviors that could create unacceptable risk or harm to the program, students and/or patients. Recommendations for expulsion will be handled according to each member college's policies.

ICPTAE Procedure for Academic Program Failure

The following are grounds for program failure:

1. If a student receives a grade less than a “C” in any PTA curriculum course or a required integrated general education course;
2. If the student does not maintain an average written exam of 70% over the course of the semester (if a student fails a written exam, the student will be placed on probation with a learning contract);
3. If, following the Lab Practical Examination Failure Guidelines (below) a student fails to pass a *retake* practical exam with a score of 80% or better and/or fails to successfully perform the *critical safety components* of the practical examination;

Lab Practical Examination Failure Guidelines:

- a. If a student fails a practical exam, the student will be required to meet with the program faculty to complete a remediation process prior to sitting for a re-take exam. The remediation process requires the student to provide in writing:
 - o A description of the issues that led to failure of the practical exam,
 - o A plan for addressing each issue,
 The remediation plan will include specific written procedures for actions when serious deficiencies are noted, to include
 - o Criteria for determining if the issues have been remedied or resolved, and
 - o A specific timeline for review.
 - b. The student is required to provide a written remediation plan within three days of the date of the exam. The re-take is to be scheduled and completed within three days of receipt of the remediation plan or, in extenuating circumstances, according to the availability of the instructor.
 - c. For a re-take exam a second faculty or staff member will be present to ensure fair administration of the exam.
 - d. If a student fails a re-take practical examination, the student will fail the course and is withdrawn from the program.
 - e. If a student fails a second practical exam in one course they will not be allowed to retake the second failed practical exam. The student will fail the course and is withdrawn from the program.
 - f. If a student fails three practical exams in one semester (all semester courses combined), the student will not be allowed a retake on the third failure. The student will fail the course and is withdrawn from the program.
 - g. If a student fails six practical exams during the course of the entire PTA program, the student will not be allowed a retake on the sixth failure. The student will fail the course and is withdrawn from the program.
4. If a student does not receive an approved “check” score for all skills checkoffs to indicate demonstration of competency through safe and effective performance of the required skill; a student will fail the course and is withdrawn from the program.
 5. If a student fails to abide by *critical safety precautions in the clinical education setting*. This includes, but is not limited to patient/client abandonment or endangerment, injury, abuse, or any perceived breach of patient/client quality care; a student will fail the course and is withdrawn from the program.

6. If the clinical agency refuses to allow the student to return to the clinical site due to a breach of the Code of Conduct, patient care safety, or any other offense identified by the clinical agency; a student will fail the course and is withdrawn from the program.
7. If any breach of a client's right of confidentiality or privacy occurs by written or spoken form including copying of client medical records by hand or electronic methods; a student will fail the course and is withdrawn from the program.
8. If a student has a positive drug test, student will be withdrawn from program.

If a student is dismissed from the program for any reason, he/she must meet with the PD and/or the DCE within 48 hours to complete a student exit report.

Right of Appeal

Students enrolled in the ICPTAE have the right to appeal disciplinary decisions and actions affecting their standing in the program. PTA students wishing to do so will follow the Student Appeals Process at their respective institutions.

Informal Student Complaints Procedure

If the complaint involves a problem with an instructor, the student is to discuss the matter with the instructor before requesting a conference with the program director. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. The ICPTAE faculty are here to teach, guide, support, and evaluate student progress throughout the program. The faculty are a valuable resource; thus, students are encouraged to seek guidance and advice regarding their clinical and academic performances.

Most student concerns involve course or clinical experiences. Therefore, the faculty member directly involved is the first and best resource. The following outlines the channels of communication, which ought to be followed.

1. Confer with your instructor for academic, clinically related, or personal concerns or grievances. Your instructor is available for and encourages student conferences.
2. If your concern is not resolved with the instructor, you would then take your concern to either the ICPTAE Program Director or the ICPTAE Director of Clinical Education.
3. If the ICPTAE Program Director or ICPTAE Director of Clinical Education are unable to resolve your concern, you should take your concern to the appropriate Division or Department Chair for your campus. LCSC faculty issues, if not resolved by the Program Director or Director of Clinical Education, should be addressed to the North Idaho College Division Chair.
4. Depending on the issue, the next level of appeal would be to the home College's policy and procedures for reporting grievances. The Academic Appeal process is outlined in the college catalogs for CWI and CSI. For NIC and LCSC students, please refer to the Registrar's Office for the Admissions and Academic Standards Committee (AASC) Appeal Form.

Formal Student Grievance Procedure

The ICPTAE program adhere to the established policies and procedures at each college regarding harassment. Harassment is inconsistent with the efforts to foster an environment of respect for the dignity and worth of all individuals. Harassment of any kind is unacceptable.

Harassment is defined as verbal or physical conduct, which has the intent or effect of:

1. Unreasonably interfering with an individual's or a group's educational and/or work performance or,
2. Creating an intimidating, hostile or offensive educational and work environment on or off campus.

Please refer to your college policy and procedure on harassment and Title IX complaints.

Complaints Against ICPTAE, Faculty, Students or Program Graduates

Concerns or problems against the ICPTAE, faculty, a student or graduate of the ICPTAE by a clinical instructor, employer of a graduate, another student or the general public should be directed in writing to the ICPTAE Program Director. The Complaint Referral Form can be obtained from the department/division secretary. Complaints may be submitted in person or by submitting a copy via fax or mail. The ICPTAE Program Director and PTA faculty will review and investigate all complaints made against the ICPTAE, faculty, a PTA student or graduate, and will address the concerns and identify methods to resolve the issue. If the issue is not resolved, then the complaint should proceed through the appropriate chain of command at each college.

Records of the complaint forms will be kept for three years in a locked file in the Idaho Consortium for Physical Therapist Assistant Education Program Director's Office.

Section III: American Physical Therapy Association (APTA)

Standards of Ethical Conduct for the Physical Therapist Assistant

EFFECTIVE June 2019. For more information, go to www.apta.org/ethics/core

STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other healthcare providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in life-long learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and life-long learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of healthcare resources by collaborating with physical therapists in order to avoid over-utilization or under-utilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Professional Standards, Code of Ethics, Code of Conduct

Professional standards and ethics define behavior that applies values and moral standards to activities within a profession. One of the goals of the ICPTAE is to assist students to become safe, professional, and ethical clinicians.

This goal is fulfilled by holding the student accountable for safe behaviors and by establishing a code of ethics and conduct along with professional standards of behavior that will help the student meet the criteria expected by the profession.

As a student at CSI, CWI, LCSC and NIC, the PTA student will abide by and follow the Professional Standards, Core Values, Code of Ethics and Code of Conduct.

As this program is designed to prepare students for professional employment, professional conduct is expected in all aspects of the program. Professional conduct includes:

1. communication with staff, faculty, and students
2. behavior, both in the classroom and the laboratory
3. interactions with faculty, staff, students, and "patients"
4. computer behavior

Students are expected to be in class at appointed times. This is a professional courtesy to those instructing the course, which may be a faculty member or another professional with expertise in the field of instruction. These instructors have taken time to prepare instructional activities for students. When lateness may occur, it is expected that late arriver notify those in class as early as possible. In this way, class can proceed without unexpected interruptions or delays.

