



**Idaho State
University**

**College of
Technology**

Physical Therapist Assistant

2024-2025



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I. Message from the Dean

Dear College of Technology Student,

Congratulations on your decision to pursue your education at the Idaho State University College of Technology. On behalf of all faculty, staff, and administration, I want to take this opportunity to personally extend a warm welcome. Our mission is to provide you with the skills, knowledge, and abilities to be successful in your chosen career.

I am pleased to see that you made the decision to join the largest, most comprehensive postsecondary technical institution in the state of Idaho. You now belong to a college that boasts an alumni base of more than 23,000. For more than 100 years, students have graduated from Idaho State University with the technical skills necessary to successfully enter the workforce. I am confident that you will also be prepared by our faculty to pursue your passion and have an enjoyable lifetime career.

Amid the excitement of enrolling at Idaho State University, you probably have many questions. This student handbook has been prepared for your use and contains the answers to many of your questions. If you would like additional information, please contact your faculty or Student Services directly. We are all here to help you succeed in your studies and stand prepared to assist you with your concerns.

Once again, welcome to the College of Technology.

Go Bengals!

A handwritten signature in black ink, appearing to read "Jerry Anhorn". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Jerry Anhorn

Dean

II. Program Introduction

This handbook is designed to provide information and serve as a resource for most questions and school situations you may encounter as a student in the Physical Therapist Assistant (PTA) program. The information provided in this handbook is meant to supplement that provided in the Idaho State University Handbook and Official Student Code of Conduct.

All students are directly responsible to the instructors first. Details regarding program procedures will be covered and questions answered during orientation at the beginning of the program or as the need arises. Problems of any nature will be brought to the attention of the instructors and program director. They will seek assistance for a student problem. If a student feels a need for a conference with someone other than an instructor or the program director, a meeting may be arranged with a student success navigator from the College of Technology Student Services at (208) 282-2622.

Program Administration

The Physical Therapist Assistant program is operated by the College of Technology, Idaho State University. The program works in cooperation with the Idaho Career & Technical Education and is approved by the State Board of Education.

The Physical Therapist Assistant program at Idaho State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 208-282-4338 or email lippange@isu.edu.



College of Technology Faculty and Staff

College of Technology Dean	Jerry Anhorn, MS
College of Technology Associate Dean	Debra Ronneburg, MPA
Health Occupations Department Co-Chair	Jennie Brumfield, MS, PMHNP-BC
Health Occupations Department Co-Chair	Darin Jernigan, MS, DPT, WEMT
Program Director	Angela Lippiello, PTA, MHE
Director of Clinical Education/Instructor	Nash Johnson, PT, DPT
Program Instructors	David Smith, PTA, MS Lindsey Pratt, PTA
Program Student Success Navigator	Jessica Woolley

Program Information

Forms

As you read this handbook, there will be different forms you will be asked to sign. A few of these forms will be required for your participation in the Physical Therapist Assistant program.

For example, you will be asked to sign a handbook receipt acknowledgement form that stipulates your agreement to abide by the policies and rules within the handbook.

Additionally, you will be asked to sign an Access & Confidentiality Agreement that requires you to keep specific types of information confidential.

Another important form that you are asked to sign is a form that asks for your consent to participate in laboratory procedures. This form must be signed before you can participate in laboratory activities. A student is not required to participate in any laboratory procedures that may have a negative impact on the student's health. Students must demonstrate safe and proper delivery technique for all laboratory procedures that are listed in each class syllabi.

All of the details that you agree to are discussed in the appropriate sections in this handbook. Please read carefully because you must sign all but the Photography Consent Release form to participate in the PTA program coursework. If there are any concerns or questions, please contact the PTA Program Director.

General Disclaimer

NOTE: Licensure, certification, and/or employment applications related to some degree programs require students to disclose any history of criminal prosecution which may include the student's driving record. Students who have a criminal history are strongly encouraged to contact the licensing agency or meet with the coordinator of the program they are interested in, prior to beginning classes, to discuss potential impediments to licensure, certification, or employment

Degrees Offered

The degree awarded upon complete of the PTA program is Associate of Applied Science: Physical Therapist Assistant. It will be awarded by ISU College of Technology to those students who satisfactorily complete the program requirements.

Vision Statement

Leaders in scholarship, contemporary practices, and compassionate service.

Mission Statement

Provide high quality, contemporary, evidence-based education to empower students to meet the contemporary rehabilitation needs of society in a variety of physical therapy settings.

Program Objectives

The Physical Therapist Assistant program will be student-focused and provided a broad and varied background of knowledge and skills required as an entry level Physical Therapist Assistant. This program will provide students with the skills and knowledge to:

1. Be a member of the health care team that plans and implements a rehabilitative patient care program.
2. Under the supervision of a Physical Therapist, the PTA will carry out a treatment program that includes, but is not limited to, therapeutic activities to improve strength, endurance, coordination, balance, and range of motion.

3. Learn and then safely utilize modalities including: heat, cold, electricity, sound, water, or massage to relieve pain, promote the healing process, and stimulate muscle activity.
4. Instruct patients in safe functional mobility skills and therapeutic activities using assistive devices such as walkers, crutches, canes, and wheelchairs when appropriate.
5. Assist the physical therapist in performing tests and assessments, as well as observing and reporting patient responses to treatment.

The PTA graduate works with the Physical Therapist in performing rehabilitation interventions, patient assessments, as well as observing and reporting patient responses to treatment.

Student Learning Outcomes

Graduates of the Physical Therapist Assistant program will have the following learned capabilities:

1. Be a member of the health care team that constructs and implements a patient centered rehabilitative plan of care.
2. Under the supervision of a Physical Therapist, the PTA will carry out a treatment plan that includes, but is not limited to: therapeutic activities to improve strength, endurance, coordination, balance, and range of motion.
3. The PTA will safely utilize modalities including: heat, cold, electricity, sound, water, mechanical compression, traction, or massage to relieve pain, promote the healing process, and stimulate muscle activity.
4. Instruct patients in safe functional mobility skills and therapeutic activities using adaptive equipment when appropriate, including: walkers, crutches, canes, and wheelchairs.
5. Assist the Physical Therapist in performing tests and assessments, as well as observing and reporting patient responses to treatment.

Program Goals

1. Engage students in learning experiences that considers the changing roles and responsibilities and the dynamic nature of the Physical Therapist Assistant and health care delivery to produce successful, entry-level graduates.
2. Faculty are qualified to develop innovative, contemporary instructional design to facilitate opportunities for research, clinical, and creative activities.

3. The PTA program will graduate excellent, entry-level clinicians that develop into leaders in their area of practice.

III. Policies & Procedures

Student Records

The permanent record (transcript) of each student's academic achievement is kept with the registrar's office. The Confidentiality of Records Policy follows the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). The PTA program and ISU abides by this act. A cumulative record is kept on each physical therapist assistant student by the program. This record contains admission information, immunization records, and other pertinent information such as grades, advising sessions, etc. It is kept on file for three years after graduation. At any time, a student may check their schedule and grade report or unofficial transcript through MyISU.

Advising

Program advising and career counseling is available through Student Services and/or individual appointments with faculty members or the Program Director. Once accepted into the program, the students will meet with the assigned advisor before beginning course work, and once every semester regarding their performance in the classroom and the clinical settings. Faculty members maintain regular office hours when students can, by appointment, discuss their performance within a specific course, or their general performance in the program. The faculty can assist with academic and/or personal problems when requested, or when the student's conduct interferes with the learning process for themselves and/or others.

A Brief Description of Each Learning Domain

1. **Cognitive:** "what you know," as determined by exams, quizzes, homework, case studies, etc.
2. **Psychomotor:** "what you do," as determined by lab exercises, hands-on activities, and skills checks.
3. **Affective:** "how you act," as determined by attitudes, ethics, professionalism, and other soft skills.

Attendance Policy

1. Attendance and participation in the PTA program are mandatory and an essential component of success in the program. Students are allowed 2 absences from an individual course without penalty. The 3rd absence will result in an automatic reduction of 1 letter grade (10% of the class total). The 4th will result in automatic failure of the course(s), and dismissal from the program.
2. Three (3) episodes of being late will be equal to one absence. Students arriving late for class after the scheduled University start time will be considered late. Students will also be marked as absent for the day if they choose to leave early prior to the dismissal of the class.
3. Extenuating circumstances will be handled on an individual, case by case basis.

