

FREED-HARDEMAN UNIVERSITY



PHYSICAL THERAPIST ASSISTANT PROGRAM

Freed-Hardeman University

Physical Therapist Assistant Program

Student Handbook

2022-2023

Accreditation Statement

Effective July 19, 2022, Freed-Hardeman University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call Dr. Ashley Prentice, Program Director, at 731-989-6097 or email aprentice@fhu.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

Welcome to Freed-Hardeman University's PTA Program

Congratulations on your acceptance into Freed-Hardeman University's PTA Program! You are embarking on a journey into a career that is equal parts rewarding and challenging. We are thrilled that you have chosen to begin the first steps of this journey at Freed-Hardeman, and we hope to instill you with the God-given talents you will use throughout your career for His glory.

The next year and a half will be a very busy time and likely the most challenging thing you have done in your academic career. You will be asked to demonstrate academic, psychomotor (hands-on), and affective (behavioral) competence. You will need to demonstrate a high level of commitment to yourself, your education, your classmates, your future profession, and your future patients; they expect the best from you and so will we. This journey will be exciting but also stressful at times; you will experience emotional highs and lows, feelings of accomplishment and feelings of failure. We are here to help you and encourage you every step of the way. It is a blessing and honor to be able to live a life of service to others, and we hope this principle will be a motivating factor throughout this journey.

This handbook has been designed to provide you with the information you need regarding the program and its policies and procedures. The primary policies and procedures of Freed-Hardeman University will be highlighted in this handbook, but you will find it advantageous to review the Freed-Hardeman University Academic Catalog and the FHU Student Handbook, which can be found on Freed-Hardeman's website.

The PTA Student Handbook is updated annually. All students will be made aware of changes to the policies and procedures and are bound to the most current revision of the student policy manual. Additionally, students are bound by Freed-Hardeman University policies and procedures as found in the Freed-Hardeman University Student Handbook and the Freed-Hardeman University Academic Catalog.

Please feel free to contact us if you have any questions, concerns, or comments regarding the program. We are here to assist you with any challenges you may face. We welcome your constructive feedback as we are constantly looking to improve our program to better serve our students by preparing them for the field of healthcare. We, as the faculty of Freed-Hardeman, are committed to helping you succeed and wish you nothing but the best as you begin this exciting new phase of your life!

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I. Academic Information and Standards

1.1: Institutional History and Accreditation

Freed-Hardeman University traces its origin to the 1869 charter of a private high school and college for Henderson. FHU is a private, Christian university incorporated in the State of Tennessee in 1919. Freed-Hardeman University has the general authority to operate under the Tennessee Nonprofit Corporation Act (Tenn. Code Ann. § 48-53-102). The University is exempt from the oversight of the Tennessee Higher Education Commission (Tenn. Code Ann. § 49-7-2004).

The institution is governed by a 28-member Board of Trustees that oversees the adoption of fundamental principles related to the mission and strategic direction of the institution. FHU Policy 1.4.2 establishes that the FHU Board of Trustees has legal authority to approve new programs. On April 21, 2017, Mr. David R. Shannon was appointed by the Board of Trustees to serve as the President of Freed-Hardeman University. President Shannon began his duties on June 1, 2017, and continues to lead the University at this time.

The initiation of the Associates of Applied Science-Physical Therapist Assistant degree program emerges from the University's on-going planning and evaluation processes. In the academic year of 2018-2019, Freed-Hardeman University engaged in a comprehensive strategic planning process. This process involved the campus community (faculty, staff, students, and administration) and the board of trustees. The process included completing a gap analysis with peer and aspirant institutions and an analysis of the University's strengths, weaknesses, opportunities, and threats. From these analyses, emerged the University's Strategic Plan for 2019-2023. Dr. Brian Butterfield, chair of the Department of Biological, Physical, and Human Sciences, along with Dr. LeAnn Davis, dean of the College of Arts and Sciences, submitted the proposal for the AAS-PTA degree program in Spring 2019, which migrated through Freed-Hardeman University's Academic Review Process. On April 26, 2019, the FHU Board of Trustees approved the implementation of the AAS-PTA degree program.

Freed-Hardeman University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate's, bachelor's, master's, and education specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 with questions about the accreditation of Freed-Hardeman University.

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1.2: Contingency Plan

Considering that the PTA program is in the development process, an accreditation contingency plan has been developed. The plan would come into play if candidacy is approved by CAPTE, and initial accreditation is denied. Should initial accreditation be denied, graduation of the first student cohort would be delayed until any deficiencies are remedied. If the program could not continue, University administration would facilitate the acceptance of students into other accredited college programs. Completed PTA coursework credits would be transferable at Freed-Hardeman University for the required elective hours for graduation but transfer of credits to another PTA program cannot be guaranteed. Students will not receive any monetary refund if the program were to not receive accreditation. The PTA core faculty are working diligently to ensure the success of the program.

1.3: Program Summary

Freed-Hardeman University's Physical Therapist Assistant program will be a five-semester, 2 ½ year program. The 82-credit, AAS-PTA degree program will primarily utilize a face-to-face teaching format at the Henderson campus. The PTA program is a structured 1+1 degree completion model, being that all required General Education and Cognate courses must be completed prior to admission into the program and prior to any technical courses. Per Freed-Hardeman University's policy, one additional BIB course will be required in the first technical semester of the PTA program for all students in-residence.

In addition, three clinical education experiences, totaling 640 hours, are included within the program. During clinical education experiences, each student will have a clinical instructor who is a licensed Physical Therapist (PT) or Physical Therapist Assistant (PTA) with overall supervision and direction coming from a Physical Therapist. Clinical education experiences may be offered at any location that offers physical therapy services, has a signed contract with Freed-Hardeman University, and meets all program requirements. Physical therapy clinical education experiences may take place in settings including, but not limited to, outpatient, acute care, inpatient rehab, pediatrics, and skilled nursing.

Graduates will receive an Associates in Applied Science in Physical Therapist Assistant.

1.4: Statement of Non-Discrimination

Freed-Hardeman University admits qualified students of any race, age, sex, religion, disability, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Freed-Hardeman does not discriminate on the basis of age, sex, religion, disability, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Based upon this commitment, FHU follows the principle of non-discrimination and operates within applicable federal and state laws. As a recipient of federal financial assistance, FHU is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on

the basis of sex in its admission policies, treatment of students, employment practice or educational programs, except as required by religious tenets of the churches of Christ.

1.5 University Mission Statement

The mission of Freed-Hardeman University is to help students develop their God-given talents for his glory by empowering them with an education that integrates Christian faith, scholarship, and service.

1.6: Program Mission Statement

The mission of Freed-Hardeman University's Physical Therapist Assistant program is to equip students with an education that integrates Christian faith, scholarship, and service in order to provide holistic healthcare services to individuals and communities throughout the world. By growing in knowledge through dedicated faculty and a comprehensive curriculum focused on contemporary practice, the program will prepare graduates to serve as competent and ethical physical therapist assistants able to work under the direction and supervision of a licensed physical therapist.

The mission of the PTA program supports the University's mission in that it exists to provide an excellent healthcare education permeated with Christian values whose graduates are morally and spiritually prepared to provide safe, evidence-based contemporary care and render professional services to individuals, churches, communities, and the world.

1.7: Program Goals

The PTA program supports the goals of Freed-Hardeman University by establishing the following program specific goals:

Goal 1: The program will prepare graduates to be competent and ethical physical therapist assistants able to serve their community by working under the direction and supervision of a licensed physical therapist.

Goal 2: Program students and graduates will demonstrate appropriate professionalism with patients, program faculty, and other healthcare providers.

Goal 3: Program graduates will be prepared to communicate in a culturally competent manner with patients and caregivers from diverse backgrounds.

Goal 4: Program faculty will provide a high-quality learning environment and a comprehensive curriculum based on contemporary, evidence-based physical therapy.

Goal 5: The program will integrate Christian faith, scholarship, and service to prepare students for a lifetime of service and achievement.