Professional Standards

Values-Based Behaviors for the Physical Therapist Assistant

The Values-Based Behaviors are those attributes deemed necessary for success in the duties of the physical therapist assistant. The following is a list of those behaviors. They are considered to be of sufficient breadth and depth to incorporate the many values and attributes that PTAs demonstrate.

- 1. Altruism**
- 2. Caring and Compassion**
- 3. Continuing Competence**
- 4. Duty**
- 5. Integrity**
- 6. PT/PTA Collaboration**
- 7. Responsibility**
- 8. Social Responsibility**

Altruism-Altruism is the primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA's self-interest.

Caring and Compassion-Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

Continuing Competence-Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment.

Duty-Duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.

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

PT/PTA Collaboration-the PT/PTA team works together, within each partner's respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.

Responsibility-Responsibility is the active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.

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

Students in the program will abide by the eight values-based behaviors, which are required for success in practice as a physical therapist assistant. Students will participate in self-assessment, peer assessment and receive faculty feedback over the course of the technical phase of the program. This will promote student awareness about the behaviors needed to be integrated for success in the classroom and clinical setting in preparation for transition into the workforce.

Code of Ethics

Personal characteristics and qualities are based on the Standards of Ethical Conduct for the Physical Therapist Assistant adopted by the American Physical Therapy Association. See page 33.

Code of Conduct

An environment of acceptable behavior and conduct is required in the academic and clinical environment to ensure the health and safety of all individuals involved in the health care process.

Infractions of the Code of Student Conduct include the following but are not limited to:

1. Any student deemed impaired by reason of mental, physical health, exhaustion, alcohol, or other mind-altering drugs that could expose clients, the public, students, and faculty unnecessarily to risk of harm.

2. Conducts which may deceive, defraud, or injure clients, the public, clinical facilities, personnel, other students, and faculty.
3. Failure to care adequately for clients or to conform to minimum standards of acceptable practice under the supervision of the faculty, or designee of the facility.
4. Aiding another student in deceiving or attempting to deceive the faculty in obtaining an exam, quiz, assignment and/or presentation.
5. Damaging or destroying school/clinical property or equipment or removing property or equipment from campus or a clinical site.
6. Using profane language or gestures.
7. Disrupting instruction by the use of cell phones and/or pagers, habitually late, or absent from class or clinical.
8. Assaulting others, demonstrating poor coping mechanisms or becoming confrontational during the instructional process.
9. Refusing to adhere to the specified dress code and code of ethics.
10. Demonstrating behaviors that could be categorized as harassment.
11. It is grounds for dismissal from the ICPTAE if a student's conduct is such that a clinical agency refuses to allow the student to return to the clinical site.
12. In view of the significance of the confidentiality issue and the issue of the protection of client's rights, any student found breaching the client's right of confidentiality will be dismissed from the ICPTAE. Copying and/or discussing client medical records are unacceptable and may be cause for dismissal from the ICPTAE.
13. A student who exposes a client or other person to risk of harm may be dismissed from the class. The student will receive a written warning and a Health Sciences Division Committee will review the incident. The committee will evaluate the seriousness of the incident and recommend further action to the Program Director.
14. Possession or use of alcohol or drugs before class, during class or during a clinical rotation is prohibited. Students may be subject to random drug screening by an institutional or clinical facility where they are being trained.
15. Possession of firearms or similar weapons or objects is strictly prohibited from campus sites or clinical sites.

Infraction of the code of conduct whether it occurs in the campus classroom or at a clinical site may result in disciplinary action.

Disciplinary Action

The disciplinary action process includes:

1. Counseling with the instructor and/or counseling department to identify the problem.
2. Developing a plan of expectation and action with the instructor and/or LCC counseling department including an acceptable timeframe to correct the problem.
3. Monitoring the compliance of the plan by the instructor and/or LCC counseling department.

Failure to comply with the plan may result in dismissal from the ICPTAE.

Counseling

Counseling Forms are written comments made by an instructor and/or the Program Director. The counseling forms are written and placed in the student's permanent file. The notes serve as:

1. A reference during the conference following the clinical experience.

2. An evaluation tool of student progress.
3. A record of recommendation for continuity within the teaching team.
4. Recording of written factual information.

Each student is given the opportunity to review his/her counseling form and write comments if appropriate. The instructor and student are required to sign the counseling form. The student's signature indicates that she/he has read and understood the notes NOT whether she/he agrees or disagrees with them. It is the student's responsibility to meet with the course instructor.

American Physical Therapy Association (APTA)

Throughout the Idaho Consortium for Physical Therapist Assistant Education, you will be hearing about, and investigating, the aspects of the APTA. This organization is the voice of the profession of physical therapy and critical to its success within the health care and greater social community.

APTA members volunteer to join, there is no law mandating membership, no association with State physical therapy practice acts or licensure. Students are invited to join. The PTA program faculty encourages student membership and will facilitate your learning more about the organization.

Website: www.APTA.org – click on "APTA and You" at the top of the page.

Section IV: ICPTAE Guidelines

Academic Standing/Grading System

A minimum grade of "C" is required to progress through the PTA curriculum. The grading system for PTAE classroom (didactic) and clinical education courses will adhere to the following formula:

90 to 100 =	A
80 to 89 =	B
<u>70 to 79 =</u>	<u>C</u>
60 to 69 =	D (Removal from Program)
0 to 59 =	F (Removal from Program)

The educational process in the program courses consists of both classroom and clinical work. Since the ability to function in both areas is essential to a physical therapist assistant, PTA students are required to maintain a satisfactory grade ("C" or better) in both didactic and clinical education in order to progress through the PTA curriculum.

*(NOTE) Although the minimum passing grade is 70% (C), those who achieve less than 80% in the coursework are generally at risk to **not** have the necessary knowledge, skills, and reasoning, required to pass the board examination. Students must strive to achieve at least 80% in the PTA courses in order to provide the greatest advantage to passing the board examination.*

Methods for Assessment

Various assessment tools will be utilized to assist the instructor in determining whether the student is progressing towards achievement of course objectives. The assessment tools may consist of any of the following: exams (computer-based or written), lab practicals (skills performance), quizzes, written assignments, oral presentations, individual or group projects, case reports or case studies. In order to progress through the PTAE curriculum and promote success in PTA courses, students must pass with a grade of 70% or better in each course and 80% or better on each Lab practical. See "NOTE" above. All written or computerized assessments are the property of the ICPTAE and will not be retained by the students. Faculty will retain exams for the duration that the student is enrolled in the program, which will then be shredded once that timeframe is completed. Content for each course is progressive and knowledge gained is cumulative. *Therefore, each course is graded cumulatively – this means that students will be tested on course content from the beginning of the semester through to the end.*

Assignments

All required work must be submitted on time. Acceptance of late work, to include penalty points, will be at the discretion of the course instructor. Accepted late assignments will be assessed penalty points including holidays and weekends.