Grading Policy

1. Physical Therapist Assistant course grades are computed on the following scale:

Letter Grade	Percent	Points
A	93-100	4.0
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3.0
B-	80-82.9	2.7
C+	77-79.9	2.3
C	73-76.9	2.0
C-	70-72.9	1.7
D+	67-69.9	1.3
D	63-66.9	1.0
D-	60-62.9	0.7
F	Below 60	0.0

2. A minimum grade of "C" (73%) is required in each course designated with the PTA heading to be eligible to graduate from the PTA program. Technical courses must be taken in sequence.
3. A "C" grade is necessary in all courses in a semester in order to progress from that semester to the next. See current College Catalog for pre-requisite requirements for each course.
4. To graduate a minimum cumulative grade point average of 2.0 must be achieved in technical courses.

5. Students must achieve a cumulative 73% (average) on all written exams including the comprehensive final in a course, failure to do so will be dismissal from the program.
 - a. The grade recorded for the course will be the written exam score average.
6. Students must also achieve a 73% or better on all cumulative (final) course written exams, failure to do so will result in dismissal from the program.
 - a. Students who receive a grade of less than 73% on a course comprehensive final examination will fail that particular PTA course.
 - b. The grade recorded for the course will be the final written comprehensive exam's grade.
7. In the instance the student's performance on both the written exam average and the cumulative final is less than 73% the student will fail that particular course and will be dismissed from the program.
 - a. The grade recorded for the course will be the final written comprehensive exam's grade.
8. Failing a skills check: Requires a make-up.
 - a. Two more attempts are allowed.
 - b. If the student passes subsequent attempt(s) they will receive the lowest passing grade (73%) regardless of the score for that additional attempt(s).
 - c. If the student fails all three attempts at that skills check, they will not be allowed to continue in the program.
 - d. The grade recorded for the course will be the score of the final attempt of the failed skills check
9. In the instance a student is unable to meet the 73% requirements on the written exam average, cumulative written final, and a skills check, the student will be dismissed from the program.
 - a. The grade recorded for the course will be the final written comprehensive exam's grade.
10. Failing a Clinical Affiliation: Clinical Affiliations are graded on a Successful/Unsuccessful basis.
 - a. A student must complete each clinical experience with a Successful grade in order to continue with the program.
 - b. The final decision for whether or not a student passes a clinical affiliation rests with the Director of Clinical Education, Program Director, and PTA faculty, not the Clinical Instructor.
 - c. If an Unsuccessful grade results, faculty will evaluate the student's performance at all levels in the cognitive, psychomotor, and affective domains. The following actions could include but limited to:
 - i. Dismissal from the program
OR
 - ii. In some cases, although not guaranteed, the student through a learning contract will be required to complete any PTA coursework partially finished to successfully meet the requirements of the

Clinical Affiliation. This may include re-entering the program the following year through petition.

For any failure which requires taking a class or clinical affiliation the following year, and the student chooses not to complete those classes or clinical affiliations the following year, the student will be dismissed from the program. If there are extenuating circumstances, the decision to continue with the program will be up to the discretion of the PTA program faculty.

Each specific course syllabus will identify the weighting of the assignments, quizzes, and exams for that particular course.

Assignments and Assessments Due Date Policy

Any assignment or written/practical examination turned in/taken after the due date and scheduled time will not be given credit or awarded points. However, the missing item must be completed and will be given a Pass/Fail determination in the grades. The missed assignments or written/practical examination must be completed/turned in before final grades can be determined. Assessments such as examinations, skill check-offs, and practical exams are typically listed on the course's tentative schedule. Extenuating circumstances will be handled on an individual, case by case basis.

Student Service Requirement

Service is a foundational component to physical therapy practitioners. Physical Therapists and Physical Therapist Assistants partake in many professional and community service opportunities throughout their career. The PTA program is where students can hone their spirit of service. Therefore,

1. All PTA students are required to complete a minimum of 12 hours of volunteer or community work in a social service setting during their time in the program.
 - a. Examples of approved events include but are not limited to:
 - i. College and/or University community outreach
 - ii. K-12 school tours
 - iii. Prospective student program tours
2. Each student must complete at least a minimum of 3 hours of service for each fall and spring semesters during the program.
3. Hours must be documented and signed off by PTA program faculty at the end of each semester.

Course Incomplete/Withdrawal/Drop Policy

Incomplete grades will be given only in extenuating circumstances, beyond the student's control, with appropriate documentation including a course completion learning contract. An Incomplete grade must be completed within one (1) year, providing there is available space in the next class cohort. The student is required to submit a written request to the Program Director. The student who has an Incomplete in a course will not be allowed to continue in the program until the course is completed successfully. This is due to the sequential nature of the PTA curriculum.

Competencies of the Program Graduate

1. Patient/Client Care

- a. Works under the supervision of a physical therapist in an ethical, legal, safe, and effective manner.
- b. Implements a comprehensive treatment plan developed by a physical therapist.
- c. Communicates regularly with the supervising physical therapists about the client's progress and the need for adjustments to be made by the physical therapist in treatment procedures in accordance with changes in client status.
- d. Performs appropriate measurement and assessment techniques within the knowledge and limits of practice to assist the supervising physical therapists in monitoring and modifying the plan of care.
- e. Interacts with clients and families in a manner which provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
- f. Participates in the teaching of other health care providers, clients and families.
- g. Documents relevant aspects of client treatment.
- h. Participates in discharge planning and follow up care.
- i. Demonstrates effective written, oral and nonverbal communication with clients and their families, colleagues, health care providers, and the public.

2. Physical Therapy Professionalism

- a. Understands the levels of authority and responsibility; planning, time management, supervisory process, performance evaluations, policies and procedures; fiscal considerations for physical therapy providers and consumers; and, continuous quality improvement, practices of reading and interpreting professional literature.
- b. Participates in continuing development of knowledge and skills.

Essential Functions of a PTA or PTA Student

A primary role of the Physical Therapist Assistant program is to graduate qualified individuals who can safely and competently perform the necessary skills as a practitioner. The essential functions noted below have been identified as required components of the practice of a Physical Therapist Assistant. Students must be capable of performing the essential functions with or without accommodations in order to successfully complete the ISU Physical Therapist Assistant Program. Below is a summary of these essential functions:

1. Communicate in English effectively by sharing and receiving information with patients, and other health care providers
2. Handle the stresses of the clinical environment such as dealing with physically/emotionally difficult situations or patients and maintaining a sometimes fast paced schedule
3. Apply graded manual resistance to a patient's individual muscle groups
4. Visually assess a client from 10 feet away
5. Respond promptly to a timer
6. Respond to emergencies including the ability to perform CPR
7. Perform full-body range of motion on a patient requiring variable amounts of assistance
8. Apply universal precautions including mask, gown, gloves, and goggles when necessary
9. Monitor vital signs
10. Demonstrate good body mechanics throughout all aspects of patient care
11. Demonstrate ability to complete a safe and timely clinical treatment
12. Safely and reliably read meters, dials, printouts, and goniometers
13. Demonstrate the ability to manipulate and operate physical therapy equipment and monitoring devices

In an average academic or clinical day, a student must:

- Sit: 2-6 hours
- Walk/travel: 2 hours

The following physical performance requirements are established for classroom, laboratory and clinical activities:

- 50 pounds is the heaviest weight lifted while sitting or standing in one place
- 25 pounds is the heaviest weight carried while moving/traveling up to 50 feet

ACTIVITY	FREQ.
Lift less than 10 pounds	F
Lift 10-25 pounds	F
Lift 25-50 pounds	O
Lift over 50 pounds	O
Rotate & Twist	F
Bend/Stoop	F
Squat	F
Balance	F
Coordinate verbal/manual instruction	C
Transition from different heights (chair-floor-plinth)	F
React to and modify behaviors in response to gait, general movement, posture emergency situations, safety of patients	C
Use manual dexterity	F
Reach above shoulder level	O
Kneel	F
Push/Pull	F
Use hand repetitively	C
Use simple grasping	C
Use firm grasp	F
Use finger dexterity	F
Use auditory/tactile/visual (corrected) senses to evaluate status of an individual	C
Observation (See Below)*	C
Frequency Codes	

ACTIVITY		FREQ.
Rarely (R)	(1-10%)	
Occasionally (O)	(11-33%)	
Frequently (F)	(34-66%)	
Continuously (C)	(67-100%)	

Observation

The PTA program requires the regular use of vision and other senses to perceive, or convey information regarding the status or abilities of a patient, and the impact of environment or a procedure, to the patient or family member, another healthcare professional, or appropriate stakeholders in the care of the individual or organization. Additionally, the student must have the cognitive ability to process the information for decision-making. If hearing is absent or so severely limited that an assistive device is not able to accommodate the student's ability to hear and understand normal verbal communication, the student must have the ability to proficiently interpret verbal communication. Students are required to observe and communicate with patients, family members, clinical instructors, other healthcare professionals, faculty, and other students accurately and on a regular basis. Students must be able to immediately interpret patient movement, vital signs, skin conditions, changes in appearance, identify safety hazards and red flags that require the need for an immediate and potentially lifesaving response.