1.8 Program Curriculum

Fall: Semester I, General Education/Cognates	Semester credits	Lecture/Lab/OTJ
BIB121: Life of Christ	2 hrs.	2/0/0
ENG101: English Composition I	3 hrs.	3/0/0
BIO211: Human Anatomy and Physiology I	4 hrs.	3/1/0
PSY210: General Psychology	3 hrs.	3/0/0
COM140: Speech Communications	<u>3 hrs.</u>	3/0/0
Elective hours for non-residential students	<u>2 hrs.</u>	
	15-17 hrs.	
Spring: Semester II, General Education/Cognates	Semester credits	Lecture/Lab/OTJ
BIB122: Acts of the Apostles	2 hrs.	2/0/0
ENG102: English Composition II	3 hrs.	3/0/0
BIO212: Human Anatomy and Physiology II	4 hrs.	3/1/0
BIO115: Medical Terminology	2 hrs.	2/0/0
MAT101: College Algebra (or higher)	3 hrs.	3/0/0
HIS Gen Ed	<u>3 hrs.</u>	3/0/0
	17 hrs.	
Fall: Semester III, PTA Core	Semester credits	Lecture/Lab/OTJ
PTA101: Introduction to Physical Therapy Concepts	2 hrs.	2/0/0
PTA102: Pathophysiology for the PTA	3 hrs.	3/0/0
PTA103: PTA Procedures	4 hrs.	2/2/0
PTA104: Clinical Anatomy and Kinesiology	3 hrs.	2/1/0
PTA105: Therapeutic Exercise	4 hrs.	2/2/0
Approved BIB Course for residential students	<u>2 hrs.</u>	
	16-18 hrs.	
Spring: Semester IV, PTA Core	Semester credits	Lecture/Lab/OTJ
PTA201: Orthopedic Rehabilitation	2 hrs.	2/0/0
PTA202: Neuromuscular Rehabilitation Across the Lifespan	4 hrs.	2/2/0
PTA203: Physical Agents and Modalities	4 hrs.	2/2/0
PTA204: PTA Ethics and Issues	2 hrs.	2/0/0
PTA206: Integrated Clinical Education	<u>4 hrs.</u>	0/0/4
	16 hrs.	
Fall: Semester III, PTA Core	Semester credits	Lecture/Lab/OTJ
PTA205: Special Populations for the PTA	4 hrs.	2/2/0
PTA207: Terminal Clinical Education I	5 hrs.	0/0/5
PTA208: Terminal Clinical Education II	5 hrs.	0/0/5
PTA209: PTA Seminar	<u>2 hrs.</u>	2/0/0
	16 hrs.	

1.9: PTA Course Descriptions

PTA 101: Introduction to Physical Therapy Concepts (Lecture)

This course will introduce students to the profession of physical therapy by discussing the scope of practice of the physical therapist and physical therapist assistant, legalities and ethical behavior, and current trends and practices in the physical therapy profession. Interpersonal communication among the healthcare team, documentation in a medical record, and psychosocial implications of disease will be emphasized.

PTA 102: Pathophysiology for the PTA (Lecture)

This course will focus on common disorders and diseases affecting the major organ systems of the body. Etiology, signs and symptoms, red flags, diagnoses and prognoses, and implications for physical therapy will be discussed. Case studies will be provided for critical thinking and application of theory to practice for the physical therapist assistant. Heavy emphasis of pharmacological interventions will be included.

PTA 103: PTA Procedures (Lecture/Lab)

This course will introduce students to the development of early PT skills and the understanding of basic physical therapy procedures. Emphasis will be placed on gait and transfer training, body mechanics, positioning techniques, vital sign assessment, infection control, wheelchair training, and proper use of assistive devices. Students will have laboratory time to practice and demonstrate an understanding of technical skills.

PTA 104: Clinical Anatomy and Kinesiology (Lecture/Lab)

This course will cover human anatomy specific to the musculoskeletal system through the identification of anatomical structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns, and gait. Introduction to surface anatomy, palpation skills, goniometry, and manual muscle testing will be provided during laboratory time.

PTA 105: Therapeutic Exercise (Lecture/Lab)

This course will introduce exercise as a preventative and treatment mechanism for pathological conditions that influence the strength, endurance, and flexibility of the human body. Emphasis will be placed upon the body's physiological response to exercise, design and application of exercise, the developmental sequence of exercise, types of exercise, and the use of exercise equipment. A hands-on introduction to the principles and procedures of physical therapy interventions will be provided during laboratory time.

PTA 201: Orthopedic Rehabilitation (Lecture)

This course will provide students with an overview of musculoskeletal and orthopedic conditions observed in physical therapy. Emphasis will be on the study of musculoskeletal pathologies, determination of appropriate physical therapy interventions, and a review of related anatomical structures.

PTA 202: Neuromuscular Rehabilitation Across the Lifespan (Lecture/Lab)

This course will introduce diagnoses common to the neurological system. Neurological interventions, exercise prescription, and treatment progression will be discussed and applied through hands-on lab practice. This course will also provide an overview of the neuroanatomy of the CNS and PNS as it relates to the treatment necessary for patients with dysfunctions of these systems. Emphasis includes the structures and function of the nervous system, neurophysiological concepts, human growth and development across the lifespan, and neurologic dysfunctions. Pediatric and geriatric care will be covered in this course.

PTA 203: Physical Agents and Modalities (Lecture/Lab)

This course will provide the student with a theoretical basis for the safe and effective use of physical agents and modalities in physical therapy practice. Upon completion of the course, students will demonstrate knowledge of the physiological effects, indications, contraindications, and application techniques for thermal agents, ultrasound, electrotherapy, traction, and external compression. Pain management techniques will also be included. Laboratory time will be utilized to teach students the proper setup, application, and monitoring of physical agents to ensure safe patient care.

PTA204: PTA Ethics and Issues (Lecture)

This course is an extension of the ethical concepts presented in PTA101, taking a further look into the ethical and legal issues regarding physical therapy practice, supervisory processes between the physical therapist and physical therapist assistant, business concepts and healthcare reimbursement, and quality assurance principles such as chart audits. Students will discuss challenges in communication and ethical issues involving vulnerable populations. Students will begin an evidence-based research project to be completed and presented in PTA209 during the final semester of the program.

PTA 205: Special Populations for the PTA (Lecture/Lab)

This course will present students with a body systems approach to etiology, pathology, signs/symptoms, and treatment of conditions affecting the various organ systems of the body. Emphasis will be placed on conditions common to physical therapy practice including women's health, cardiac rehabilitation, oncology, orthotics and prosthetics, and amputee rehabilitation. Wound care management will also be addressed. Lab time will be allocated for hands-on practice of advanced intervention procedures for special populations.

PTA 206: Integrated Clinical Education (Clinical Education)

An integrated clinical experience at the end of the second semester of PTA technical coursework designed to introduce the student to the practice of physical therapy through interactions in the healthcare environment. Under the supervision of a licensed physical therapist or physical therapist assistant, students will complete a minimum of 160 hours of clinical education while integrating knowledge and skills obtained in lecture and lab courses with patients in a clinical setting. This course entails ongoing interaction between the clinical instructor, student, and director of clinical education. At the end of this clinical education experience, students will be required to demonstrate all 14 performance criteria on the CPI at least at **beginner** level.

PTA 207: Terminal Clinical Education I (Clinical Education)

Clinical education experience that will provide continued supervised physical therapy learning in a healthcare setting. Students integrate knowledge learned during previous course experiences with prior knowledge and skills to continue to develop competencies with a greater variety of patients and treatments in a clinical setting. Six weeks of full-time experience at one facility working under the supervision of a licensed physical therapist or physical therapist assistant serving as the clinical instructor. 40 hours per week, for a minimum 240 clinical hours. At the end of this clinical education experience, students will be required to demonstrate all 5 Red Flag Behaviors at least at **Advanced Intermediate** level and all remaining CPI categories at least at **Intermediate** level.

PTA 208: Terminal Clinical Education II (Clinical Education)

Terminal clinical education experience that allows the student to practice in the healthcare environment with technical skills attained in previous classroom and clinical instruction. Upon completion of the clinical rotation, students must be able to demonstrate **entry-level** clinical experience for all 14 Clinical Performance Criteria. Six weeks of full-time experience at one facility working under the supervision of a licensed physical therapist or physical therapist assistant serving as the clinical instructor. 40 hours per week, for a minimum 240 clinical hours.

PTA 209: PTA Seminar (Hybrid)

This course is designed to prepare the student for transition into the workforce as an independent clinician. The methodology will include a discussion of the national PTA exam, state practice acts, professional development, employment opportunities, and community services. Students will be introduced to the National PTA Exam through learning methods including the establishment of comprehensive review plans and the provision of supplementary review lectures and materials. Students will participate in an on-site licensure preparation review course prior to graduation. At the conclusion of the seminar, students will present their evidence-based project begun in PTA 204.

1.10: Course Grading

All didactic and clinical education courses must be taken in proper sequential order. A minimum grade of "C" is required in all general education, prerequisite, and technical courses in the PTA curriculum. GPA calculation remains consistent with Freed-Hardeman University's policy.

The grading scale to be used for all PTA technical classes are as follows:

93.00%-100.00%=A
85.00%-92.99%=B
75.00%-84.99%=C
70.00%-74.99%=D
0%-69.99%=F

End-of-unit exams will be administered electronically through Canvas requiring Respondus Lockdown Browser. Examinations must be taken in the classroom setting unless otherwise specified by the instructor. Examinations may consist of multiple-choice, true/false, matching, and short answer questions. Exam questions may be taken from any source of information provided to the class throughout the unit. A review day will be provided for students to ask

questions regarding the exams or over content they may need further clarification on; however, no formal review sheet will be provided as it is the student's responsibility to take accountability for their own learning and success throughout the PTA program.

A comprehensive final examination will be administered at the end of each course. While students are not required to make a certain score on any examination in order to pass the course, students are required to average a 75% examination score from all unit exams and the comprehensive final examination in order to pass the course, regardless of the cumulative score in the course at the end of the semester.