Exam Schedule

The student will be provided with the course syllabus containing a schedule of dates for written exams, practical evaluation, and major assignments or projects that occur during the semester. It is the student's responsibility to plan and prepare accordingly for exams per the class schedule. Unit exams will be scheduled in advance to correlate with the completion of a portion of the course content. A student must communicate with the course instructor if he/she is unable to take an exam. A written, verifiable excuse or documentation of the circumstances for missing the exam must be provided. The type of documentation will be at the discretion of the course instructor. If there is no communication

prior to the administration of the exam, a zero will be recorded. The type/format of make-up exams administered will be at the discretion of the course instructor (i.e. essay, etc.).

Computer-based Examination and/or Quizzes

1. Students found cheating will be given a zero for the examination. (Refer to Dismissal Policy Section)
2. The computer-generated student's response report is the official document when assigning a student's examination score.
3. In the event a student is unable to take an exam at the scheduled time, he/she must notify the course instructor prior to the time of the exam. Failure to do so will result in a score of zero for the exam. The instructor will determine the type of Make-Up Examination. The student must take the make-up exam within seven (7) calendar days of the original exam date.
4. No examination grades will be dropped when determining the final grade.
5. Exams/Quizzes may be paper-based at the faculty's discretion.
6. The exam results will be posted within 72 hours after the date of the exam. Official grades will be on the student's transcript and can be accessed on-line via campus website.
7. Students arriving late to an exam will have the time remaining from the scheduled start time of the exam to complete their exam.
8. Students must log onto the learning management system for exams offered online with their username and password. These must be kept confidential. Frequent monitoring of online activity will occur to assess the abuse of computer identities.

Written Exams, Lab Practical Exams, Skill Check-offs, and Quizzes

Grading is based on the scores achieved in the lab practical "performances". These are given at scheduled intervals and will include demonstration, role playing (as PTA and patient), documentation, and other methods selected by the instructor. In addition, there are skill check-offs that signify competency for each skill listed.

You must achieve at least 80% on each lab practical (excluding critical safety skills) and complete 100% of the skill checks-offs. You will be allowed one make-up on a practical exam to achieve the required 80%. **There is also a 100% pass requirement for all critical safety skills. Critical safety skills are identified in bold on each practical grading sheet.** If one of these skills is not performed, or performed incorrectly, the practical exam will be stopped – you will not be allowed to continue. You will be allowed one chance to correct any critical safety issue during a practical exam. If you failed a retake, you will fail that course and not be able to continue in the program. Laboratory practical exams determine whether a student demonstrates satisfactory performance in knowledge, skill, and safety to provide a treatment.

Students are required to complete a skills check-offs in specific courses and demonstrate competency through safe and effective performance of the required skill prior to completion of a course. Students must complete self and peer assessments prior to completing the skills checkoffs. Students must receive an approved "check" score for all skills check-offs, including safety components, to be considered as possessing safe behaviors and skills in order to progress to a subsequent course or clinical rotation. Students will be given three opportunities to pass skills checkoffs. Students failing the third skills check out attempt will be withdrawn from the ICPTAE.

The grading and administration of quizzes will be determined by the course instructor. The student is advised to acquaint himself/herself with the material covered on the quiz as it may help prepare the student for the next exam.

If a student fails a written exam (below 70%), the student will be placed on probation with a learning contract. If the student does not maintain a written exam average over the course of the semester, the student will be unable to continue in program

All examinations will be reviewed with the student after all students have taken the exam. A review of the examination will be scheduled at the next class meeting. The student may not take notes, tape record or retain a copy of the exam. Any student found violating this procedure, may jeopardize his/her standing within the program. Grades will be provided within 72 hours of the exam.

Make-Up Assignments/Quizzes

Students are responsible in planning with the instructors to make-up assignments. The instructor will identify in the course syllabus if any penalty will be assessed in the make-up process. Quizzes are given at the discretion of the instructor. There will be no make-up for quizzes, regardless of the circumstances, with a grade of zero recorded for missed quizzes.

Make-Up Test/Final

Students must take all unit and final examinations at the times scheduled. Final examinations will be given on time as scheduled by the college administration.

Only students with excused absences will be allowed to make up an examination, and a written request must be submitted to the instructor upon returning to class explaining why the student failed to take the test. It is the student's responsibility to request a make-up test date the first day upon returning to class. Once this information has been submitted, the instructor will set the exam date and will select the appropriate test format (oral, essay, multiple choice, etc.).

Make-Up Lab Practical

Make-up of a lab practical will be allowed only when the student presents an excused absence. The student must submit a written request to the instructor explaining why the student failed to take the lab practical. The student is responsible for submitting a request the first day upon returning to class for a date to make-up the lab practical. The instructor will establish the date for the lab practical.

Final Exams

A comprehensive final exam for each course will be administered during the final week of every semester. The course syllabus will indicate the percentage weight of the comprehensive final exam.

Promotion/Progression

To progress within the Idaho Consortium for Physical Therapist Assistant Education, the student will:

1. Complete the courses within the PTAE curriculum plan as outlined in the Degree Plan.
 - A student deviating from the PTAE curriculum sequence as printed may not be able to progress and may be unable to complete the program in the intended time period.

2. Maintain a grade of “C” or above in all prerequisite, technical PTAE, and general education courses for a student to be able to progress into and through the program.
3. Achieve the minimum course requirements identified in each technical PTAE course according to the instructional and clinical objectives for that course. All assignments made in conjunction with each course must be fulfilled as assigned.
4. Complete all required examinations, lab practicals and quizzes at the time scheduled, except under extenuating circumstances (i.e. hospitalization, family emergency, etc.).
5. Successfully complete laboratory practical exams and its safety components with a grade of 80% or better (100% of critical safety skills).
 - Students will be given **one** opportunity to pass a failed practical exam. If a student cannot pass a second attempt lab practical, no further opportunity will be provided. If the student passes the second attempt of the lab practical, the highest score recorded will be an 80%.
6. Successfully complete skills checkoffs in specific lab courses and demonstrate competency through safe and effective performance of the required skill prior to completion of a course.
 - Students must receive an approved “check” score for all skill-checks to be considered as possessing safe behaviors and skills to progress to a subsequent course or clinical rotation. Students will be given three opportunities to pass a skills checkout. If a student cannot pass a skills checkout after three attempts, no further opportunity will be provided.
7. Complete clinical education requirements satisfactorily according to course requirements.
8. Abide by the code of conduct stated in this handbook both in the classroom and clinical site(s).
 - Unacceptable personal conduct may result in complaints by faculty members, clinical agency members, or others. The PTA program faculty will review such complaints. Failure to comply with the code of conduct may prevent the student from progressing within the ICPTAE.
 - If unacceptable personal conduct at a clinical site results in the agency's request to remove the student from that facility, the student will be unable to fulfill the requirements for that clinical rotation, and may serve as grounds for dismissal.
9. If it is deemed that a student is unable to continue in the program due to failure in one course, the student will receive an “F” in that course and immediately removed from the other course with which the student is enrolled with an instructor withdrawal.