(Adopted and modified from George Washington University and US Department of Labor Dictionary of Occupational Titles)

References:

1. *Essential Functions Required of Physical Therapist Assistant and Physical Therapy Students*, by Debbie Ingram, M.Ed., PT, *Journal of Physical Therapy Education*, Vol. 8, No. 2, Fall 1994, pgs. 57-59.
2. *George Washington University and US Department of Labor Dictionary of Occupational Titles*
3. *A Survey of Essential Functions and Reasonable Accommodations in Physical Therapist Education Programs*, by Annie Rangel, MSPT and Amanda Wittry, MSPT, *Journal of Physical Therapy Education*, Vol. 15, No. 1, Spring 2001, pgs. 11-19.

Professional Conduct

Professional conduct in the classroom optimizes the learning environment by showing respect for instructors and fellow classmates. Professional conduct also demonstrates your commitment to the PTA program and profession. Students are expected to:

1. Silence all wireless devices (not just place on vibrate) as well as keep them in purses/backpacks when in class.
2. Use approved technological devices in class for designated academic purposes when requested.

3. Avoid rustling in backpacks or allowing food items to interrupt the classroom atmosphere.
4. Avoid non-participative talking or other disruptive activities in class.
5. Request and obtain instructor's written permission from the course instructor before audio/video recording, digitally recording, imaging, etc. any and/or all course lectures and activities.
 - a. If permission is granted, the above-mentioned recordings may not be shared to other individuals or media platforms. All digital recordings must be destroyed upon the semester/course completion date.
6. An email account through the University is required through-out the program. It will be utilized for the dissemination of information, homework/coursework, and research.
 - a. It is required that students regularly check their email as this is integral to program communications.
 - b. This prepares the student to become better acquainted with electronic communication in the health field.

Probation and Dismissal from the Program

Process

Probation is a procedure where a student is in violation of policy. When a student is placed on probation, the length, reasons, and terms will be clearly outlined in writing via a petition or a learning contract. If a student fails to comply with the terms of the probation, he or she will be dismissed from the PTA program.

When a student is identified as having difficulty meeting any or all of the expected characteristics of the three learning domains (cognitive, psychomotor, and/or affective), the following steps are initiated:

1. Student's issues(s) is/are objectively identified by the program faculty and discussed with the student.
2. If the issue(s) persists, the program faculty discusses the situation in a formal meeting with all program faculty, Program Director and/or Department Chair.
3. The program faculty/department staff will confer with the student and
 - a. identify in writing the issue(s) in the form of a petition/learning contract
 - b. discuss remediation measures
 - c. relay the time frame for completion of the expected remediation measures
 - d. disclose action steps if the remediation measures are not completed
 - e. the petition/learning contract designates signatures by the student and the program/department personnel

- f. The document will be in the student's file and a copy is given to the student.
 - g. If remediation is deemed not satisfactory, the student will be dismissed from the program.
4. Dismissal may occur at any time during the academic semester.
5. A student who is dissatisfied with the decision of the PTA program may appeal. The appeal process is outlined in the ISU Student Handbook under scholastic appeals.

Grounds for Probation and/or Dismissal

Instances or items that are cause for probation and/or dismissal are outlined below:

1. Any time in which the student course attendance or episodes of lateness exceeds the allowance in the course syllabi, program handbook, and/or the Clinical Education Manual.
2. Any time an individual written exam, assignment, skill check off and/or practical examination grade below "C" or 73% in any of the required technical PTA courses.
3. Any time the average of written course exams and/or practical exams (skills checks) is below "C" or 73%.
4. The safety of the student, other students, and clients is paramount. Unsafe behavior is defined as: one potential life-threatening incident; or one incident contributing to the injury or death of another; or two or more incidents of unsafe practice identified at any time during the length of the program. Unsafe practice in the clinical area; any act that is harmful or potentially detrimental to the patient which includes:
 - a. Inability to apply classroom theory to clinical practice.
 - b. Inability to determine capabilities or limitations.
 - c. Inability to follow written and/or oral instructions.
 - d. Inability to demonstrate physical therapist assistant skills at level of education.
5. Consistently coming to the classroom or clinical area poorly prepared, such as, but not limited to:
 - a. Illness.
 - b. Fatigue from lack of sleep.
 - c. Impaired reflexes and/or judgment.
 - d. Family/personal crisis.
 - e. Substance abuse.

6. Dismissal based on unsafe or unethical behavior demonstrated by the student as determined by the Physical Therapist Assistant Program faculty.
7. Should false and/or fraudulent behavior (including cheating) be documented by faculty, the student will be notified of the pending dismissal as per the probation/dismissal process.

A student who is dissatisfied with the decision of the PTA faculty may appeal. The appeal process is outlined in the ISU Student Handbook under scholastic appeals.

Deferment & Readmission into the Physical Therapist Assistant Program

A student is not eligible for reinstatement into the Physical Therapist Assistant program if dismissed on the grounds of academic or clinical dishonesty, alcohol or drug abuse, or is prohibited from training at any of the sponsoring agencies such as clinical education sites.

If a student is eligible for readmission, the student may request deferment and readmission into the Physical Therapist Assistant program via petition. Reinstatement will be limited to one opportunity after the initial failure, and/or postponement. Stipulations regarding readmission are:

1. A student may be readmitted conditionally or unconditionally back into the PTA program within one calendar year of the postponement.
 - a. If on conditional status, specific criteria will be formulated as identified in a contractual agreement (petition).
 - b. A returning student must repeat practical exams (skills checks) and comprehensive written final exams for the courses the student last completed successfully.
 - c. The repeated exams must be completed prior to the student participating in any clinical practicum, and prior to completion of the semester the student returns to the program for the second time.
2. Students who are separated from the program for greater than one calendar year must re-apply competitively for admission.
 - a. If accepted, the student would start the program's technical courses from the beginning.
3. Student who wish to return to the program after exhausting the one program postponement/dismissal limit must re-apply competitively for admission.
 - a. If accepted, the student would start the program's technical course from the beginning.

Transfer Students into the Physical Therapist Assistant Program

Due to the limited nature of program resources which include accreditation class size limits, transfer students will not be considered. Students who have been accepted and/or completed courses in other PTA programs and wish to enter ISU's PTA program must apply as a new student during the regular application cycle. If accepted into the program, the student(s) will be deemed a new student and must complete ISU's PTA program from the beginning as technical courses will not be considered transferable.

Safety

Building and Lab Rules

1. There is to be no practicing psychomotor skills without an instructor or other qualified person physically present.
2. Do not use any equipment unless you have been properly instructed on the care and use of that particular item.
3. Report any unsafe situations or conditions to an instructor.
4. Report any injuries or exposure to hazardous materials to an instructor immediately.
5. There are to be sheets on the treatment tables, and pillow cases on the pillows at all times.
6. Keep sharp objects from cutting into treatment table mats, and pens from staining.
7. Food and drink are prohibited on any treatment table or in their vicinity unless the table surface is covered or protected from direct contact.
8. No shoes on treatment tables.
9. Clean-up of lab and laundry will be assigned after class and on a weekly basis.
10. No audio devices or radios in the lab area.
11. Lab clothes are required and must be appropriate for the kind of lab work being performed.
 - a. Students who forget lab clothes may purchase disposable gowns and shorts from the instructor.
 - b. Individual instructors may post lab clothes policy in their syllabus and lab clothes requirements may be attached to grades in some classes. Look at individual syllabi to understand lab clothes policy details for each course.
12. Lockers are available to all students for storage of lab clothes, books, valuables, etc.

- a. Combination locks are recommended, and combinations or extra keys must be given to the Program Director to be kept in a locked filing cabinet. This is to ensure access in case of lost keys or forgotten combinations.
- b. No alcohol, drugs, hazardous items, or weapons may be stored in the lockers.

Fire and Emergencies

Be aware of fire related hazards. These could include damaged electrical equipment, flammable liquids, improperly stored matches or combustible materials. Be suspicious of signs or smells that may mean there is a fire or excessive heat. In the event of a fire or smoke, remember to RACE:

1. Rescue: Rescue anyone in immediate danger from the fire to a safe area.
2. Alarm: Sound the fire alarm by pulling the nearest manual pull station and call the emergency number if there is one.
3. Contain: Contain the fire by closing all doors in and around the fire area.
4. Extinguish: If it safe, extinguish the fire by using a portable fire extinguisher. Point at the base of the fire and sweep back and forth at the base of the fire.