Due to the hands-on nature of the PTA profession, a significant lab component has been incorporated into the curriculum. Students will be required to complete skill checks and take lab practical examinations to demonstrate competency and safety in hands-on skills. Students must pass all skill checks and achieve a minimum of 75% on each lab practical examination within a course to achieve a passing grade in the course. Failure of any safety-related or "red-flag" criteria will automatically result in a re-take of the skill check or practical examination. Students must pass a peer skill check prior to taking a skill check with a faculty member. There is no limit to how many times a student may retake a faculty skill check, but the student must pass the faculty skill check prior to taking the practical examination.

If a student achieves a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation. A student will be allowed a maximum of two practical re-takes for a failed practical examination. If a student does not pass the practical examination by the second re-take, they will automatically fail the course and be dismissed from the program at the end of semester.

For all clinical education courses within the program curriculum, pass (P) or no pass (NP) grades are given. Please refer to the Freed-Hardeman University PTA Clinical Education Handbook regarding grading for these courses.

All course assignments must be turned in on time and be of college-level work. Faculty have the right to not accept late assignments and/or to deduct points for late or unacceptable work.

A student is allowed to be on PTA program probation a maximum of one time while enrolled in the technical phase of the PTA program. A student will be dismissed from the program if they are placed on PTA program probation a second time.

1.11: COVID-19 Implications for Clinical Education Experiences

Due to the ongoing global pandemic, many clinical sites are requiring the COVID vaccination for any healthcare worker or student that will be in contact with patients, unless granted an exemption due to health or religious purposes. While Freed-Hardeman University's Physical Therapist Assistant program does not require the COVID vaccination for admission, we are unable to guarantee that a student will be able to complete the PTA program if they are not granted clinical site exemption for non-vaccination.

1.12: Criteria for PTA Program Probation and Dismissal

A student enrolled in the PTA program who does not meet the following criteria will be placed on probation and subject to dismissal:

1. Individuals not meeting the satisfactory academic progress established by the University as written in the Freed-Hardeman University Academic Catalog.
2. The instructor has the right to place the student on probation if student attendance is not in compliance with the PTA Program Attendance Policy (Section 3.4, pg. 25).
3. The student disciplinary procedure will be initiated due to substandard, unethical, or inappropriate conduct at the discretion of the PTA program director in consultation with the PTA program faculty. Program probation or dismissal may be a result of any of the following reasons:
 - a. Possession or use of alcohol or any mood-altering chemical on the premises of FHU or clinical education sites. This includes attending class or clinical education while under the influence of these substances.
 - b. Unexcused and/or excessive absenteeism and/or falsification of sick time. Please refer to the attendance policy on page 25 of this manual.
 - c. Grossly unethical or unprofessional behavior.
 - d. Gross carelessness in regard to safety of patients or colleagues.
 - e. Dishonesty, cheating, plagiarism, or theft.
 - f. Release of confidential information regarding patients and/or clinical education site personnel or activities.
4. Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional Behaviors, or failure to meet the specific behavior levels by the defined target dates (outlined in Section 3.1) will result in program probation or dismissal.
 - a. A student will be placed on program probation if the student does not demonstrate maturation of the professional behavior by the end of the semester. If a student is placed on program probation for purposes of Professional Behaviors, the student will meet with their academic advisor to develop an action plan and monthly meetings for the subsequent semester to remediate any negative behaviors. The student will have one semester to come off of program probation (i.e., a student is placed on program probation at the end of the Fall semester. They will meet with their academic advisor over the course of the spring semester to address the action plan developed for remediation. If the student does not show maturation in the target behavior by the conclusion of the spring semester, the student will be dismissed from the program.)

1.13: Knowledge of Program and University Policies and Procedures

The PTA program abides by Freed-Hardeman University's policies. Policies of this handbook are in addition to the Governing Policies as noted in the Academic Catalog and the FHU Student Handbook.

The following websites may be used to locate an electronic copy of the University's policies and procedures:

<http://www.fhu.edu/campuslife/student-services/student-handbook>

<http://www.fhu.edu/academics/catalog>

<http://policy.fhu.edu>

Though information in this student handbook was current when it was compiled, policies and procedures may change over time. It is therefore the responsibility of the student to know and follow the most current policies and procedures. If an update occurs to the student handbook, students will receive an email of the updated handbook.

Students are expected to have a working knowledge of FHU's PTA Student Handbook to be provided and reviewed at the student orientation. After attending orientation and reviewing the policy manual, students will sign and date the "Freed-Hardeman PTA Student Handbook Agreement" (Appendix G) which will serve as a contract of agreement that the student will abide by the policies and procedures during their tenure as a PTA student.

The PTA Student Handbook is reviewed and revised annually by the PTA program faculty, chair of the Department of Biological, Physical, and Human Sciences, and the dean of the College of Arts and Sciences. Assessments from course evaluations, student evaluations, PTA advisory board meetings, and University faculty and staff will provide additional input for necessary handbook revisions.

PLEASE NOTE: Course syllabi and the PTA Student Handbook may be subject to changes necessitated by circumstances during the semester. All changes will be communicated to students.

1.14: Disciplinary Procedures

1. Upon determination of a student's inappropriate conduct, the faculty member who was involved will meet with the student to discuss the matter and inform the student of the specific conduct that is deemed inappropriate. An oral warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student's program file.
2. If the student's conduct and behavior does not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning will be given with documentation of specific actions needed to improve performance. A copy of the documentation will be placed in the student file with a copy sent to the dean of Student Services. There will be a deadline given for definite measurable improvement to be demonstrated by the student.

3. If satisfactory improvement is not demonstrated before the deadline, the PTA program director may place the student on PTA program probation or dismiss the student from the program depending on the severity of the disciplinary problem.

1.15: Academic Integrity Policy

The PTA program follows the Freed-Hardeman University Academic Integrity Policy outlined in the FHU Student Handbook. Academic dishonesty violates the Christian principles and standards of Freed-Hardeman University. Academic dishonesty includes, but is not limited to

- Cheating – Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for credit.
- Fabrication – falsifying or inventing any material in an academic exercise.
- Facilitating academic dishonesty – helping or attempting to help another to violate academic integrity.
- Plagiarism – adopting or reproducing another person’s words or ideas without acknowledgement.

The minimum penalty for an obvious violation of academic integrity is a failing grade on the assignment. In addition, at the discretion of the instructor, the student may receive a failing grade for the course and be dropped from the class.

Academic dishonesty should be reported to the associate vice president of instruction, who may prescribe additional penalties. No student may avoid receiving a failing grade for academic dishonesty by subsequently withdrawing from the course.

1.16: Academic Progress

After accepting admission to the Physical Therapist Assistant program, students may progress in the PTA program, to clinical education, and to each additional semester by:

1. Achieving at least a “C” in all PTA classes, which includes passing all skill checks and practical exams for classes with labs
2. Passing all clinical education experiences
3. Demonstrating safe behavior and practice in the classroom and clinical settings
4. Demonstrating appropriate professional behavior in the classroom and clinical settings.

Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their academic advisor to ensure they are successfully completing graduation requirements and maintaining satisfactory progress.

All PTA program general education and technical courses must be completed with a grade of “C” or higher or “pass” for a pass/no pass credit course. If students do not obtain a minimum grade of “C” in any course within the PTA program curriculum, the student will be dismissed from the program.

A student is allowed to be on PTA program probation a maximum of one time while enrolled in the technical phase of the PTA program. A student will be dismissed from the program if they are placed on PTA program probation a second time.

A student will be placed on academic probation if their GPA for the semester drops below a 3.0. The student will have the subsequent semester to improve their GPA to a 3.0 or higher. If the student is unable to raise their GPA by this time, they will be dismissed from the program.

1.17: Academic Grievance and Petitions

Any grievance concerning grades, competencies, course syllabi, absences from class, or other academic matters should be discussed formally with faculty members as appropriate. This discussion must take place within five school days following the alleged incident. If the grievance is not resolved satisfactorily with the instructor, the student will need to follow Freed-Hardeman University's policy number 2.1 and 2.1A on the policy website.

Should a grievance occur, the following steps should occur:

1. The student will register the complaint in writing using the Academic Grievance Form, available on the FHU website, in the dean's office, or in the graduate program director's office. The completed form should be submitted to the associate vice president for instruction within ten (10) school days of the alleged incident. The associate vice president for instruction will route the form to the appropriate faculty member. The faculty member must respond in writing, using the Academic Grievance Form, within five (5) school days of receipt of the academic grievance. The Academic Grievance Form should be returned to the associate vice president for instruction.
2. If the faculty member's response does not resolve the complaint, then the student may request to the associate vice president for instruction that the written grievance be submitted to the appropriate department chair (undergraduate students) or graduate director (graduate students). (Skip to Step 3 if there is no department chair.) This request must be made within five (5) school days of the faculty member's written response. The department chair or graduate director must respond in writing within five (5) school days of receipt of the academic grievance. The Academic Grievance Form should be returned to the associate vice president for instruction.
3. If the response of the department chair or graduate director does not resolve the complaint, then the student may request to the associate vice president for instruction that the written grievance be submitted to the appropriate dean. This request must be made within five (5) school days from the time of the written response of the department chair or graduate director. The dean must respond in writing within five (5) school days of receipt of the grievance. The Academic Grievance Form should be returned to the associate vice president for instruction.
4. If the dean's response does not resolve the complaint, the student may request that the written grievance be submitted to the vice president for academics. This request must be made through the associate vice president for instruction within five (5) school days of the dean's written response. The vice president for academics must respond in writing within five (5) school days of receipt of the academic grievance. The Academic Grievance Form

should be returned to the associate vice president for instruction. The vice president for academics' ruling is final.