Re-Admission or Re-Application

The student who withdraws from the ICPTAE for catastrophic reasons (personal illness, military call of duty, leave of absence, etc.) may request to continue in the ICPTAE one time.

1. If a student withdraws from the ICPTAE and is eligible to re-enter the program the following year, a notation will be made on the student exit report and any specific requirements for re-entry will be noted.
 - a. A request to continue in the program must be in writing ***at the time of request***.
 - b. The student has one year from the time he/she withdrew from the program to request continuance. If more than a year has transpired since withdrawing from the program, the student must submit a new application for consideration into the program (See #2-4 below).
 - c. In order to continue in the program, the student must have passed all program courses completed prior to withdrawing with a grade of "C" or better. Students must complete all lab skills check-offs in completed courses prior to re-admission.
 - d. Returning to the program is contingent on space availability.
 - e. All students must adhere to the requirements that are in effect at the time they continue in the program.

2. If a student misses the "one-year window" to re-admit, he/she must re-apply to the program, complete any specific requirements, if applicable, and go through the selection process to gain a position with the new class.

3. *Being a prior student in the ICPTAE does not grant the student additional points toward application into the next class, nor does it guarantee the re-applicant admission into the program.*

4. If a student is re-admitted as a new student after the one-year mark, the student must re-take all PTAE courses.

5. A student is limited to two attempts in the ICPTAE. If the student withdraws from the ICPTAE or was unable to progress in the program due to academic failure, the student will NOT be eligible for re-entry into the ICPTAE after two attempts.

6. A student who has been dismissed from the ICPTAE may not re-apply to the program unless recommended to do so by the appeals committee.

7. In the event that the program has undergone a curriculum change, a returning student will work with the PD/DCE to develop a specific and individualized teach-out plan for returning to the program.

Laboratory Policies

PTA Program lab instruction is “hands on”. Students divide into groups of 2 or more and practice skills with one another and/or your instructor. In order to do this, you must be prepared to participate as a “PTA” and as a “patient”. ***This means that you are required to dress according to the following dress code, expose body parts appropriate to instruction, demonstration, and practice, and be willing to touch and be touched in keeping with procedures and principles taught in class.***

Be assured that your modesty and dignity will be honored by the instructors and fellow students according to actual physical therapy practice parameters.

It is important to note that it is the responsibility of each student to come prepared for, and attend 100% of the labs. The program instructor may require a student who is not dressed for lab to do so or leave the area; this may result in forfeiting credit for that segment of instruction.

Safety (Reminder)

One of the most important ultimate goals of the ICPTAE is the practice of safety in all aspects of patient care. This includes the safety of patients/clients, all those associated with the patient (other caregivers, family, etc.), and all staff providing the care – including oneself. To that end, the PTA program insists on the same safety standards while practicing in the lab.

Dress Code

Note: students often layer lab clothes under sweats or jogging suits to eliminate the need to change clothes between class/lab hours.

Women

- Shorts – running (or equivalent). May use Spandex shorts under running shorts.
- Sport tops – modest jogging/running tops – for your comfort and for those around you, be sure the entire chest is covered. T-shirts may be worn over sport tops while functioning as the PTA.
- *Must wear closed-toe shoes to class and while functioning as the PTA, removed while functioning as the patient.* Flip flops do NOT qualify as shoes.
- No hosiery.
- No jewelry that will interfere with patient contact or cause injury during treatment.
- Hair must not interfere with treatment.
- Fingernails must be a functional length allowing all lab activities to be performed. False fingernails are not allowed in many health care facilities so are not allowed while in the PTA program.
- No strong or offensive odors.

Men

- Shorts – running (or equivalent). May use Spandex shorts under running shorts.
- T-shirts or tanks. Must be worn at all times except when it necessary to be removed for treatment (while functioning as a patient).
- *Must wear shoes to class and while functioning as the PTA, removed while functioning as the patient.* Flip flops do NOT qualify as shoes.
- No jewelry that will interfere with patient contact or cause injury during treatment.

- Hair must not interfere with treatment.
- No strong or offensive odors.

"Patient Treatment" Using Lab Equipment

Lab equipment and supplies are for instructional use only. Any use of lab equipment and supplies for personal, familial, or peer treatment is expressly prohibited. Occupancy of the lab, equipment utilization, instructional practice, etc. is allowed only in the presence of an ICPTAE faculty member or qualified designee.

Equipment

Use the laboratory equipment with care. Make every effort to protect equipment from damage so it can be used by students that may follow. If there is faulty or damaged equipment, notify the lab instructor as soon as possible. Equipment must be turned off and stored appropriately when not actively in use. As other students may be using the space for non-PTA activities, equipment needs to be stored safely between PTA lab classes. Instructors will ensure that lab equipment is safe prior to use by students. Certain electric laboratory equipment is maintained annually by a certified technician for proper calibration.

Laboratory behavior

Most laboratory activities will involve participation in groups or partnerships. Please treat your "patient", whether a fellow student or a "patient" from the community, with respect. Treat the person as a patient and with professionalism. Maintain dignity and privacy with all activities. Assure comfort in positioning and in movements. Explain what you are doing and make sure the "patient" knows what you will be doing. In a laboratory environment, close contact is expected between partners, which may include members of the opposite gender. Instructors will ensure measures are taken by students to promote privacy. Students displaying behavior that is inappropriate in situations where contact is close will be at risk of program dismissal. It is the responsibility of each student to report inappropriate behavior to the lab instructor. The lab instructor will pass this on to the program director.

Safety is the highest priority when working with patients. This is also true in the PTA laboratory, as the "patients" are such for the time they are in lab. No procedure shall be attempted on a patient prior to the procedure being instructed and checked for proper execution by the instructor.

The laboratory is a learning environment. Behavior that is not conducive to learning is not permitted.

Participation/Consent

Students will act as "patients" for instructional purposes as well as for practical examinations. Prior to beginning courses, informed consent for participation as a "patient" and will be signed.

Videotaping, audiotaping or photographing of students may be required while enrolled in the PTA Program for instructional purposes or for examination/assessment. Students must agree and sign the consent form for participation in these activities while in the program.

Bodily substances and hazardous materials

Although it is not frequent that bodily substances or hazardous materials are present in the laboratory, it is a possibility. For these reasons, Universal precautions should be used to protect oneself as well as those with whom the student is interacting. MSDS sheets and basic first aid materials are available in the PTA laboratory of each institution. Any hazardous material in the laboratory is labeled as such. Students are taught universal precautions in the beginning of the first semester of the program.