Evacuation Procedures

1. Students should take any belongings they have readily available with them (backpacks, etc.), and move quickly and orderly to the designated staging area.
2. Monitors should close all doors as they move through their areas.
3. Exit the building and move to Cadet Field.

Hazardous Materials

Use according to manufacturer's recommendations, and report any spills to instructor. A Minimum Safety Data Sheet (MSDS) for products can be found in the lab.

Electrical Safety Guidelines

1. Never use a modality unless you are thoroughly familiar with its operation and an instructor is in the lab.

2. Report all devices that do not seem to operate or seem different than normal to the instructor.
3. Report all devices with frayed, broken damaged, or non-functional components to the instructor.
4. Do not allow equipment to roll over electrical cords.
5. Do not disconnect powered equipment by pulling on the electrical cord. Grasp the plug to disconnect equipment.
6. Do not use electrical cords, which are frayed.
7. Any unusual noise such as buzzing, unusual odors, tingling sensations are cause for discontinuing use of equipment.

Transmitted Diseases

Health Occupations students and faculty should always be aware of potential contamination from infectious agents in the health care environment. It is important that everyone be alert to prevent accidental exposure. Since medicine cannot reliably identify all patients with a transmissible disease, especially those in an emergency situation, it follows that health care practitioners should treat all patients at all times as if they were a potential source of infection. This approach includes precautions for contact with patient's blood and body fluids. This is referred to by the Center for Disease Control (CDC) as "universal precautions". Practice of these precautions will ensure protection against HIV (Human Immunodeficiency Virus), the cause of AIDS, HBV (Hepatitis B Virus), the primary cause of viral hepatitis, and all other blood borne infections agents. Rigorous adherence to these guidelines will be required of all students and faculty.

Precautions for The Transmission of HIV and other blood borne agents to Health Care Students and Faculty

Basic Aseptic Technique practiced by health care students/faculty in conjunction with the following blood and body fluid precautions can prevent the transmission of HIV, HBV and other blood borne agents.

1. All patients, their blood and other body fluids, will be considered to be infectious at all times.
2. Whether or not the patient is known to be infected with HIV or HBV, the student and faculty will:
 - a. Wash hands thoroughly with soap and water before and immediately after contact with patients, their blood, urine, or other body fluids.
 - b. Consider sharp items (needles, scalpel blades, other sharp instruments) as being potentially infective and handle with extreme care to prevent accidental injury.

- c. Dispose of sharp items in puncture-resistant containers immediately after use.
- d. Do not recap, purposefully bend, or otherwise manipulate by hand needles that are to be disposed.
- e. Minimize the need for emergency mouth-to-mouth resuscitation by using pocket masks, bag valve masks, or other ventilation devices.
- f. Wear gloves when handling patient's blood, body fluids, and/or items soiled with blood or other body fluids.
- g. Use gloves when performing venipuncture, arterial punctures and capillary sticks.
- h. Wear gown, mask and protective eye wear when performing procedures where aerosolization or splattering are likely to occur (e.g. dental surgical procedures, wound irrigation, bronchoscopy, endoscopy, high speed centrifugation, hands on treatment techniques, etc.).
- i. Clean up spills of blood or body fluids immediately with a disinfectant such as 1:10 dilution of chlorine bleach. Dispose of clean up materials appropriately.

Procedure for Reporting Potential Exposure

Any incident of potential contamination must be reported to and fully documented by the immediate supervisor, college or clinical faculty, and the appropriate college department head and dean.

Dress Code

The Physical Therapist Assistant program is a professional program. Students are expected to dress in an appropriate professional manner based on selected activities in the classroom. Physical Therapist Assistant students will be involved in hands-on learning experiences. For these experiences,

1. Men are required to wear shorts and women are required to wear shorts and a tank top or halter top.
2. Nail length should be kept short not longer than the finger pads for safety reasons. Artificial nails are prohibited.
3. For safety, hair should be tied back so as not to interfere with performance or therapy techniques; no extreme hair styles and/or color.
4. If a student is not properly dressed at the beginning of a class, he/she will be asked to leave which will then be recorded as an absence.

5. During program oral presentations business casual attire is expected.
6. The program has a specific dress code for practical examinations and clinical affiliations. (Please see the Clinical Affiliation section)

Student Hygiene and Health

Good hygiene is a must and as a student, you should strive to maintain optimum health.

1. Uncleanliness, body odor, bad breath, strong perfume/cologne and the smell of cigarette smoke/vape are offensive to others and may trigger headaches/migraines or other health issues.

Your grades are affected if you are absent and missing the learning experiences. If situations arise in which your health may be compromised, your instructor will be responsible for determining whether or not you may stay in the clinical area and/or classroom. These situations may include but are not limited to:

1. Back injuries, injuries requiring a cast, infectious disease, draining wounds.
2. In some cases, doctor orders or hospital policies may require you to remain at home.
3. Should personal illness require withdrawal from the program, re-entrance will depend upon available clinical and academic space, satisfactory completion of previous course work, and program/department approval.
4. Honesty about one's health problems is encouraged.
5. Any pre-existing conditions, i.e., severe emotional stress, drug related problems, back injuries, disabling conditions/diagnoses even though in remission/not currently active, must be documented at time of entrance/acceptance into the program.
 - a. Failure to do so may be cause for dismissal.
6. Faculty concerns for students may lead faculty/staff to request this information.
7. Should a health situation arise, it is better for the faculty to be equipped to manage it than to know nothing about what is happening.

Grievance Procedure

If a student believes his or her rights have been violated or they disagree with a program decision they should first attempt to resolve the situation with the offending party. If that proves to be unsatisfactory, the student should then file an official petition with Student Services to outline the problem in detail. The petition will circulate through the Program Director, Department Chair and the Associate Dean. All parties involved will be

allowed to provide input and an appropriate decision will be reached. If the situation is not resolved to the satisfaction of the student or it is of sufficient consequence to take the issue to the university level, they may refer to “procedural rights” in the Student Code of Conduct and Scholastic Appeals in the ISU Student Handbook for further direction and information.

Clinical Affiliations

The student will attend two full-time clinical affiliations:

- Summer: PTA 213: Clinical Affiliation I (eight weeks)
- Spring: PTA 214: Clinical Affiliation II (eight weeks)

Two full-time clinical affiliations must be satisfactorily performed in order to complete the PTA program. These are practical clinical rotations that are supervised primarily by a Clinical Instructor (CI) assigned by the clinical facility. The CI will carry out day to day interaction with the PTA student. Ultimately, the responsibility of determining satisfactory completion of an affiliation is placed upon the Director of Clinical Education (DCE) and the PTA faculty based on the CI’s assessment. More information on clinical affiliations and how such training is assessed can be found in the Clinical Education Manual which is a document given to each incoming student.

Each clinical rotation is expected to meet standards of employment. The student is expected to work the required hours within the determined clinical rotation dates as specifically determined by the CI and DCE. Students are expected to utilize, to the best of their ability, each affiliation for educational advancement. Each student should pursue increasing levels of responsibility as theoretical and technical abilities increase throughout the two clinical affiliations. Likewise, each student is only expected to perform clinical duties that they have addressed in PTA coursework, feel competent completing safely, and that are approved by the APTA and state practice guidelines.

Clinical Affiliation placement will be determined by the DCE and will be based on accreditation standards, the educational environment of the site, site availability, educational goals, and site placement order. Each student is expected to complete one rotation in a setting other than outpatient orthopedics (i.e. acute care, skilled nursing, home health, pediatrics, neurological rehab) and one rotation in an outpatient orthopedic setting. A student should expect and prepare to relocate to an area outside of southeastern Idaho as determined by the program for both required clinical affiliations. Expenses incurred from any relocation (including housing, transportation, food, onboarding requirements, insurance, etc.) are the responsibility of the student.

Health Occupations faculty, students, and clinical instructors have the responsibility to assure that they are not involved with HO Department students in dual or multiple

relationships. Dual or multiple relationships are defined as relationships that, in addition to the teacher/student role, may include financial, business, personal, sexual, or family relationships that could bring into question the ability of the parties to perform their duties in a professional, arms-length, objective fashion, or that might subject the student to the potential of threat or coercion associated with differential positions of power. If these relationships are pre-existing, they should be disclosed to the supervising faculty or the department chairman in order to ascertain whether the student needs to be re-assigned to another faculty member or moved to an alternative clinical location. The sensitivity to and prohibition of dual relations is not only for the protection of the student involved, but also to the integrity of the program. Furthermore, it can serve as an assurance to other students in the program that the standards upon which a student will be graded are fair, objective, and not potentially biased by factors outside of a student's actual performance in the program.