Records of written student complaints and responses will be kept in the Office of Academics. In the interest of all involved, if an Academic Grievance Form is submitted just prior to the end of a term, deadlines (for the submission of paperwork, etc.) are subject to modification as determined by the associate vice president for instruction at the point a written grievance is received.

1.18: Complaint Policy

If a complaint occurs about a student while on a clinical education experience, complaints regarding the student should first be addressed to the Director of Clinical Education, Brian Vaughn. Mr. Vaughn may be contacted at bvaughn@fhu.edu or by phone at 731-989-6560.

Complaints regarding the program should be first addressed to the PTA program director, Dr. Ashley Prentice. Dr. Prentice may be contacted at aprentice@fhu.edu or by phone at 731-989-6097.

Unresolved complaints or complaints about the PTA program director should be directed to the dean of the College of Arts and Sciences, Dr. LeAnn Davis. Dr. Davis may be reached at ldavis@fhu.edu or by phone at 731-989-6931.

All complaints will be documented, including the projected outcome, and kept on file at the program facility. All program complaints will be stored in a locked filing cabinet located in the program director's office. Complaints regarding the program director will be locked in storage under the care of the dean of the College of Arts and Sciences.

Complaints regarding Accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education. This Commission is located at 3030 Potomac Ave., Suite 100, Alexandria, Virginia, 22305, and they may also be reached at accreditation@apta.org.

1.19: Non-Retaliation Statement Regarding Complaints

No retaliation will occur by the program or university to any individual filing a complaint regarding Freed-Hardeman University's Physical Therapist Assistant program or the faculty who staff the program.

1.20: Withdrawal

Students considering withdrawal from the PTA program should discuss the matter with the PTA program director and their academic advisor. Students are required to follow Freed-Hardeman's policies and procedures regarding program and course withdrawal, which may be found in the Academic Catalog.

Dismissal Due to Course Work and/or Clinical Failure

Failure is based on receiving a final course grade below 75% or failure of a lab practical examination within the allowed three attempts. Clinical failure is based on achieving less than minimum expectations as delineated by the Clinical CPI. Clinical failure may also be the result of a serious critical incident. A critical incident may be any occurrence on the clinical education experience in which the student fails to provide the safest level of care possible to the patient they are working with. Critical incidents may include, but are not limited to, failure to apply a gait belt resulting in a fall, leaving a patient unattended, HIPAA violations, or any physical or verbal abuse towards a patient or staff member.

Withdrawal Due to Personal Reasons

A student who must leave the program due to personal reasons, such as illness or family emergency/severe illness, and cannot take an incomplete status can withdraw from the program and receive a grade of "W" if the withdrawal occurs before the last drop date. The student will complete a Student Withdrawal Form to be sent to the Office of Academics. The student will make an appointment with the Program Director for an exit interview. Following withdrawal, a student who wants to be readmitted must reapply to the program as a new student.

Incomplete Grades

If, after the final drop state, a student cannot complete course requirements the student can request a grade of "incomplete". The formal process for obtaining an incomplete is initiated by the University's Registrar's office. The student will also meet with the program director to discuss the terms and conditions for satisfying the Incomplete, including specific course work and deadlines. The student will not be allowed to progress to the next semester or graduate until the Incomplete has been satisfied and the student receives a passing grade for the course. The student is not required to re-enroll or pay additional fees.

1.21: Conditions for Readmission into the PTA Program

Readmission of a student to the PTA program will be evaluated on an individual basis and will include a plan for success and graduation.

1. Students must meet all college and program admission requirements.
2. The student must request readmission to the program in writing.
3. Program faculty will determine the appropriateness for readmission on an individual basis, considering factors such as the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels.
4. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is readmitted.

5. All courses in the PTA curriculum must be completed within a three-year period from date of entry into the program. If a student is readmitted to the PTA program, they must return the academic year following withdrawal from the program. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
6. The student is responsible for maintaining the ability to satisfactorily perform all previously learned skills. Demonstration of satisfactory performance to faculty by passing all faculty skill checks from previously passed courses will be required prior to readmission into the program.
7. A student is eligible for readmission into the PTA program one time only.

1.22: Graduation Criteria

Graduation Requirements for Freed-Hardeman University Physical Therapist Assistant students include successful completion of the following:

1. Freed-Hardeman University's Liberal Arts Core for the associate degree program.
2. Students are required to complete all program general education, prerequisite, and technical coursework with a minimum grade of "C" for each course.
3. Students are required to pass all clinical education courses, including achieving Entry-level on all 14 CPI criteria in the terminal clinical education experience.
4. Students are required to pass a comprehensive examination (PEAT Exam) during PTA209: PTA Seminar. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass the exam, although a different version of the exam will be given. The interval between exam attempts will not be less than 72 hours to allow the students time to prepare. Students will not be able to graduate from the program without passing the comprehensive exam.
5. Students must be ranked at "Entry-Level" for all ten Professional Behaviors by program faculty.

Upon completion of the preceding requirements, the student will be eligible for an Associates of Applied Science in Physical Therapist Assistant degree and can apply to sit for the national licensure exam (NPTE-PTA) to become a licensed physical therapist assistant in the state of their choice.

The graduation date will be defined as the end of the final semester of the program. To qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.

1.23: Transfer into the PTA Program

Transfer credits from other programs or institutions are not accepted for the PTA technical core curriculum. The scheduled curriculum does not lend itself to effectively transferring from another program. A student wishing to transfer to Freed-Hardeman University's program must

apply through the standard application process and begin the program with the next matriculating cohort. A student may transfer in pre-requisite and general education requirements prior to admission to the PTA program.

1.24: Audit

A student may be able to audit a PTA program course which has been previously completed depending on availability of space in the course. A plan must be discussed and approved by the PTA program director before registering to audit the course. Program graduates and program clinical faculty who are PT's or PTA's will also be allowed to audit program courses depending on the course enrollment.

1.25: Licensure

Pending a positive accreditation decision for the Physical Therapist Assistant program, a student will be eligible to sit for the National PTA Licensure Examination (NPTE) in the state of their choice. To ensure the public health and safety of all patients, licensure is required for PTAs to work in the United States under the supervision of a licensed PT.

1.26: Field Trips and Off-Campus Laboratory Sessions

At times within the PTA program, students and faculty may travel off campus for program-related field trips. The following procedures apply for off-campus experiences:

1. The use of private vehicles for field trips and off-campus laboratory sessions is prohibited unless approved by University administration.
2. All FHU and PTA program policies and procedures are applicable during the off-campus experience.
3. Students participating in field trips and off-campus laboratory sessions are required to sign the "Waiver of Liability Assumption of Risk, and Indemnity Agreement – On/Off Campus Activities" form prior to the activity. This will be signed at the beginning of each semester for program activities. This Waiver is located in **Appendix H** at the end of the PTA Student Handbook.
4. PTA program faculty will accompany and supervise students participating in all off-campus program experiences except for part-time and full-time clinical experiences.

1.27: Student Retention

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 18. If a PTA student is having any difficulty academically, they are encouraged to talk to the PTA Program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. The PTA program faculty want all students to succeed and are more than willing to help.

1.28: Estimated Program Costs

Once a student is accepted into the technical component of the Physical Therapist Assistant program, the following tuition and fees apply:

PTA Technical Core (Semester 1, Fall 2022)	\$13,350
PTA Technical Core (Semester 2, Spring 2023)	\$13,350
PTA Technical Core (Semester 3, Fall 2023)	\$12,150
Total:	\$38,850

Please note: This is tuition and fees **only**. Additional expenses for housing, meals, books, lab materials, and/or clinical education travel and housing may apply. Please refer to the current undergraduate catalog.

A Student Financial Factsheet is uploaded each September to the PTA website.

II. Facilities and Services

2.1: Clinical Laboratory

ASC Rooms 117 and 121 will be utilized for lab work. Students will have access to the PTA laboratories from 7:00 a.m. to 10:00 p.m. daily. Open labs can be used for practicing PTA skills, for peer skill checks, and for skill checks with faculty. Open lab time hours will be posted each semester. Students are not permitted to use any device which requires electricity when faculty members are not present. Students will have access to all assistive devices and other treatment materials.

It is the PTA program's expectation that the lab will be maintained in a safe and orderly fashion. Out of respect and as a professional responsibility to faculty and students who use the lab, everyone must:

1. Replace equipment in its proper location
2. Fold and put away linens and pillows
3. Put trash in available receptacles

By taking a few minutes to do the above, the learning environment of the lab will be enhanced for all.