Other Required Abilities

1. Comprehend reading material at the 11th grade level or beyond.
2. Communicate and assimilate information through various methods of communication including, but not limited to, the spoken word and reading.
3. Gather, analyze, and draw conclusions from data.
4. Stand for a minimum of two hours.
5. Walk for a minimum of six hours, not necessarily consecutively.
6. Stoop, bend, and twist for a minimum of 30 minutes at a time and be able to repeat this activity at frequent intervals.
7. Function without causing harm to self or others if under the influence of prescription or over-the-counter medications.
8. Move, or assist to move, a 40-pound person or assist with a larger person and transfer the person from one location to another, with safety for self, the person, and others.
9. Determine by touch: hotness/coldness, wetness/dryness, and hardness/softness.
10. Use muscle dexterity necessary to do such tasks as gloving, gowning, and operating controls on machinery.
11. Respond to spoken words, monitor signals, call bells, and vital sign assessment equipment.
12. Identify behaviors that would endanger a person's life or safety and intervene quickly in a crisis situation with an appropriate solution.
13. Remain calm, rational, decisive, and in control at all times, especially during emergency situations.
14. Exhibit social skills appropriate to professional interactions.
15. Listen attentively and think critically.

Student Temporary Accommodation

In the event that a student sustains an injury or illness that results in the student's inability to participate in practical examination or skills checks requiring the above abilities. The student will be referred to their member college's ADA office to determine reasonable temporary accommodations. In the event that reasonable accommodations are not able to be provided, the student may be placed on deferment.

Student Advising

For college/program advising, ICPTAE students will be divided into respective campus groups; each group will work with the program instructor on their home campus *and* will have access to the program director and DCE. The purpose for this is to assign each student to a program faculty member for consistent advising during participation in the program. Students will work with the advisor to create an academic plan, review progress through the program, and receive specialized counseling as necessary and within the scope of the faculty member.

This is not an option; all students will be required to meet with their PTA program advisor at scheduled intervals. Dates and times will be determined and scheduled each semester and as necessary.

Attendance

Class

Students are responsible for the attendance policies stated in the College Catalog and course syllabi where applicable. Students are expected to have regular and punctual attendance at all classes and laboratory periods on a regular basis. Classes start promptly and tardiness is unacceptable. Consistently entering or leaving the room when lecture or a presentation has begun is disruptive and reflects disregard towards others – this will not be tolerated.

In a two-hour class, a ten-minute break will normally be provided. Students should return promptly at the designated time to avoid loss of class time.

It is the student's responsibility to contact the instructor prior to the start of class if circumstances beyond the student's control arise that will result in tardiness or will prevent attendance. A student who is habitually late to class or clinical will be counseled. Being habitually absent or tardy may have a negative impact on the student's final grade or may be grounds for dismissal from the ICPTAE.

Instructors will keep an accurate record of each student's attendance and may provide an opportunity for a student who presents a reasonable excuse for an absence to make up work that was missed. The student is responsible for obtaining missed material when absent from class/lab.

A student who offers no explanation for an absence will have that absence classified as unexcused with a grade of zero awarded for any test, assignment or laboratory work which occurs or is due during such absence with no opportunity to make up work that was missed. Specific attendance policies for the PTA classes, labs, and clinicals are explained in the syllabus for each course. Refer to course syllabi.

Clinic

Refer to attendance policy under Clinical Education.

Professionalism

As this program is designed to prepare students for employment in professional health care environments, professional conduct is expected in all aspects of the program. Professional conduct includes:

1. communication with staff, faculty, and students
2. behavior in the classroom, laboratory, and clinical sites
3. interactions with faculty, staff, students, and others
4. computer use and behavior
5. personal communication devices

Students are expected to be in class at appointed times. This is a professional courtesy to those instructing the course, which may be a faculty member or another professional with expertise in the field of instruction. These instructors have taken time to prepare instructional activities for students. When lateness may occur, it is expected that the late arriver notify those in class as early as possible. In this way, class can proceed without unexpected interruptions or delays.

Photographs

As a student in the ICPTAE, you will be photographed performing lab procedures for the purpose of observation (e.g. walking, posture, etc.) or other instructional purposes. Photographs for instructional handouts/lab manuals and the program's web page will only be used with your written permission. Some informal photographs will also be taken to document lecture, lab, and social activities for the purpose of showing at the program's "graduation night", the finale of your PTA program education. Photographs may also be used for promotion of the consortium program. Any such use will require student approval and signatures.

If you do not wish to be photographed, you have the right to refuse. Simply make the comment on the signature page of this handbook.

Graduation

The commencement ceremony is held once each year in May. Students eligible to participate in commencement are graduates from the previous fall or students who plan to graduate in the current spring or summer. All students are encouraged to participate in the ceremony.

It is the student's responsibility to be sure all courses required for their certificate/degree are satisfactorily completed. It is strongly suggested students verify with their advisor on a regular basis they have completed all necessary courses and inquire on how to proceed with the graduation process. Students must submit the "Application for Graduation" with the Registrar's Office whether or not they plan to participate in commencement.

For more information on graduation, please see the following links:

CSI: https://quondam.csi.edu/forms/Students_Forms/gradapp/

CWI: <https://cwi.edu/current-students/apply-graduation>

NIC: <http://www.nic.edu/websites/default.aspx?dpt=49&pageId=709>

Section V: Clinical Education

Student Competence Prior to Clinical Assignment

Purpose

To assure the safety of the patient, ICPTAE faculty will assess student competence in all relevant patient treatment procedures, equipment, and understanding, prior to assignment to the clinical affiliations. In addition, treatment efficacy considerations and best practices are to be assessed in light of the role and scope of the physical therapist assistant in patient care environments.

Responsibilities of Program Faculty

ICPTAE faculty members are to create specific assessment methods relevant to each course in which patient care skills are taught. Assessment methods include, but are not limited to, skill check-offs, lab practical examinations, class presentations, demonstrations, and written examinations. Selection of assessment methods is at the discretion of program faculty.

Program faculty members are to create specific criteria for grading and examination of student knowledge, reasoning, and skills. Primary among the criteria is *safety awareness* – its practice and understanding of the rationale for safe patient care. These are to be assessed during written and practical examinations and other means as selected by the faculty member.

Responsibilities of the Program Student

Students are required to demonstrate understanding of their limitations as students within the role and scope of physical therapist assistants and the expectations of laboratory assignments or clinical experiences.

Students are to perform no procedure in which they are uncertain of the rationale, best practice, or safety. Students are to cease practice or treatment and seek guidance from their faculty member or clinical instructor in all instances where they are uncertain of safety or treatment guidelines.

Each PTA student will be expected to review the emergency & safety procedures of the affiliation facility with their clinical instructor and/or the facility's Center Coordinator of Clinical Education (CCCE).

The safety of each PTA student will also be ensured through knowledge gained in specific course work prior to the affiliation showing a minimum 80% proficiency (i.e. universal precautions, proper body mechanics, isolation techniques, sterile technique, etc.) in lab practical exams with 100% on critical safety. See Lab grading policies.

Each student will demonstrate a final average of 70% or better on each PTA academic course taken prior to a scheduled clinical affiliation (see the previous statement regarding the 70% warning).

Each student will have to provide proof to the ACCE of current certification in Basic Life Support CPR by an authorized instructor for the American Heart Association Health Care Provider course. Certification must be current for all affiliations. The student will thus be trained to recognize life-threatening emergencies, provide CPR, use an automated external defibrillator (AED) and relieve choking in a safe, timely, and effective manner.