1. Insurance:

- a. Liability insurance is required to participate in all clinical affiliations. As a part of student fees malpractice insurance is procured by the university (the malpractice insurance fee is subject to change based on enrollment and insurance market).
- b. Health insurance is required to participate in all clinical affiliations.
- c. Workers' Compensation insurance will also be procured to the student by the University.

2. Immunizations: Along with the student obtaining a physical examination by a medical professional (medical doctor, physician's assistant or nurse practitioner) a subsequent medical history will need to be completed. The physician must complete the Report of Medical History Form (the medical physical form) which includes:

- a. Hepatitis B: Documentation of the completion of the two or three shot series and a subsequent positive titer which indicates sero-conversion. (If the titer is negative, the Hepatitis B shot series will need to be completed again.)
- b. TB Assessment: May vary depending on clinical site. Must be completed yearly as a minimum requirement.
- c. MMR: You must show documentation of two MMRs or a titer showing immunity for Rubella and Rubeola.
- d. Tetanus: Must have been completed within the past 10 years. This must be documented on the health form.
- e. Varicella (Chicken Pox): Must have a positive Varicella titer or documentation of Varicella immunization injection. History of the disease is not acceptable.
- f. COVID-19 Vaccination: Idaho State University does not currently require this vaccination. However, many clinical sites do require the vaccination according federal requirements. Please contact the CEC for further details.

- Reimbursement Updates and Information
- News and Information 24 hours a day (including information packed publications)
- Continuing Education Opportunities (at reduced fees for members)
- Career Development Resources
- Updates in Physical Therapy Practice and Research
- Insurance and Financial Services
- Membership Directory

Publications and the APTA website (www.apta.org) keep you abreast of professional developments. Changes and advances are occurring daily that are not in your textbooks. The APTA has specialty sections that give you the chance to develop a greater understanding of particular areas, and to meet and interact with professionals who share your interests. Your APTA membership gives you discounts on publications, conferences, and seminars plus access to job advertisements and listings. There are APTA sponsored insurance and business programs for you.

The APTA has an active Idaho Chapter (www.aptaidaho.org) that exists as an organization to represent and be an advocate for the physical therapy profession in the state and to assist in improving skills and knowledge of its members. The chapter holds regular meetings and sponsors conferences and activities throughout the year as well as providing news and current events. There is also a PTA special interest group (SIG) in Idaho in which the students are encouraged to participate.

APTA Guide for Conduct of the Physical Therapist Assistant

Purpose

The [APTA Guide for Conduct of the Physical Therapist Assistant](#) (Guide) is intended to serve physical therapist assistants in interpreting the Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) of the American Physical Therapy Association (APTA). The APTA House of Delegates in June of 2009 adopted the revised Standards of Ethical Conduct, which became effective July 1, 2010.

The Guide provides a framework by which physical therapist assistants may determine the propriety of their conduct. It also is intended to guide the development of physical therapist assistant students. The Standards of Ethical Conduct and the Guide apply to all physical therapist assistants. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public.

Important aspects of the Guide are further explained below.

Interpreting the Standards of Ethical Conduct

The interpretations expressed in this Guide reflect the opinions, decisions, and advice of the Ethics and Judicial Committee (EJC). The interpretations are set forth according to topic. These interpretations are intended to assist a physical therapist assistant in applying general ethical standards to specific situations. They address some but not all topics addressed in the Standards of Ethical Conduct and should not be considered inclusive of all situations that could evolve.

This Guide is subject to change, and the Ethics and Judicial Committee will monitor and revise the Guide to address additional topics and standards when and as needed.

Preamble to the Standards of Ethical Conduct

The Preamble states as follows:

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 advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Interpretation: Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010, all the lettered standards contain the word “shall” and are mandatory ethical obligations. The language contained in the Standards of Ethical Conduct is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards of Ethical Conduct. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word “shall” serves to reinforce and clarify existing ethical obligations. A significant reason that the Standards of Ethical Conduct were revised was to provide physical therapist assistants with a document that was

clear enough to be read on its own without the need to seek extensive additional interpretation.

The Preamble states that “[n]o document that delineates ethical standards can address every situation.” The Preamble also states that 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.” Potential sources for advice or counsel include third parties and the myriad resources available on the APTA website. Inherent in a physical therapist assistant’s ethical decision-making process is the examination of his or her unique set of facts relative to the Standards of Ethical Conduct.

Topics

Respect

Standard 1A states as follows:

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.

Interpretation: Standard 1A addresses the display of respect toward others. Unfortunately, there is no universal consensus about what respect looks like in every situation. For example, direct eye contact is viewed as respectful and courteous in some cultures and inappropriate in others. It is up to the individual to assess the appropriateness of behavior in various situations.

Altruism

Standard 2A states as follows:

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

Interpretation: Standard 2A addresses acting in the best interest of patients and clients over the interests of the physical therapist assistant. Often this is done without thought, but, sometimes, especially at the end of the day when the clinician is fatigued and ready to go home, it is a conscious decision. For example, the physical therapist assistant may need to make a decision between leaving on time and staying at work longer to see a patient who was 15 minutes late for an appointment.

Sound Decisions

Standard 3C states as follows:

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

Interpretation: To fulfill 3C, the physical therapist assistant must be knowledgeable about his or her legal scope of work as well as level of competence. As a physical therapist assistant gains experience and additional knowledge, there may be areas of physical therapy interventions in which he or she displays advanced skills. At the same time, other previously gained knowledge and skill may be lost due to lack of use. To make sound decisions, the physical therapist assistant must be able to self-reflect on his or her current level of competence

Supervision

Standard 3E states as follows:

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.

Interpretation: Standard 3E goes beyond simply stating that the physical therapist assistant operates under the supervision of the physical therapist. Although a physical therapist retains responsibility for the patient or client throughout the episode of care, this standard requires the physical therapist assistant to take action by communicating with the supervising physical therapist when changes in the individual's status indicate that modifications to the plan of care may be needed. Further information on supervision via APTA policies and resources is available on the APTA website.

Integrity in Relationships

Standard 4 states as follows:

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.

Interpretation: Standard 4 addresses the need for integrity in relationships. This is not limited to relationships with patients and clients but includes everyone physical

therapist assistants come into contact with in the normal provision of physical therapist services. For example, demonstrating integrity could encompass working collaboratively with the health care team and taking responsibility for one's role as a member of that team.

Reporting

Standard 4C states as follows:

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

Interpretation: Physical therapist assistants shall seek to discourage misconduct by health care professionals. Discouraging misconduct can be accomplished through a number of mechanisms. The following is not an exhaustive list:

- Do not engage in misconduct; instead, set a good example for health care professionals and others working in their immediate environment.
- Encourage or recommend to the appropriate individuals that health care and other professionals, such as legal counsel, conduct regular (such as annual) training that addresses federal and state law requirements, such as billing, best practices, harassment, and security and privacy; as such training can educate health care professionals on what to do and not to do.
- Encourage or recommend to the appropriate individuals other types of training that are not law based, such as bystander training.
- Assist in creating a culture that is positive and civil to all.
- If in a management position, consider how promotion and hiring decisions can impact the organization.
- Access professional association resources when considering best practices.
- Revisit policies and procedures each year to remain current.

Many other mechanisms may exist to discourage misconduct. The physical therapist assistant should be creative, open-minded, fair, and impartial in considering how to best meet this ethical obligation. Doing so can actively foster an environment in which misconduct does not occur. The main focus when thinking about misconduct is creating an action plan on prevention. Consider that reporting may never make the alleged victim whole or undo the misconduct.

If misconduct has not been prevented, then reporting issues must be considered. This ethical obligation states that the physical therapist assistant reports to the "relevant authority, when appropriate." Before examining the meaning of these words it is important to note that reporting intersects with corporate policies and legal obligations.

It is beyond the scope of this interpretation to provide legal advice regarding laws and policies; however, an analysis of reporting cannot end with understanding one's ethical obligations. One may need to seek advice of legal counsel who will take into consideration laws and policies and seek to discover the facts and circumstances.

With respect to ethical obligations, the term "when appropriate" is a fact-based decision and will be impacted by requirements of the law. If a law requires the physical therapist assistant to take an action, then, of course, it is appropriate to do so. If there is no legal requirement and no corporate policy, then the physical therapist assistant must consider what is appropriate given the facts and situation. It may not be appropriate if the physical therapist does not know what occurred, or because there is no legal requirement to act and the physical therapist assistant does not want to assume legal responsibility, or because the matter is being resolved internally. There are many different reasons that something may or may not be appropriate.