2.2: Study Areas

The Hope Barber Shull Academic Resource Center is a quiet place for individual or group study. Group study rooms, located in the ARC, may also be reserved by students. The PTA lab may be used for group study when classes are not being held with PTA faculty permission or during open lab time. In addition, the PTA student lounge will be accessible to PTA students during all times buildings are unlocked on campus.

2.3: Student Records and Exams Copies

The PTA program maintains files that include department/student forms, consent forms, waivers of liability, contracts, or correspondence. These files are maintained for all students and are stored in a locked file cabinet in the DCE's office for clinical education information and the PTA program director's office for all other information. Students may review the contents of their file during the DCE or PTA program director's respective posted office hours. Information will be maintained for two years after graduation, per University policy, to assist faculty in providing employment references for students. After two years, the files will be destroyed.

Physical copies of end-of-unit and final exams will be kept in locked filing cabinets in faculty offices. Prior to final exams, faculty will schedule a review session for students during which student test files will be available for review. This review will be proctored by a faculty member.

2.4: Student and Academic Support Services

The *Center for Academic Success* provides academic support to prospective and current students. It offers academic advising (primarily for entering students who will be transitioning to program, departmental or school advisers), testing, and tutoring. The personnel in the Academic Success Center coordinate the advising of freshmen and transfers until the student declares a major. The freshman adviser helps the student through the course selection process, monitors grades and class attendance, and encourages academic progress. The Academic Success Learning Center also offers academic support for selected courses through a program of free, peer tutoring. It is available to those students who need assistance in mathematics, science, and writing.

The *University Counseling Center* (UCC) provides free confidential, Christian counseling services to students. The UCC staff includes two full-time counselors, one female and one male, with appropriate credentials. The UCC offers personal counseling, psychiatric services, stress-management strategies, and crisis intervention.

The *Office of Student Accessibility* provides disability services to students who need accommodation. Students must provide appropriate documentation of the disability in order to receive accommodation, after which the director of Disability Services works with each student to create an accommodation plan that addresses specific needs. These services will be coordinated through the University's office of disability services and will be available on-site and through web-conferencing, telephone, and email.

The *Office of Student Financial Services* will provide all information that a student will need to apply for aid and to build a financial aid package. Financial Aid Counselors are located in Henderson and are available 8:00 am to 4:30 pm each weekday and will be available on-site and through telephone and email.

Testing services are provided through the University's Academic Success Center. The Academic Success Center can administer the MAT and GRE to prospective students as needed. Testing services are provided on site at the Henderson campus.

The *University's Office of Academics* directly assists students filing academic petitions for

exceptions or exemptions to academic requirements, academic grievances, appeals related to academic suspensions, and appeals related to excessive absences.

The *Department of Innovation and Technology* (IT) serves the students, faculty, and staff of the University by providing connectivity, web services, learning management system (Canvas) support, workstation support, classroom support, and technology support. In addition, IT operates the FHU Helpdesk where students and faculty may obtain technology assistance via the Internet or telephone.

The *Rogers, Conger, Dodd Health Clinic*, operated by Prime Care, is a health service provider offered by Freed-Hardeman University which allows students to see a medical doctor by appointment, at no charge, Monday through Friday. A doctor or nurse practitioner is available at the clinic each weekday from 8:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:00 p.m., or as posted by the clinic (please call for appointments).

2.5: Library Services

A new library and academic resource center was completed in 2016 at the Henderson campus. The new center adds approximately 29,000 square feet of space to the existing library facility, which also received significant renovations. The new Hope Barber-Shull Academic Resource Center contains library collections and collaborative learning spaces, and it houses the Center for Instructional Innovation.

The library is the primary academic support unit for the University's academic programs. Library holdings include in excess of 150,000 print book volumes and over 280,000 academic eBook volumes, plus an extensive collection of audiovisual material. There are approximately 50 databases/electronic resources. In total, these databases offer indexing and full-text articles from over 70,000 scholarly journals, reference eBooks, popular magazines, and newspapers. In addition, special collections include the Restoration and Rare Collections that contain letters, notes, and materials pertaining to church and restoration history. The library subscribes to the Online Catalog Library Center (OCLC) through Lyris, the regional consortium. This affiliation enables the library to obtain interlibrary loans for faculty, staff, and students. Membership in the West Tennessee Academic Library Consortium (WeTALC) provides access to materials outside the library's immediate holdings as well as vital input into the area's academic arena.

2.6: Computer Use

To prepare students for computerized testing with the NPTE, virtually all PTA examinations will be administered through Canvas. Freed-Hardeman University has a policy regarding minimum computing requirements for all registered students. For specific requirements, see the FHU Academic Catalog (pg. 78). These requirements are also listed in all FHU course syllabi. Computers are also available for student use in the Academic Resource Center on campus.

2.7: Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in

another location at FHU. Care of this equipment is essential, and students are requested to leave the equipment in good repair. If problems arise during the use of equipment, it should be reported immediately to a PTA program faculty member. Students may not remove equipment from Freed-Hardeman University under any circumstances. A calibration agreement has been established upon implementation of the program and will occur in August of each year.

III. Program Policies and Procedures

3.1: Professional Behaviors

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in both the online and campus classroom, laboratory, and clinical settings. Guidelines for these standards are as follows:

1. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix A)

2. Professional Behaviors (Appendix B)

Ten specific “Professional Behaviors” are assessed throughout the PTA program curriculum. PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.

Expected Professional Behavior levels are:

- a. End of PTA Semester I: 100% of Professional Behaviors at Beginner level or higher
- b. End of PTA Semester II: 100% of Professional Behaviors at Intermediate level or higher
- c. End of PTA Semester III: 100% of Professional Behaviors at Entry Level

Faculty will provide both oral and written feedback regarding professional behaviors each semester. Copies of this feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and faculty will discuss any concerns about professionalism as soon as concerns arise. If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, students will be placed on probation or dismissed from the program (See Policy 1.12 in PTA Student Handbook).

3.2: Professional Appearance

In the interest of safety and professionalism, students are expected to adopt the following professional appearance behaviors during lab, skill checks, practical exams, and field trips:

- No hats
- Trimmed, clean fingernails
- No excessive jewelry

- No excessive makeup
- No visible face or mouth jewelry/piercings other than small earrings located in the ears
- No offensive body odor
- Neat, clean, appropriate clothing
- Hair neatly groomed and out of the face

Exceptions to the PTA dress code may be made for religious, cultural, or medical reasons. Please refer to the Freed-Hardeman University PTA Clinical Education Handbook for information regarding professional appearance behaviors expected during clinical education.

The manner of dress for laboratory sessions considers privacy and modesty to be of utmost importance, however, one must be able to practice observation skills, palpation, data collection and other direct interventions in the lab setting. Please consider the following for appropriate laboratory attire:

- Designated FHU PTA program T-Shirt or another appropriate t-shirt with non-offensive graphics or writing
- Gym shorts or other workout style lower body wear in compliance with the Freed-Hardeman University dress code
- Closed toe shoes and socks.
- No open-toed shoes, crocs, Chacos, flip-flops, or similar style shoes are permitted in the laboratory area.
- Female students must wear a racerback style sports bra that provides appropriate frontal coverage underneath the designated t-shirt.
- Jewelry is limited to small, studded earrings and plain ring bands (i.e., wedding bands).
- Hair longer than the clavicle area must be secured.

For the Practical Exams, students should be dressed in the role of the healthcare professional as these are simulation-based exams. The recommended attire will be reviewed prior to the practical exam.

Please review the PTA Clinical Education Professional Appearance (Policy 3.4, p. 25) as delineated in the PTA Clinical Education Handbook for clinical education experiences.

3.3: Food and Beverages

No food or beverages are allowed in the PTA program laboratory during class or during open lab time, except for travel mugs and beverage bottles with closeable lids.

3.4: Attendance Policy

The Freed-Hardeman University PTA faculty members have a responsibility to ensure that all PTA students have an adequate background, including competence in technical skills. The faculty must ensure that each student is able to utilize these skills and knowledge in a safe, competent, and professional manner. Learning experiences in the PTA program are arranged

sequentially, to ensure that new information, knowledge, and skills are integrated with previously introduced materials. In addition, the curriculum includes opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the students' learning. Therefore, these learning experiences cannot be repeated, and attendance is a professional responsibility.

The Freed-Hardeman PTA faculty expect that students will participate in all scheduled classes, laboratories, and clinical education experiences. Students are expected to be in class on time and to attend a **minimum** of 90% of each component of the course to receive a passing grade. If an absence is anticipated, it is the **student's** responsibility to notify the instructor in person or via email **prior** to the scheduled class period. It is also the student's responsibility to adjust their travel time to suit anticipated weather conditions, traffic, or other roadway conditions to ensure that the student arrives at school or clinical on time.

Excused absences are limited to personal or medical family emergency or a death in the family. Personal sickness must be accompanied by a medical excuse to be approved as an excused absence for that class or clinical period. Vacations, weddings, or trips home are not considered excused absences. Absences may be excused or unexcused at the discretion of the course instructor.