Each PTA student will have passed all necessary criminal background checks and drug testing required by the affiliation facility.

Remediation

Should a program student fail in any of the above conditions or considerations, remediation will occur per the specific infraction. For example, academic failure may be remediated via the academic policy stated in the Student Handbook including due process, if requested.

Lab safety concerns will be remediated via the testing procedure. Students who fail a lab practical due to a safety violation, for example, may have, at the discretion of the instructor, an opportunity to retake the practical. No student will be allowed to progress to clinical instruction without having passed all laboratory testing and competency documentation.

Safety infractions occurring during a clinical education experience will be addressed by the ACCE, the clinical instructor, and the CCCE of the assigned facility. Remediation may be negotiated as agreed between the above and the student or the student may be withdrawn from the facility at the discretion of any of the above. Withdrawal of a student from a clinical facility during a clinical education experience due to a safety infraction will result in failure of the clinical experience and withdrawal from the ICPTAE.

Program reinstatement, if warranted, will then be remediated via due process.

Clinical Education

(In addition to the information that follows, students must review the Student Clinical Education Handbook)

The ICPTAE curriculum provides the student with two full-time general clinical experiences during the program. The student is assigned to a clinical instructor (CI) who is a physical therapist or physical therapist assistant and is an employee of the facility and ultimately responsible for the care of his/her patients when a student is involved in that particular patient's care. If the CI is a PTA, the student and the CI must have a supervising physical therapist.

Course Completion

In order to progress to the scheduled clinical rotation, the student must have demonstrated competency in all previous coursework and clinical affiliations. If the student does not complete those requirements satisfactorily, the student will be dismissed from the program.

Verification of Documents

Prior to the clinical experience, the student must have documented proof of the following:

1. Required immunizations: measles, mumps, rubella (MMR); varicella (chickenpox) vaccine or documented exposure; Hepatitis B Vaccine Series (HBV)
2. Tetanus/Diphtheria (every 10 ten years)
3. Current TB skin test/chest x-ray (annual) **(Follow 2-step process located on Clinical Passport Requirements provided to you in the acceptance packet.)**
4. Current CPR certification
5. Cleared criminal background check
6. Proof of negative drug screen.
7. Maintain current health insurance/coverage.

****The student will assume full costs of the immunizations, criminal background check, and drug test.**

Conduct

The student must be aware of and abide by the facility's policies & procedures; the Code of Conduct and Code of Ethics of a physical therapist assistant; the ICPTAE policies & procedures; and the member-college Student Handbook.

The clinical site reserves the right to refuse admission to any student who is involved in any activity not considered professional or conducive to proper patient care. If the student is asked to leave the clinical for just cause, and this is substantiated by the DCE/program director after further investigation, the student will be dismissed from the program.

Safety for both patients and students is of the highest priority. Students are to perform only those interventions for which they have been properly trained to perform. Record of competencies will be sent to the clinical site prior to the student beginning the clinical affiliation. The clinical instructor will review the interventions that each student is capable of performing and plan clinical educational

experiences accordingly. It is the responsibility of the student to ensure that only interventions that have been checked are performed in the clinical affiliation. If the student is not comfortable with interventions or the complexity of the patient with their ability levels, the clinical instructor must be informed. The CI will consult with the DCE when clarification is necessary.

Because patient safety and comfort is the ultimate goal, the student must wear a name badge indicating that they are a physical therapist assistant student at all times when participating in clinical education activities. The student must introduce himself or herself as a PTA student. The patient has the right to refuse treatment by the PTA student or to participate in clinical education without risk to the care provided.

Students will adhere to the following:

1. Students will conduct themselves in a professional manner at all times. Unwarranted conversation, excessive noise, inappropriate laughter, joking, gossip and loitering are unprofessional behavior that will not be tolerated.
2. Students will not discuss personal problems with patients or staff.
3. Students will put personal cell phones on vibrate mode and will not make personal telephone calls during clinic hours unless it is an emergency and the CI has been notified or it is during a scheduled break (lunch period).
4. Students will not chew gum or eat/drink in the presence of patients.
5. The student must provide the clinical instructor with current emergency telephone numbers and home telephone numbers.
6. The student will always remain busy while in the clinic via direct patient care, observing treatment by another discipline, observing a new treatment technique, reading a textbook or reviewing a lesson, assisting other PT caregivers or staff, etc.
7. The student will not leave the clinic area without permission from the clinical instructor, nor leave early for lunch or at the end of the day.
8. If the clinical instructor must leave early or is absent, it is the clinical instructor's responsibility to determine who will substitute for them and relay this information to the DCE and Program Director. Only licensed physical therapists and licensed physical therapist assistants may supervise a student. Physical therapy techs or aides, or an individual from another health care discipline, including physicians cannot supervise physical therapist assistant students.
9. The student will not discuss other clinical instructors, personnel or clinical sites.
10. The student will be courteous to patients and staff, conducting himself/herself in a professional manner at all times.
11. The student will direct any concerns or issues related to the clinical facility or clinical instructor to the ACCE or program director.

Confidential Information

The ICPTAE students will abide by the Health Insurance Portability and Accountability Act (HIPAA) to safeguard the confidentiality of health record information. All hospital and clinic records are confidential and any requests for information concerning a patient should be referred to the clinical instructor. Patient information should only be discussed with the clinical instructor in a private venue.

Students are reminded not to discuss fellow classmates' performance nor criticize previous clinical sites or clinical instructors with individuals at the current clinical site.

Clinical Orientation

The student will be oriented to each facility by their CI or Center Coordinator of Clinical Education (CCCE) on or prior to the first day of the affiliation. It is the responsibility of the student to clarify any questions or concerns with this individual.

Clinical Site Assignments

The ICPTAE strives to provide the student with three general clinical experiences. The DCE, along with input from the faculty, will assign a student to a clinical education site based on the type of clinical setting needed to fulfill skill requirements based on clinical education course objectives. Students' input concerning the type of setting that interests them is welcomed, however, the DCE and Program Director will make the ultimate decision regarding placement. ICPTAE students are not guaranteed placement in a clinical site close to their hometown.

Student Responsibility for Clinical Education

Student File Requirements

Students who change programs or are re-entering a program--previous files are not considered current, and many file requirements will have to be updated. Students who do not have all current experiential education requirements completed before rotations begin each semester are subject to suspension/dismissal.

Transportation

The student is expected to provide his/her own transportation to and from the clinical site and is expected to report on time to the appropriate assigned agency. Students may be required to travel outside of their hometown. Expected commute drive time may be up to one hour one way and will be arranged on an individual case-by-case basis

Travel, Housing and Other Expenses

All costs incurred during the clinical education experience (i.e. gas, lodging, meals, and additional drug/background testing, etc.) are the student's responsibility.

Student Supervision

Students will complete two eight-week clinical experiences. A CI will be assigned to each student and will be responsible for student supervision, which may include reviewing the facility's safety policies prior to the start of each experience, scheduling student hours, data collection, patient treatment interventions, and assessment of clinical skills. The CI may be a physical therapist or a physical therapist assistant. If the CI is a physical therapist assistant, both the student and the CI are to provide patient care only under the direction and supervision of a physical therapist. The student will report directly to the clinical instructor. The DCE will conduct regular site visits or make phone calls to consult with the clinical instructor and the student regarding student progress and problems.