If the physical therapist assistant has determined that it is appropriate to report, the ethical obligation requires him or her to consider what entity or person is the "relevant authority." Relevant authority can be a supervisor, human resources, an attorney, the Equal Employment Opportunities Commission, the licensing board, the Better Business Bureau, Office of the Insurance Commissioner, the Medicare hotline, the Office of the Inspector General hotline, the US Department of Health and Human Services, an institution using their internal grievance procedures, the Office of Civil Rights, or another federal, state, city, or local agency, or a state or federal court, among others.

Once the physical therapist assistant has decided to report, he or she must be mindful that reporting does not end his or her involvement, which can include office, regulatory, and/or legal proceedings. In this context, the physical therapist assistant may be asked to be a witness, to testify, or to provide written information.

Sexual Harassment

Standard 4F states as follows:

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

Interpretation: As noted in the House of Delegates policy titled "Sexual Harassment," "[m]embers of the association have an obligation to comply with applicable legal prohibitions against sexual harassment..." This statement is in line with Standard 4F that prohibits physical therapist assistants from harassing anyone verbally, physically, emotionally, or sexually. While the standard is clear, it is important for APTA to restate this point, namely that physical therapist assistants shall not harass anyone, period.

The association has zero tolerance for any form of harassment, specifically including sexual harassment

Exploitation

Standard 4E states as follows:

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

Interpretation: The statement is clear—sexual relationships with their patients or clients, supervisees, or students are prohibited. This component of Standard 4 is consistent with Standard 4B, which states:

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

Consider this excerpt from the EJC Opinion titled Topic: Sexual Relationships With Patients or Former Patients (modified for physical therapist assistants):

A physical therapist [assistant] stands in a relationship of trust to each patient and has an ethical obligation to act in the patient's best interest and to avoid any exploitation or abuse of the patient. Thus, if a physical therapist [assistant] has natural feelings of attraction toward a patient, he or she must sublimate those feelings in order to avoid sexual exploitation of the patient.

One's ethical decision-making process should focus on whether the patient or client, supervisee, or student is being exploited. In this context, questions have been asked about whether one can have a sexual relationship once the patient or client relationship ends. To this question, the EJC has opined as follows:

The Committee does not believe it feasible to establish any bright-line rule for when, if ever, initiation of a romantic/sexual relationship with a former patient would be ethically permissible.

The Committee imagines that in some cases a romantic/sexual relationship would not offend ... if initiated with a former patient soon after the termination of treatment, while in others such a relationship might never be appropriate.

Colleague Impairment

Standard 5D and 5E state as follows:

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.

Interpretation: The central tenet of Standard 5D and 5E is that inaction is not an option for a physical therapist assistant when faced with the circumstances described.

Standard 5D states that a physical therapist assistant shall encourage colleagues to seek assistance or counsel while Standard 5E addresses reporting information to the appropriate authority.

5D and 5E both require a factual determination on the physical therapist assistant's part. This may be challenging in the sense that the physical therapist assistant might not know or easily be able to determine whether someone in fact has a physical, psychological, or substance-related impairment. In addition, it might be difficult to determine whether such impairment may be adversely affecting someone's work responsibilities.

Moreover, once the physical therapist assistant does make these determinations, the obligation under 5D centers not on reporting, but on encouraging the colleague to seek assistance, while the obligation under 5E does focus on reporting. But note that 5E discusses reporting when a colleague is unable to perform; whereas, 5D discusses encouraging colleagues to seek assistance when the impairment may adversely affect their professional responsibilities. So, 5D discusses something that may be affecting performance, whereas 5E addresses a situation in which someone clearly is unable to perform. The 2 situations are distinct. In addition, it is important to note that 5E does not mandate to whom the physical therapist assistant reports; it provides discretion to determine the appropriate authority.

The EJC Opinion titled Topic: Topic: Preserving Confidences; Physical Therapist's Reporting Obligation With Respect to Unethical, Incompetent, or Illegal Acts provides further information on the complexities of reporting.

Clinical Competence

Standard 6A states as follows:

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

Interpretation: 6A should cause physical therapist assistants to reflect on their current level of clinical competence, to identify and address gaps in clinical competence, and to

commit to the maintenance of clinical competence throughout their career. The supervising physical therapist can be a valuable partner in identifying areas of knowledge and skill that the physical therapist assistant needs for clinical competence and to meet the needs of the individual physical therapist, which may vary according to areas of interest and expertise.

Further, the physical therapist assistant may request that the physical therapist serve as a mentor to assist him or her in acquiring the needed knowledge and skills. Additional resources on Continuing Competence are available on the APTA website.

Lifelong Learning

Standard 6C states as follows:

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Interpretation: 6C points out the physical therapist assistant's obligation to support an environment conducive to career development and learning. The essential idea here is that the physical therapist assistant encourages and contributes to his or her career development and lifelong learning, whether or not the employer provides support.

Organizational and Business Practices

Standard 7 states as follows:

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

Interpretation: Standard 7 reflects a shift in the Standards of Ethical Conduct. One criticism of the former version was that it addressed primarily face-to-face clinical practice settings. Accordingly, Standard 7 addresses ethical obligations in organizational and business practices on both patient and client and societal levels.

Documenting Interventions Standard 7D States as Follows:

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

Interpretation: 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients

and clients and document related data collected from the patient or client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services.

Support Health Needs Standard 8A States as Follows:

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

Interpretation: 8A addresses the issue of support for those least likely to be able to afford physical therapist services. The standard does not specify the type of support that is required. Physical therapist assistants may express support through volunteerism, financial contributions, advocacy, education, or simply promoting their work in conversations with colleagues. When providing such services, including pro bono services, physical therapist assistants must comply with applicable laws, and as such work under the direction and supervision of a physical therapist. Additional resources on pro bono services are available on the APTA website.

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Last Amended: March 2019

Contact: ejc@apta.org

Licensure

To work as a Physical Therapist Assistant in Idaho, an individual must graduate from an accredited physical therapist assistant educational program and successfully complete the National Physical Therapy Examination for the PTA. You are urged to become familiar with the state of Idaho physical therapy practice act, so that you can inform the public about the nature of the profession in the state. All fifty states and the District of Columbia regulate physical therapist assistants. If you intend to work in another state other than Idaho after graduation, you should become familiar with that state's licensure law. (<https://www.apta.org/your-practice/licensure/pt-and-pta-licensure>)

Guidelines for Student and Employer Contracts

(HOD 06-92-14-28)

The following is the APTA approved Guidelines for Fairness in Offering Student Financial Assistance in Exchange for a Promise of Future Employment:

1. Notification by the employer if the place of employment may be in an isolated area or as a solo practitioner such that the new graduate will not have ready

- access to mentoring and regular collegial relationships or any resources for professional growth and development.
2. Disclosure by the employer of ownership of the practice.
 3. Notification by the employer to the student if the practice is involved in any situation in which a referring practitioner can profit as a result of referring patients for physical therapy and notification that the APTA is opposed to such situations.
 4. Student awareness of any potential future tax obligations that may be incurred upon graduation as the result of deferred income.
 5. The agreement must not, in any way, interfere with the process and planning of the student's professional education.
 6. It should be understood that the school is not a party to the agreement and is not bound to any conditions of the agreement.
 7. There should be a clearly delineated, fair and reasonable buy out provision in which the student understands the legal commitment to pay back the stipend with reasonable interest in the event that there is dissatisfaction or reason for release from the contract on the student's part at any time during the term of the agreement.
 8. A no-penalty bailout provision should be provided in the event of change of ownership, but the student may be required to adhere to a reasonable payback schedule.
 9. Avoidance of non-compete clauses is recommended but if there is one, a reasonable limitation of time and distance should be incorporated.
 10. A student's interests may best be served by obtaining appropriate counsel prior to signing the contract.

Access and Confidentiality Policy Agreement

As a PTA student, you will have access to what is referred to as "Confidential Information." The purpose of this agreement is to help you understand your duty as a PTA student regarding Confidential Information. "Confidential Information" includes patient information, employee information, financial information, and information proprietary to other companies or persons. You may learn of or have access to some or all of this Confidential Information through a facility's computer systems (which include but are not limited to the clinical and financial information systems, the longitudinal patient record, the actuarial, and claims systems), or through your affiliation activities.