Students are responsible for making up any work missed during a period of absence. It is the student's responsibility to reach out to the instructor regarding make up work. Makeup work will receive a 10% reduction in grade for every 24-hour period (regardless of the day of the week) for up to 1 week past the assignment due date.

Students who are "late" to an examination, lab practical, or any other graded activity will receive an automatic 10% reduction in grade for that assignment. If a student is more than 10 minutes late to a graded activity, they will be considered absent, and will receive a "0" for the assignment unless prior arrangements were made with the instructor or PTA program director **prior to the** start of the assignment. It is the responsibility of the student to contact the appropriate instructor to make arrangements.

For general education and prerequisite requirements, the Freed-Hardeman University attendance policy stipulates: Students must attend at least 75 percent of all scheduled class meetings, or they will be dropped from that class and receive a grade of "WA." Every absence, whether excused or unexcused, will count when determining whether students have missed more than 25 percent of all scheduled class meetings.

Excused absences are defined as: Absences for officially approved school business, sponsored trips, athletic contests, illness accompanied by a doctor's note, or a death in the student's immediate family are excusable.

Please refer to the PTA Clinical Education Manual for the clinical attendance policy (Policy 3.2, pg. 24).

3.5: Rescheduling of Classes and/or Clinical Dates

On occasion, classes may need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend.

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the PTA program director. The PD will post a class cancellation for students outside the scheduled classroom and notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session and communicate the new date to the students.

Students are responsible for meeting all assigned classes and clinical dates. In the event of inclement weather, students will be expected to attend class or clinical as usual as long as they do so without risk of peril to themselves or to others. In cases of severe inclement weather, the University will announce cancellation of classes through the local media as well as through the University's website and the Lion Alert Emergency Alert System. All students are encouraged to register into the system to receive school closing information and other emergency messages via email and text messaging.

Freed-Hardeman University cancellation of classes will only pertain to those students who are in the didactic portion of the program. Students who are on clinicals will abide by the clinic schedule, regardless of day of the week or holidays.

3.6: Program Safety and Security

1. All classroom and lab equipment are property of Freed-Hardeman University and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.
2. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that piece of equipment.
4. All lab equipment and supplies must be returned to their proper place of storage after use. No equipment may leave the lab without faculty approval.
5. PTA program students must maintain up-to-date adult, child, and infant CPR certification for health care providers prior to the start of the second semester of the program. Students must submit a two-sided copy of their CPR certification card to the PTA program DCE. This copy must include the expiration date, the student's name, student's signature, and instructor's signature. PTA program faculty will also maintain current adult, child, and infant CPR.
6. PTA program students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or

medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during the time they are enrolled in the PTA program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.

7. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education experiences, and service-learning projects, are the responsibility of the student.
8. Equipment-user manuals are kept in the PTA program laboratory storage room, ASC Room 118.
9. Students are to alert faculty and stop use immediately if there is any damage to equipment or malfunction in equipment.

3.7: Lab Protocol

1. All lab sessions will begin promptly at the scheduled start time. Students should be dressed in lab attire before class starts. Students will be given time at the end of class to dress.
2. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Refer to Section 3.2 of the PTA Student Handbook for appropriate lab clothing.
3. During lab sessions, students will role play either patients or PTAs during practice sessions. STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA. Privacy will be respected, and modesty will be retained as appropriate using draping methods.
4. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
5. The lab should be always kept clean. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.
6. Students who know that they will miss a lab section must contact the course instructor in advance. The student should also make arrangements to make up work with a lab partner.
7. No food or beverages are allowed in the PTA program laboratory during class or during open lab time except for closeable beverage containers.

3.8: Skill Checks

A skill check is an assessment of a student's ability to demonstrate competence in a PTA skill. Skill checks are done in two different ways. First, a peer skill check must be completed with a lab partner. The results of the peer skill check must be documented on the skill check form. Students will then have the opportunity to work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during open lab times or during scheduled course labs. The faculty skill check must be retaken until a student demonstrates passing level performance on the skill check.

Skill checks contain critical safety elements of PTA skills that must be completed in order to pass the skill check. If a student fails any safety element, they automatically fail the skill check and must retake it. There is no limit to the number of times a student may take a skill check.

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. Prior to a practical exam, students will be required to show the faculty member the completed skill checks in order to take the practical exam. Students must pass all skill checks and practical exams in order to progress through the program.

Students who have successfully passed a skill check are considered to have demonstrated competence in that skill and are expected to maintain their competence through regular review of the skill.

3.9: Practical Exams

Practical exams are used to assess a student's ability to integrate course material and perform a patient treatment effectively and safely following a physical therapist's plan of care. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 75% and can be retaken up to two times if a 75% score is not achieved. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation.

Two PTA program faculty members will be present for the practical exam if a 2nd practical examination retake is required. Students must demonstrate a 75% on either the initial practical exam or during an exam retake to pass the course.

Students will receive detailed instructions and a rubric at least one week prior to scheduled practical exams. Prior to taking the practical exam, students must complete all skill checks related to the practical exam. If a student has not completed all skill checks prior to their scheduled practical exam date, it will result in a failure for their first practical exam attempt, and the highest grade they will be able to achieve on a retake practical exam is a 75%. Practical exams contain critical safety elements of PTA skills that must be completed in order to pass the practical exam. If a student fails any critical safety element, they automatically fail the practical.

Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will result in a failing grade for both students.

3.10: Insurance

1. **Professional Liability Insurance:** A specially designated student professional liability insurance policy is required of all PTA students who enroll in the professional sequence in the physical therapist assistant program. Professional Liability Insurance is covered in the Allied Health Fee.
 - a. The student policy covers work done as students in clinical courses and expires on the date of graduation.
 - b. The policy does not cover the student while employed in clinical agencies.

2. **Health Insurance:** Please note that all students are responsible for obtaining their own health insurance and are responsible for the costs of medical/healthcare assessment, treatment, and follow-up, which are not covered by the FHU Health Clinic.
 - a. Students should be aware of the coverage of their health insurance policies, as most may not cover the full cost of required medical treatment and services in case of a needle stick or hazardous exposure to blood, blood products, injury, or accidents.
 - b. It is advised that students carry their own health insurance during the program including all full-time clinical experiences. Some clinical sites require students to carry health insurance while performing a clinical experience at their facility.

3.11: Immunizations and Health Screenings

Students enrolled in the Physical Therapist Assistant program at FHU must participate in a clinical education as an essential element of their studies. To protect the health of students, patients, employees, and others, and to comply with standards established by the affiliated healthcare providers, the University requires all students enrolled in the PTA program to provide dates, through an online database, of current immunization against certain vaccine preventable diseases, and the date and results of current tuberculosis (TB) screening before the student is eligible to participate in clinical training, unless an exception applies.

Students will provide dates and records of the following immunizations:

1. Tetanus Diphtheria (Td or Tdap)
2. Measles, Mumps, and Rubella (MMR)
3. Hepatitis B
4. Varicella (Chicken Pox)
5. Influenza (Must be completed annually)

The University will follow procedures for maintaining these immunization and health screening records as private educational data in accordance with federal and state privacy laws.

3.12: PTA Program Equipment Testing

All electrical equipment owned and used by Freed-Hardeman University's Physical Therapist Assistant program will be annually inspected and labeled by qualified biomedical personnel. A qualified biomedical engineer will be scheduled to visit annually before the start of the fall semester. The following will be performed at that time: equipment testing and calibration, labeling that verifies testing and calibration, documentation of testing results, and repair as needed.

Non-electrical equipment (treatment tables, wheelchairs, crutches, etc.) will be inspected annually by the PTA program faculty prior to the start of the fall semester. Repairs will be made or arranged by the program as needed. Any real or potential equipment safety concerns discovered by faculty or students will be labeled and taken out of use until repaired or replaced.

3.13: Personal Property and Valuables

Freed-Hardeman University and the PTA program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly. Lockers will not be made available for student use. It is therefore recommended that students keep items in their dorm room or locked in their personal vehicle that are not allowed in the classroom.

3.14: Medical Emergency in the Classroom

Students are expected to respond quickly to an emergency. Universal methods of treatment common to most emergencies are listed:

1. If someone else is in the room, ask him/her to report the emergency to a faculty member or University staff. If appropriate, call for medical assistance (911) or have someone else call.
2. Access vital signs and begin CPR if appropriate.
3. A first aid kit is located in the PTA program laboratory, ASC room 117
4. An automated external defibrillator (AED) is located in ASC 201

In an emergency, it may become necessary for a family member or other person(s) to contact the student. If a student is expecting an emergency call, he/she should notify the instructor prior to the start of class. Inquiries as to the student's location should be directed to the PTA program director at 731.989.6097.

3.15: Financial Aid

To assist students in meeting university costs, Freed-Hardeman University offers a comprehensive program of student financial aid. For more information on eligibility and application procedures, students may inquire at the Financial Aid Office located in Student Services and/or refer to the current financial aid information on the University website.