Obtaining Patient Informed Consent

Prior to initiating a physical therapy procedure with a patient, a student will introduce himself or herself as a PTA **student** and provide an explanation of the treatment or data collection technique that will be performed and obtain the patient's consent. A patient has the right to decline receiving treatment by the student.

Evaluation of Student Clinical Skills

Students are evaluated on their clinical performance by the use of the PTA clinical performance instrument (CPI). The clinical instructor and the student will rate the student's performance on various aspects of physical therapist assistant practice. They will meet at the minimum at midterm and at the end of the affiliation. During the meetings, progress towards proficiency will be discussed as well as plans for continued development.

Students who demonstrate poor performance on any critical element within the PTA CPI will meet together with the clinical instructor to develop a learning plan with specific performance objectives. These learning objectives will be re-assessed weekly.

If necessary, the student may be referred to the DCE for an assignment or tutoring as designated by the instructor.

Clinical Education Attendance

In order to meet program requirements, 100% attendance is required in all clinical affiliations. Students must remember that completion of required objectives and competencies must be met while the assigned clinical instructor is on duty. The PTA student shall abide by the clinical facility's hours of operation.

Clinical Education Absences

Students are required to complete the clinical day as described in the course schedule book. All missed clinical hours/days (excused/unexcused) must be made up before final grades are submitted to the registrar. Failure to make up missed clinical time by the end of the semester will result in an incomplete (I) and a grade of (F).

If absent, failure to contact the clinical instructors and the DCE prior to the scheduled clinical affiliation time constitutes an unexcused absence.

For each unexcused absence (student fails to call and notify the DCE and Clinical Instructor), it will result in a grade of zero for that day. All absences must be made up before final grades are turned in for the respective semester. Failure to make up missed time may result in an "I" (Incomplete) or a failed clinical affiliation. A failed clinical affiliation will result in dismissal from the program.

Clinical Education Tardiness

Habitual tardiness will not be tolerated under any circumstances. Tardiness is defined as "not being at your assigned area as scheduled." A student who is habitually late will be counseled by the DCE. PTA students are expected to be at their assigned clinical site at the time designated by ICPTAE faculty or facility clinical instructor.

If unavoidable circumstances arise resulting in tardiness, the student is responsible for contacting both the clinical instructor and DCE prior to the scheduled clinical time.

Clinical Education Lunch and Work Breaks

Lunch breaks are to be scheduled according to facility protocol, which may consist of 30 minutes to an hour for lunch.

A work break is a privilege and should not be abused. The student should not arrive at the clinical site and then take a break. The student should only take a break according to facility protocol and with proper authorization from the clinical instructor. Scheduled breaks are 15-minutes long.

Clinical Dress Code

Unless otherwise stated, all PTA students are required to adhere to the same dress code while on campus or at a clinical facility. Professional and tasteful dress is expected at all clinical facilities. Some facilities may require the use of uniforms or scrubs during clinical affiliations. Facility policies/requirements are to be followed at all times. The cost of uniforms will be the responsibility of the student.

Student identification badges must be visible and worn on the upper left side of the shirt/top at all times during the clinical affiliation. No decorations or stickers are allowed on nametags or clothing. Jewelry must not interfere with performance of duties or present a safety hazard to you or a patient. No perfumes or colognes are to be worn and students must be clean and free of offensive odors.

Personal Appearance:

1. Good personal hygiene via daily bathing, use of deodorant, regular shampooing of hair, and brushing of teeth.
2. Hair must be neat, clean, and should not interfere with performance of duties.
3. Nails must be short and clean. Nail polish, if worn, should be clear or neutral in color. Artificial nails are not permitted.
4. No offensive perfume or cologne.
5. Tattoos must be covered wherever possible.
6. Shoes must be closed-toe, clean, and/or polished. No open-toe shoes, sandals, clogs, or flip-flops.

Section VI: ICPTAE Curriculum

ICPTAE Curriculum Course Descriptions

Fall Semester:

PTAE-101: Physical Therapy in Health Care

2 Credits

This course studies the role of physical therapy in the health care world. Discussions include the role of the physical therapist assistant (PTA), the relationship between the PTA and the physical therapist (PT), and the delivery of physical therapy care. An introduction to the “patient/client” and the overall health care team is included. Health care ethics, standards specific to physical therapist assistants, diverse patient populations, and other topics are explored. Only those students who have been accepted into the ICPTAE are eligible to register for this course.

Corequisites: PTAE-107/L, PTAE-110/L and PTAE-211/L

PTAE-107/107L: Kinesiology

4 Credits

The course will study human movement and the functional anatomy of the human body. The framework of musculoskeletal anatomy, muscle stabilization, balance, and function in daily activities is applied to physical therapy care. Normal and abnormal mechanics of body movement is explored. Students analyze tasks that span from simple activities of daily living to more complex occupational and athletic tasks. Includes lab. Only those students who have been accepted into the ICPTAE are eligible to register for this course.

Corequisite Lab: PTAE-107L

Corequisites: PTAE-101, PTAE-110/L, and PTAE-211/L

PTAE-110/110L: Principles & Procedures of Physical Therapy

3 Credit

This course develops competencies in treatment interventions used by physical therapist assistants. The rationale for treatment, progression of treatment, and working under the direction of the physical therapist, are emphasized. Students learn skills such as, bed mobility, range of motion, transfers, gait training, assistive device use, and wheelchair mobility. Infection control and safety for patients, self, and others are emphasized. Includes lab. Only those students who have been accepted into the ICPTAE are eligible to register for this course.

Corequisite Lab: PTAE-110L

Corequisites: PTAE-101, PTAE-107/L, and PTAE-211/L

PTAE-211/211L: Data Collection

3 Credits

This course will develop competence in the skills of measurements used in physical therapy. The use of goniometers, blood pressure cuffs, grip meters, and other tools of measurement are included. Analyzing gait, posture, and measuring muscle strength are included. Lab assessments include the reporting of observable and measurable data and their significance to patient progress. Emphasis is given to effective oral and written communication for reporting and documentation. Includes lab. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisite Lab: PTAE-211L

Corequisites: PTAE-101, PTAE-107/L, PTAE-110/L

Spring Semester:**PTAE-113: Clinical Pathology****2 Credits**

An overview of basic disease progression and classification with special emphasis in the inflammatory response are presented in this course. Exploration of pathologist that include oncology, developmental and genetic diseases, hemodynamic disorders, nutritional pathology, infectious disease, cardiovascular and pulmonary disorders, lymphatic, endocrine, and dermatological disorders. Musculoskeletal and pathologies treated with physical therapy interventions are explored. Only those students who have been accepted into the ICPTAE are eligible to register for this course.

Corequisites: PTAE-207/L, PTAE-208/L, and PTAE-217/L.