Confidential Information is valuable and sensitive, and is protected by law and usually by strict facility policies. The intent of those laws and policies is to assure that Confidential Information will remain confidential - that is, that it will be used only as necessary to accomplish the University's or facility's mission.

As a PTA student, you are required to conduct yourself in strict conformance to applicable laws and a facility's policies governing Confidential Information. Your principle duties in this area are explained below. You are required to read and to abide by these duties. The violation of any of these duties will subject you to discipline, which might include, but is not limited to, dismissal from the PTA program and to legal liability.

As a PTA student, understand that you will have access to Confidential Information which may include, but is not limited to, information relating to:

- Patients (such as records, conversations, admittance information, patient financial information, etc.)
- Employees (such as salaries, employment records, disciplinary actions, etc.)
- Facility information (such as financial and statistical records; strategic plans, internal reports, memos, contracts, peer review information, communications, proprietary computer programs, client and vendor proprietary information, source code, proprietary technology, etc.)

Accordingly, as a condition of continued status as a PTA student and in consideration of access to Confidential Information, I promise that:

1. I will use Confidential Information only as needed by me to perform my legitimate duties as a PTA student. This means, among other things, that:
 - a. I will not access Confidential Information for which I have no legitimate need to know; and
 - b. I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any Confidential Information except as properly authorized within the scope of my status as a student; and
 - c. I will not misuse Confidential Information or carelessly care for Confidential Information.
2. I will safeguard and will not disclose my access code or any other authorization I have that allows me to access Confidential Information. I accept responsibility for all activities undertaken using my access code and other authorization.
3. I will report, according to a facility's business ethics policy and its confidentiality policy, any suspicion or knowledge that I have that my access code, authorization, or any Confidential Information has been misused or disclosed without the facility's authorization.
4. I will report, according to a facility's business ethics policy, activities by any individual or entity that I suspect may compromise the confidentiality of Confidential Information. Reports made in good faith about suspect activities will be held in confidence to the extent permitted by law, including the name of the individual reporting the activities.
5. I understand that my obligations under this Agreement will continue after termination of my status as a PTA student.
6. I understand that I have no right or ownership interest in any Confidential Information referred, to in this Agreement. A facility may at any time revoke my

access code, other authorization, or access to Confidential Information. At all times during my status as a PTA student of the University or with a facility I will act in the best interests of the University or that facility.

7. I will be responsible for my misuse or wrongful disclosure of Confidential Information and for my failure to safe guard my access code or other authorization to access Confidential Information. I understand that my failure to comply with this Agreement may also result in my dismissal from the PTA program.

College of Technology & Idaho State University Policies, Resources, and Services

Computer Misuse

Inappropriate use of the computer is considered computer misuse. All usage is to pertain to class instructional purposes. The supervisor of each lab will determine what is deemed “inappropriate use” for their particular lab. For specific computer lab policies, see individual lab instructor. Inappropriate use may result in denial of computer lab access at the College of Technology.

Registration and Fee Collection Policy

- All students who are enrolled in semester-based programs must pay their tuition by the Friday before classes begin to avoid a \$50 late fee. For tuition payment information, login to MyISU and go to the Online Fee Payment tile.
- Students who are enrolled only in the eight-week classes (early and late), must pay tuition by the first day of class.

NOTE: It is the individual student’s responsibility, regardless of funding source, to see that their tuition is paid on time and that they are officially enrolled at ISU. Students who do not pay tuition prior to the deadline may be disenrolled.

Communicable Disease Safety Procedures

It is the policy of ISU to safeguard the welfare of Students, Faculty, Staff, and Campus Residents while maintaining the operations of the University in an effective and efficient manner in the event a member of the University community has a Communicable Disease.

ISU will address issues involving Communicable Diseases in a sensitive and responsible manner, with concern for the rights and welfare of Students, Faculty, and Staff. The confidentiality of information regarding any individuals with a Communicable Disease will be respected. All medical records and the patient information contained therein will be handled in accordance with applicable law, including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). However, Idaho law requires medical care providers to notify public health officials of any disease on the Idaho Reportable Disease List as set forth in IDAPA 16.02.10. ISU will disclose sensitive medical information no further than is necessary to ensure the health and safety of all members of the ISU community, and in a manner consistent with applicable law.

ISU will not unlawfully discriminate in policy or practice, including admissions and employment policies, against individuals who have, or are considered to be at risk for, Communicable Diseases. Discrimination against and/or harassment of Students, Faculty, or Staff may result in disciplinary action.

As long as evidence supports, with reasonable medical certainty, that a particular disease is not communicable by contact normally found in the workplace, classroom, or ISU owned facility, the workplace, classroom, or ISU owned facility will not be considered hazardous as a result of the presence of an affected Faculty member, Staff member, or Student.

For more information on this policy, please visit: [Communicable Disease Policy](#)

Accommodations for Students with Disabilities

The University is committed to providing Reasonable Accommodations, modifications or academic adjustments for Qualified Students with Disabilities in accordance with federal, state, and local disability laws. Pursuant to these laws, no Qualified Student having a disability, or regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities sponsored by or funded by ISU.

For more information on this policy, please visit: [Accommodations for Students with Disabilities](#)

Appeals and Dismissals

A student may be dismissed from a College of Technology program if the student fails to meet the academic and/or nonacademic continuation standards of the

program/department including unprofessional/unethical behaviors and unsafe practices, or if the student is not making satisfactory progress in the program.

For more information on the Scholastic and Dismissal Appeals process, please visit: [Appeals and Dismissals](#)

Student Conduct Rules and Regulations

The Student Code of Conduct articulates behavioral standards and procedural guidelines designed to empower ISU community members to live, work, study, recreate, and pursue their goals in a safe, secure, and inclusive environment. Adherence to and enforcement of the code promotes Student accountability, community integrity, and mission fulfillment.

Stealing, Cheating, Dishonesty, and other violations to the student code of conduct will be handled on an individual basis.

Using, possessing, or being under the influence of illicit drugs or alcoholic beverages during school hours is prohibited.

For more information on the Student Code of Conduct, please visit: [Student Code of Conduct](#)

Smoke Free Campus

Idaho State University is committed to promoting a healthy and safe environment for students, faculty, staff, and visitors. This policy is intended to reduce the health risks related to Smoking and secondhand smoke for the campus community. Smoke and tobacco-free policies are becoming a national standard in order to foster a healthy environment in all communities

For more information on the Smoke Free Policy, please visit: [Smoke Free Campus](#)

Academic Integrity and Dishonesty Policy

Policy Statement

Academic integrity is expected of all individuals in academe. Behavior beyond reproach must be the norm. Academic dishonesty in any form is unacceptable.

- A. Academic dishonesty includes, but is not limited to, Cheating and Plagiarism.

- B. This policy applies to all forms of University educational activities, including but not limited to, classroom, lab, and online formats.
- C. Instructors are encouraged to include specific information in the course syllabus on Academic integrity and dishonesty guidelines specific to the course format and evaluation activities, as well as the link to this policy.
- D. Students should not assume that any materials or collaborative learning activities are authorized unless explicitly stated by the instructor in the course syllabus.

For more information on the Academic Integrity and Dishonesty Policy, please visit: [Academic Integrity](#)

Idaho State University Student Handbook

The following policies fall under the guidance of the Idaho State University Student Handbook.

For more information on each topic, please find the policy and descriptions using the handbook link.

1. Students Rights and Responsibilities (Page 4)
2. Withdrawal (Page 6)
3. Academic Standing (Page 10)
4. Petitions (Page 16)
5. Sexual Harassment (Page 18)
6. Student Complaints and Grievances (Page 18)

[ISU Student Handbook](#)

Additional Idaho State University policies:

- [FERPA](#)
- [TITLE IX](#)
- [Satisfactory Academic Progress](#)

IV. College of Technology Resources and Services

Services for Students

STUDENT SERVICES: This office is located in two locations, the main floor of the Roy F. Christensen (RFC) Complex, room 101, and the William M. and Karin A. Eames Advanced Technical Education and Innovations (Eames) Complex, room 102. Student Services assists students with specific information about the programs at the College of Technology. Student Success Navigators are available to give students assistance with admissions, class and schedule advisement, academic resources, and specific information pertaining to a student's educational goals.

Hours are 7:30 am to 5:00 pm, Monday through Friday. Appointments can be made by calling (208) 282-2622. Appointments are recommended but are not required. Tours of the programs are available by appointment and can be set up by calling (208) 282-2800.

[STUDENT SERVICES](#)

TUTORING ASSISTANCE: Students who are experiencing difficulties with their program instruction or classroom assignments may receive assistance. The student's instructor should be contacted first, as many of the training programs have 'peer tutors' available who are familiar with the required curriculum and assignments.