3.16: Confidentiality/Data Privacy

Freed-Hardeman University has designated that certain data are considered public or private data. Please see the FHU Student Handbook for details on this policy.

In keeping with FHU's Data Privacy Policy, the PTA program will maintain privacy/confidentiality in the following manner:

1. Grades will be posted using the online LMS system, Canvas, which requires students to sign in using an individual password.
2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.

3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students.
4. Clinical faculty must follow the data privacy policies of FHU and the PTA program.
5. Requests for student information from any government agency will be referred to the Registrar's Office.
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA program, students are instructed in basic HIPAA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. They are also required to pass an online instructional module/knowledge test prior to their first clinical education course.

3.17: HIPAA Policy and Confidentiality

A national law, the Health Insurance Portability and Accountability Act (HIPAA), passed in 2003, requires all persons to protect the privacy of people using healthcare facilities and resources. It requires confidentiality in all patient matters. Violation penalties are serious and may result in monetary fines and/or jail sentences. The Physical Therapist Assistant program signs agreements with each clinical facility, and this topic is discussed at clinical orientation. Students will be required to sign an agreement with each clinical facility.

Students are expected to maintain strict confidentiality with respect to other students, all clinical practicum affairs, records, and patient information. Content regarding confidentiality guidelines and other appropriate state and federal regulations are presented in several PTA courses. Students must not discuss any patient in public, including in hospital elevators, cafeterias, and hallways. When patients are referred to in the classroom setting, do not identify the patient by name. Any abridgment of confidentiality regarding any person may be considered grounds for dismissal from the program.

3.18: Standard Precautions

Information on "Standard Precautions" will be provided in the first semester of the program in PTA103: PTA Procedures and during the second semester of the program in PTA203: Physical Agents and Modalities. Content includes but is not limited to:

- HIV
- Hepatitis B
- Universal Precautions/Infection Control
- Chain of Infection
- Proper Hand Washing Technique

All students must demonstrate satisfactory understanding of this information by passing a test which includes content on standard precautions during PTA103: PTA Procedures.

3.19: OSHA Regulations

MSDS forms for all hazardous substances used in the PTA lab are kept in a marked binder in the lab storage room bookshelf (ASC 117).

3.20: Laundry Usage

To keep laundry costs at a minimum, students should conserve laundry by doing the following in lab courses:

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets used for positioning may be folded and returned to the laundry cart to be used again.
3. Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.
4. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be used again if clean.

3.21: Electronic Devices

Cell phones and other electronic devices that may be potentially disruptive to the learning environment should be silenced or turned off prior to the start of each class period. Students should not receive calls, place calls, text, or respond to the phone during class. There may be times cell phones are allowed for educational purposes or to use as a stopwatch during lab activities. Faculty will inform students of appropriate times for using personal devices during class periods. Otherwise, a student who has his or her cell phone on during class may receive an unexcused absence for that day. Students are expected to respect the electronic device policy of each individual clinical site.

Every PTA student is required to have a university-supported computer (see course syllabus for computer requirements). Students must utilize a university-supported computer when taking examinations; there will be no exceptions. Students must bring their laptops to class along with any appropriate books. Anyone using the computer during class for any reason other than current coursework may receive an unexcused absence for that day.

If students have an emergency situation where they are waiting for a call, the instructor is to be notified before class. Calculators may be allowed for specific quizzes/tests/exams. Cell phones or other internet, recording, or messaging devices of any kind are not allowed during testing. It may also be requested that SmartWatches are removed prior to testing. Audio or video recording of lectures, laboratory sessions, etc. may only be performed with the expressed permission of the instructor.

3.22: Informed Consent

PTA students are expected to perform a variety of physical therapy assessment techniques and treatment interventions on one another in the classroom and laboratory setting for educational purposes. This participation is vital to the learning process. Students must sign a consent form and a General Waiver of Liability prior to practicing laboratory skills. Students will sign a consent form during orientation that will remain in effect throughout the student's tenure in the PTA program. Consent forms will be kept on file in the PTA program director's office. General waivers will be kept on file in Student Services.

It is the responsibility of the student to inform the lab instructor of any past or current medical issues or musculoskeletal injuries that would jeopardize their safety or health with laboratory procedures.

3.23: Photography/Videotaping

PTA students will on occasion be simulating a work environment by practicing on one another during laboratory time. During this time, it may be requested that you be videotaped or have digital photos taken of you to be used for further educational and marketing purposes for the PTA program.

Upon admission to the PTA program, you will be asked to sign a permission form allowing videotaping and digital photography. This form will remain in effect for the duration of the student's tenure in the PTA program unless the student asks to revoke the permission granted.

If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical placement site for confidentiality purposes/HIPAA compliance and obtaining patient or guardian consent.

3.24: Background Studies

Tennessee law requires that any person who provides services that involve direct contact with patients and residents at a health care facility licensed by the Tennessee Department of Health have a background study conducted by the state. An individual who is disqualified from having direct patient contact because of the background study will not be permitted to participate in a clinical placement. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program. Freed-Hardeman's Physical Therapist Assistant program students FHU PTA program must pass both a national and state background study prior to acceptance into the program as well as prior to starting clinical education experiences.

3.25: Lab Infection Control

To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Plinths, mats, and all other treatment areas must be wiped down with a bactericidal wipe after each lab session.
2. A deep clean of plinths, mats, and all other treatment areas using a bactericidal agent must be performed at the end of each work week.
3. Soiled linens must be placed in the back of the lab. Soiled linen is defined as any linen that comes in contact with patient hair, skin, or physical agents.
4. The hydrocollator will be cleaned a minimum of every 6 months, per the hydrocollator cleaning procedure located in the Lab Policy and Procedure Manual located in the PTA lab.
5. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

Appendix List

- A. American Physical Therapy Association Standards of Ethical Conduct for the Physical Therapist Assistant
- B. Professional Behaviors Assessment Tool
- C. Essential Functions of the PTA Student
- D. Essential Functions of the PTA Student Verification Form
- E. PTA Program Policy and Procedure Manual Agreement
- F. Videotape/Photography Consent Form
- G. Student Statement of Understanding and Release
- H. Waiver of Liability, Assumption of Risk, and Indemnity Agreement

Appendix A

American Physical Therapy Association (APTA) 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 health care 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 health care 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 lifelong 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 lifelong 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 health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

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

Appendix B

Professional Behaviors Assessment Tool

Student Name: _____ Date: _____

Directions:

1. Read the description of each professional behavior.
2. Become familiar with the behavioral criteria described in each of the levels.
3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
4. At the end of each semester:
 - a. Using a highlighter, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
 - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
 - c. Place an "x" along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
5. Sign and return to the Program Director.

<p>1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.</p>		
<p>Beginning Level: Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e., methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience.</p>	<p>Intermediate Level: Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions.</p>	<p>Entry Level: Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>2. Communication: The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>		
<p>Beginning Level: Demonstrates understanding of the English (verbal and written); uses correct grammar, accurate spelling and expression; legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic communication appropriately.</p>	<p>Intermediate Level: Utilizes and modifies communication (verbal, non-verbal, written, and electronic) to meet the needs of different audiences; Restates, reflects, and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written, and electronic).</p>	<p>Entry Level: Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups; Presents persuasive and explanatory verbal, written, or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>3. <u>Problem Solving:</u> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>		
<p>Beginning Level: Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; identifies possible solutions and probable outcomes.</p>	<p>Intermediate Level: Prioritizes problems; identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions.</p>	<p>Entry Level: Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; reassesses solutions; Evaluates outcomes; modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>4. <u>Interpersonal Skills:</u> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</p>		
<p>Beginning Level: Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle, and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions.</p>	<p>Intermediate Level: Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others; Respects roles of others; Accommodates differences in learning styles as appropriate.</p>	<p>Entry Level: Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

5. **Responsibility:** The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:

Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility.

Intermediate Level:

Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients, and families; Provides evidence-based patient care.

Entry Level:

Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health-care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings.