PTAE-207/207L: Therapeutic Exercise**4 Credits**

This course presents strengthening and conditioning principles and how these principles relate to rehabilitation of dysfunction. Students will learn how range of motion, strength, endurance, power, speed, agility, balance, proprioception and kinesthesia relate to function and rehabilitation. Includes lab. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisite Lab: PTAE-207L

Corequisites: PTAE-113, PTAE-208/L, PTAE-217/L

PTAE-208/208L: Orthopedic Rehabilitation**4 Credits**

This course emphasizes development, progression, and understanding of therapeutic exercise and other treatment practices for patients with musculoskeletal pathologies. Includes lab. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisite Lab: PTAE-208L

Corequisites: PTAE-113, PTAE-207/207L, PTAE-217/L

PTAE-217/217L: Neurological Rehabilitation**4 Credits**

This course guides students through the principles and practices used in the rehabilitation of individuals with neurological conditions. The principles incorporate musculoskeletal and neurological therapeutic exercise across the lifespan. Proprioceptive neuromuscular facilitation, neurodevelopmental theory and other facilitation techniques are learned. Pediatric training for developmental conditions are explored. Includes lab. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisite Lab: PTAE-217L

Corequisites: PTAE-113, PTAE-207/L, PTAE-208/L,

Fall Semester:**PTAE-204/204L: Therapeutic Modalities****3 Credits**

This course provides an in-depth understanding of therapeutic modalities used as adjuncts to physical therapy interventions. Students develop competence in the application of therapeutic modalities including heat, cold, electrotherapy, intermittent compression, massage, traction, and ultrasound. The use of hydrotherapy and various treatments for wound care are explored. Evidenced-based practice and indications/contraindications are emphasized. Includes lab. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisite Lab: PTAE-204L

Corequisites: PTAE-215/L, PTAE-240

PTAE-215/215L: Special Populations**3 Credit**

This course introduces the therapeutic principles and practices underlying the treatment of patients with amputations, burns, cardiopulmonary pathologies and considerations, women's health issues, and selected age-specific disorders. Includes lab. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisite Lab: PTAE-215L

Corequisites: PTAE-204/L, PTAE-240

PTAE-240: Clinical Affiliation 1**7 Credits**

An eight week, full-time clinical experience in a physical therapy clinical environment. Students use the competencies learned in the PTA technical courses to assist with treatment of patients/clients. Patient treatment, progression, rationale, and critical thinking are practiced in a supervised setting. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisites: PTAE-204/L, PTAE-215/L

Spring Semester:**PTAE-221: Seminar****2 Credits**

This course reviews psychological considerations with application to cultural/gender/aging/family dynamics in relation to disease, dysfunction, death and dying and the grieving process. In addition, caregiver self-care, assertive communication, and clinical burnout are presented. It includes an introduction to effective administration aspects of varied physical therapy environments. Preparation for entering the physical therapy workplace is also explored. A review of the required text with an emphasis on board exam study and test-taking strategies is included. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisites: PTAE-241

PTAE-241: Clinical Affiliation 2

7 Credits

An eight week, full-time final clinical experience in a physical therapy environment. Students use the competencies learned in their PTA technical courses to assist with the treatment of patients/clients. Patient treatment, progression, rationale, and critical thinking are practiced in a supervised setting. Only those students who have successfully completed all previous PTAE courses are eligible to register for this course.

Corequisites: PTAE-221

ICPTAE Curriculum Schedule

Course No.	Title	Credit Hrs.		Total
		Lec	Lab	
Pre-PTA				
BIOL-227	Anatomy and Physiology 1 ¹	4		
CAOT-179	Medical Terminology	2		
ENGL-101	English Composition ¹	3		
MATH-123	Contemporary Math ¹	3		
PSYC-101	Intro to Psychology ¹	3		
<i>Semester Total</i>		15		15
Fall Semester				
PTAE-101	Physical Therapy in Health Care	2		
PTAE-107/107L	Kinesiology	2	2	
PTAE-110/110L	Principles and Procedures	1	2	
PTAE-211/211L	Clinical Pathology	1	2	
BIOL-228	Anatomy & Physiology II	4		
<i>Semester Total</i>		10	6	16
Spring Semester				
PTAE-207/207L	Therapeutic Exercise	2	2	
PTAE-208/208L	Orthopedic Rehabilitation	2	2	
PTAE-113	Clinical Pathology	2		
PTAE-217/217L	Neurological Rehabilitation	2	2	
<i>Semester Total</i>		8	6	14
Fall Semester				
PTAE-204/204L	Therapeutic Modalities	1	2	
PTAE-215/215L	Special Populations	1	2	
PTAE-240	Clinical Affiliation 1	7		
<i>Semester Total</i>		9	4	13
Spring Semester				
PTAE-221	Seminar	2		
PTAE-241	Clinical Affiliation 2	7		
COMM 101	Introduction to Communication ¹	3		
<i>Semester Total</i>		12		12
<i>Program Grand Total</i>				70
¹ Satisfies A.A.S. Degree requirements				

Section VII: Signed Consent

Signed Consent

By signing on the line below, you:

1. Have read and agree to abide by the policies, procedures, and principles stated in the Idaho Consortium for Physical Therapist Assistant Education's "Student Handbook",
2. Have read and understand the Mission, and Goals of the Idaho Consortium for Physical Therapist Assistant Education,
3. Acknowledge, understand, and will abide with the process for students with disabilities,
4. Acknowledge and understand the issues of academic and/or behavioral failure, grading, and due process,
5. Have read the policies and/or procedures regarding safety – in all its applications – and commit to regarding it as a major priority while a student in the classroom, lab, other on-campus and off-campus activities, and in the clinic,
6. Have read and agree to abide by the APTA's Standards of Ethical Conduct for the Physical Therapist Assistant,
7. Understand the responsibility to accept financial obligations in the event of an illness or injury on campus, during an off-site educational experience, or in a clinical education setting,
8. Understand and agree to the disclosure of one's health information for the purpose of clinical site placement,
9. Understand and agree to the purchase of medical insurance,
10. Agree to abide by the lab dress code and personal appearance standards,
11. Understand the responsibility to function as a "PTA" and as a "patient" in the lab setting and agree to the same,
12. Understand that the lab, its equipment and supplies, are to be used exclusively for instruction and only in the presence of an ICPTAE faculty member,
13. Consent to be photographed for educational/ program purposes (except as stated below),
14. Understand the recommendation regarding employment while in the ICPTAE and the potential of conflicts with academic and clinical requirements,
15. Understand the importance of confidentiality in academic and clinical settings and therefore agree to abide by the policies and procedures under which the college and any clinical facility operates,
16. Understand the expectations for classroom, lab, and clinical affective behavior and agree to conduct oneself according to those standards in each situation,
17. Understand and agree to the physical requirements for performing lab and clinical education activities and performance,
18. Understand the clinical education statement regarding full time commitment, travel, other requirements, and deadline compliance,

I agree to all of the above:

Name (please print): _____

Signed: _____

Date: _____

I refuse to be photographed at any time:

Signed: _____