Specific Example:

Place an "X" on the visual analog scale

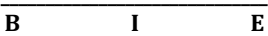
_____ B I E


6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

<p>Beginning Level:</p> <p>Abides by all aspects of the academic program policies and the APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers.</p>	<p>Intermediate Level:</p> <p>Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision-making; Discusses societal expectations of the profession</p>	<p>Entry Level:</p> <p>Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient & family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>7. <u>Use of Constructive Feedback:</u> The ability to seek out and identify quality sources of feedback, reflect on, and integrate the feedback, and provide meaningful feedback to others.</p>		
<p>Beginning Level:</p> <p>Demonstrates active listening skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness.</p>	<p>Intermediate Level:</p> <p>Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback.</p>	<p>Entry Level:</p> <p>Independently engages in a continual process of self-evaluation of skills, knowledge, and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge, and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to patients/clients according to their learning styles.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>8. <u>Effective Use of Time and Resources:</u> The ability to manage time and resources effectively to obtain the maximum possible benefit.</p>		
<p>Beginning Level:</p> <p>Comes prepared for the day's activities & responsibilities; Identifies resource limitations (i.e., information, time, experience); Determines when and how much help/assistance is needed; Accesses current evidence in a timely manner; Verbalizes productivity standards and identifies barriers to meeting productivity standards; Self Identifies and initiates learning opportunities during unscheduled time.</p>	<p>Intermediate Level:</p> <p>Utilizes effective methods of searching for evidence for practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines.</p>	<p>Entry Level:</p> <p>Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>9. <u>Stress Management:</u> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</p>		
<p>Beginning Level:</p> <p>Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations.</p>	<p>Intermediate Level:</p> <p>Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors.</p>	<p>Entry Level:</p> <p>Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal, and work/life environments; Demonstrates ability to defuse potential stressors with self and others.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">  </p>

<p>10. <u>Commitment to Learning:</u> The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</p>		
<p>Beginning Level:</p> <p>Prioritizes information needs; Analyzes and subdivides large questions into components; Identifies own learning needs based on previous experiences; Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research, or cases studies.</p>	<p>Intermediate Level:</p> <p>Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and reevaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits of application to professional practice.</p>	<p>Entry Level:</p> <p>Respectfully questions conventional wisdom; Formulates and re-evaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly learned skills and considerations; Consults with other health professionals and physical therapists for treatment ideas.</p>
<p>Specific Example:</p>		<p>Place an "X" on the visual analog scale</p> <p style="text-align: center;">  </p>

Based on my Professional Behaviors Assessment, I am setting the following Goals:

To accomplish these goals, I will take the following specific actions:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix C
Freed-Hardeman University Physical Therapist Assistant Program
Essential Functions for Physical Therapist Assistant Students

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations:

1. Attend class approximately 15-30 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions.
4. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
5. Use sound judgment and safety precautions (exposure to bloodborne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Policy and Procedure Manual and the PTA Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
10. Maintain classroom, work area, equipment, supplies, personal appearance, and hygiene conducive to a professional setting as appropriate.
11. Behave in a competent, professional manner.

Physical requirements for the PTA program include the need to occasionally, frequently, or continually:

1. Sit 2-5 hours per day with lecture blocks up to 3 hours.
2. Stand 1-6 hours with lab time blocks up to 3 hours.
3. Lift up to 60 pounds.
4. Push/pull up to 50 pounds of force exerted at waist level.
5. Squat or stoop.
6. Use auditory, tactile, and visual senses to assess physiological status of an individual.
7. Demonstrate good standing and unsupported sitting balance.
8. Demonstrate good finger dexterity.
9. Coordinate verbal and manual instructions.
10. Communicate effectively with a variety of people through written, verbal, and nonverbal methods.
11. Use hands repetitively.
12. Shift weight in sitting or standing.
13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
14. Reach above shoulder level.

15. Kneel, kneel-stand, and half kneel.
16. Use equipment that emits electrical, ultrasonic, and thermal energy.
17. Physically move and transfer patients.

Prior to matriculation into the program, students will be required to sign a form stating his or her ability to perform all essential functions.

Students who have concerns about the ability to perform any of these functions should contact the PTA program director at (731) 989-6097. Individuals with disabilities may request reasonable accommodations or information by calling Freed-Hardeman University Office of Accessibility at 731.989.6029.

Non-Discriminatory Policy as To Students states Freed–Hardeman University admits qualified students of any race, age, sex, religion, disability, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Freed–Hardeman does not discriminate on the basis of age, sex, religion, disability, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Based upon this commitment, FHU follows the principle of non-discrimination and operates within applicable federal and state laws. As a recipient of federal financial assistance, FHU is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admission policies, treatment of students, employment practice or educational programs, except as required by religious tenets of the churches of Christ

Appendix D
Freed-Hardeman University Physical Therapist Assistant Program
Essential Functions Verification

The Essential Functions Student Signature Page **must** be completed before program entry.

Yes No I have read and I understand the Essential Functions relative to the Physical Therapist Assistant program.

Yes No I am able to meet the Physical Requirements of the PTA program as specified and do not require any reasonable accommodation to meet these requirements at this time.

Yes No By signing this form, I understand that the program will share any pertinent information regarding my personal Essential Functions Verification with a clinical instructor.

I require the following reasonable accommodation(s) to meet the Physical Requirement standard as specified:

Printed Name of Student: _____

Signature of Student: _____

Date: _____

Non-Discriminatory Policy as To Students, Freed-Hardeman University admits qualified students of any race, age, sex, religion, disability, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Freed-Hardeman does not discriminate on the basis of age, sex, religion, disability, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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Appendix E
Freed-Hardeman University Physical Therapist Assistant Program
PTA Program Policy and Procedure Manual

The placement of your initials beside each of the following statements indicates you have read and accept accountability for each expectation. Your signature at the bottom of the page indicates your understanding of each policy and transfers accountability for compliance with each policy to you as a student.

- _____ I am aware of the absentee policy and agree to abide by it for the duration of the Physical Therapist Assistant program (page 26).

- _____ I have read and understand the information regarding HIPAA (page 33).

- _____ The Physical Therapist Assistant program needs to report to accrediting and regulatory agencies periodically regarding PTA program outcomes. The PTA program would like your permission to keep a copy of your records at least 2 years after you graduate in a secure, locked area.

- _____ Completing the Physical Therapist Assistant program does not guarantee that I will become a licensed physical therapist assistant. I must pass a licensure exam regulated by the FSBPT to become a practicing clinician.

- _____ I understand the policy regarding progression through the PTA program, including GPA requirement, grading scale, practical examination pass rate, and entry-level clinical status at completion of my clinical experience (page 9, 13-14, 16).

- _____ I understand the Student Dress Code policy for both lab and clinical placement settings.

- _____ I have received and read the PTA Student Handbook for the Physical Therapist Assistant program at Freed-Hardeman University. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a Physical Therapist Assistant student. The PTA program reserves the right to alter policies, procedures, and content.

Student Name Printed: _____

Student Signature: _____ Date: _____

Appendix F
Freed-Hardeman University Physical Therapist Assistant Program
Videotape/Photograph Consent

I, _____, give Freed-Hardeman University, PTA program and College of Arts and Sciences, and the Bramblett Group consent to videotape/photograph/audiotape me during classroom, lab or off campus education experiences for educational and marketing purposes. This consent form will remain in effect for my tenure in the FHU PTA Program.

Student name - printed / date

Student Signature / date

Appendix G
Freed-Hardeman University Physical Therapist Assistant Program
Student Statement of Understanding and Release
Health and Human Services Program

I, _____ (Print Name), am a student at Freed-Hardeman University who is enrolled in a health and human services program.

I acknowledge that I have been informed of the following and that I understand the following:

1. The health and human services program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. Exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a bloodborne infection.
3. To protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.
4. If I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such an incident to the PTA program director, PTA program instructor, or clinical affiliate supervisor.
5. If such exposure should occur, I hereby authorize the University or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. I hereby release and hold harmless Freed-Hardeman University, its employees, officers, agents, and representatives, including all hospital and clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the health division program, whether caused by the negligence of the University or otherwise, except that which is the result of gross negligence or wanton misconduct by the University.

Student Name (Please Print): _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Appendix H
Freed-Hardeman University Physical Therapist Assistant Program
WAIVER OF LIABILITY, ASSUMPTION OF RISK,
AND INDEMNITY AGREEMENT – ON/OFF CAMPUS ACTIVITIES

Waiver: In consideration of being permitted to participate in the _____ (Program/Activity), I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, and discharge** Freed-Hardeman University, the State of Tennessee and their officers, employees, agents, successors and assigns from liability **for any and all claims, demands, actions, causes of action, judgments, damages, expenses and costs, (including attorney fees)** due to negligence or accidentally resulting in personal injury or illness (including death), and property loss which arise out of, result from, occur during, or are connected in any manner with my participation in the Program/Activity.

Assumption of Risk: Participation in the Program/Activity carries with it certain risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another and include but are not limited to 1) minor injuries such as scratches, bruises, and sprains; 2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and 3) catastrophic injuries, including paralysis and death.

_____(initials) **I have read the previous paragraphs and I know, understand, and appreciate these and other inherent risks. I hereby assert that my participation is voluntary, and I knowingly assume all such risks.**

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD HARMLESS Freed-Hardeman University, the State of Tennessee and their officers, employees, and agents from all claims, actions, suits, procedures, costs, expenses, damages, and liabilities, including attorney’s fees which arise out of, result from, occur during, or are connected in any manner with my participation in the Program/Activity.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumed risk agreement is intended to be as broad and inclusive as is permitted by the Laws of the State of Tennessee and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

Acknowledgment of Understanding: I have read this waiver of liability, assumption of risk and indemnity agreement, fully understand its terms, and **understand that I am giving up my rights, including my right to sue.** I acknowledge that I am signing the agreement freely and voluntarily and **intend by my signature to be a complete and unconditional release of liability** to the greatest extent allowed by law.

(Print Name)

(Student ID)

(Sign Name)

(Date)

Signature of parent/guardian (if student is under the age of 18)