NOTE: It is important to request assistance as EARLY in the semester as possible! At the point a student recognizes they are having difficulty, help should be sought immediately! Contact the TAP Center, (Tutoring, Academic Support, Peer mentoring), located in room 380 of the RFC Complex. Or telephone at (208) 282-3208 for an appointment to discuss specific tutoring needs. [TAP CENTER](#)

THE CENTER FOR NEW DIRECTIONS Located within the RFC Complex on the third floor. The Center's telephone number is (208) 282-2454. Support programs are available at no cost for men and women who are interested in entering/re-entering the job market due to issues which might include: divorce; separation; death; or disability of a spouse. Services are available on job seeking skills, career information, self-esteem, self-confidence building, and personal counseling. The Center also provides a limited number of scholarships for single parents and for women and men interested in pursuing 'non-traditional' fields of training. [CENTER FOR NEW DIRECTIONS](#)

Message from the Center for New Directions

Success in this course depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. You are encouraged to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. You are encouraged to reach out to the center about any difficulty you may be having that may impact your performance in this course. If you are experiencing stress in other areas of your campus life, the center will help you get in contact with other resources on campus that stand ready to assist you. In addition to your student success navigator, you are encouraged to contact the many other support services on campus that are available.

Statement on Services

- Students enrolled in Idaho State University College of Technology are eligible to receive free, confidential personal and career counseling from licensed professional counselors at **Center for New Directions (CND)**. We offer individual counseling and Biofeedback. **Call 208-282-2454**, Monday through Friday, from 8 am to 5 pm, to schedule an appointment or to speak immediately to a counselor if you are in crisis.

[CENTER FOR NEW DIRECTIONS](#)

- **ISU Counseling and Mental Health Center (CMHC)** The university Counseling and Mental Health Center serves Idaho State University and its community with a dual mission. Our counseling services mission is to support the academic, emotional, social, vocational, spiritual, cultural, and professional development of students and other members of the ISU community by offering counseling, outreach, consultation, training, and educational and health promotion services. Our testing services mission is to initiate and provide a secure, professional, and proctored testing environment to meet individual, University, and community needs for admission, certification, licensure, correspondence, course placement, job placement, and academic course exams that adheres to the NCTA Professional Standards and Guidelines. Crisis intervention services are available Monday through Friday, from 8 am to 4 pm.

To establish services:

Please call 208-282-2130, Monday through Friday, from 8 am to 4 pm.

[COUNSELING AND MENTAL HEALTH CENTER](#)

Mental Health Services for Out of State ISU Students

ISU Counseling and Mental Health Center has partnered with LifeWorks, Inc. to bring the MySSP tool to ISU students while they are physically out of the state of Idaho. Through MySSP, students can access health assessments, real-time chat support, and free counseling from licensed mental health professionals.

Accessing MySSP

- Connect with My SSP by calling 1-866-743-7732 or visiting **LINK**. IF calling from outside North America: 001.416.380.6578.
- Download “My SSP” from the app store to use on your phone.

Financing Your Education

Students attending the ISU College of Technology can apply for federal financial aid by submitting a Free Application for Federal Student Aid (FAFSA) form each year they are enrolled at the University. FAFSA applications are available on the web at:

FAFSA

It is strongly recommended that students apply early. Keep the Financial Aid office notified of any changes in student status such as address change, marriage, etc.

NOTE: Students who leave school prior to successful completion may have to repay federal financial aid received. Call the ISU Financial Aid office immediately if you plan to withdraw from school, (208) 282-2756. The website for financial aid is:

FINANCIAL AID

Numerous scholarships are available to College of Technology students. The ISU Scholarship Department website lists those scholarships through the Bengal Online Scholarship System (BOSS).

The most common scholarships are the Associated Students of ISU (ASISU) Need and Scholastic awards. Funds for these scholarships come from a portion of the registration fees each student pays. Many scholarships are donated by business/industry, organizations, or individuals and have specific criteria which must be met.

SCHOLARSHIPS

Traffic and Parking

NOTE: Please refer to the ISU Parking web address at:

[PARKING & TRANSPORTATION](#)

Every motor vehicle on the ISU campus must be registered and display an appropriate ISU decal. Parking permits are available at the ISU Traffic Office located at the corner of South 5th and Humboldt Street, telephone (208) 282-2625.

Cost:

- General Lot: \$116
- Reserved Lot: \$348

Students may park only in the area their parking decal designates. Students at the College of Technology may not park in the Cosmetology Patron parking spaces. The parking meters at the RFC Complex are reserved for visitors and new applicants inquiring about school. Students are NOT PERMITTED to park in metered spaces. Students should be aware of the ISU towing policy. Any vehicle that has incurred outstanding fines of \$50 or more and has received a tow warning may be towed from campus at the owner's expense, even if legally parked.

Any traffic tickets resulting in fines owed to the University must be paid or student's transcripts, certificates, and/or degrees will not be released upon completion of their training program. In addition, registration for the next term will not be permitted until the fines and other financial obligations are paid or proper arrangements are made by the student.

For more information on parking regulations, visit: <https://www.isu.edu/parking/permit-information/regulations/>

V. Idaho State University Resources and Services

Disability Services

Mission Statement

The mission of Disability Services (DS) is to increase equal access and opportunities to all programs and services sponsored or funded by Idaho State University. DS is dedicated to creating an accessible environment for students, employees, and community members with disabilities. In achieving this, DS:

- Works collaboratively with University Partners to foster a welcoming, diverse, and inclusive University community.
- Collaborates with and empowers individuals who have documented disabilities by working together proactively to determine reasonable accommodation(s).
- Promotes a culture of self-advocacy, responsibility, and agency.
- Ensures compliance with the Americans with Disabilities Act Amendments Act (ADAAA) and other current legislation.
- Readily responds to grievances and advances inclusion through the removal of identified informational, physical, and/or attitudinal barriers.
- Advocates for Universal Design (UD) as a crucial framework to support the diverse needs of students, faculty, staff, and community members.
- Develops partnerships with external community members/groups to support the advancement of equity and inclusion at the local, state, and national levels.
- Provides institution-wide advisement, consultation, and training on disability-related topics, including but not limited to: legal and regulatory compliance and universal design.

Contact Information

Disability Services

Rendezvous Complex, Room 125
921 South 8th Avenue, STOP 8121
Pocatello, ID 83209-8121
Phone: 208-282-3599
Fax: 208-282-4617

VP for ASL: 208-530-6505
Email: disabilityservices@isu.edu
[DISABILITY SERVICES](#)

Office of Equal Opportunity & Title IX

The Mission of the Office of Equal Opportunity & Title IX is to foster a culture of connection and belonging within our community.

Our Vision is to inspire our community to develop and maintain an equitable and inclusive environment through support, outreach, and collaboration.

The University is committed to creating and maintaining a learning and working environment free of discrimination and harassment against any individual based on that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or Veteran's status. Our helpful, friendly staff are available to work with any university community member. We look forward to serving you.

Contact Information

Office of Equal Opportunity & Title IX

Rendezvous Complex, Room 151C

921 South 8th Avenue, STOP 8315

Pocatello, ID 83209-8315

Phone: 208-282-3964

Fax: 208-282-5829

[EQUAL OPPORTUNITY](#)

Additional Resources and Services

The following are Idaho State University resources and services to help our students succeed.

- [Career Center](#)
- [Commencement](#)
- [Counseling and Mental Health Center](#)
- [Health at ISU](#)
- [Disability Services](#)
- [Parking and Transportation](#)
- [Student Resources](#)
- [Tutoring](#)

VI. Handbook Signature Form



**Idaho State
University**

**College of
Technology**

HANDBOOK SIGNATURE FORM

I acknowledge that I have received, read and understand the Physical Therapist Assistant Handbook.

I have also reviewed the Idaho State University Student Handbook.

I understand the privileges and responsibilities of attending Idaho State University and the PTA program.

I affirm that I have reviewed the requirements of the program and that I am capable of meeting those requirements with out without reasonable accommodations. If I need accommodations, I understand that I am responsible for requesting those accommodations in accordance with university policy/procedures.

PRINTED NAME

DATE

SIGNATURE

BENGAL ID #

INSTRUCTOR SIGNATURE

VII. Media Release



**Idaho State
University**

**College of
Technology**

MEDIA RELEASE

Instructions: Please review and indicate your agreement to this Release by signing below.

I hereby grant permission to Idaho State University (Idaho State) to use my name, image, voice, and likeness in all forms of physical and digital media for Idaho State's educational, marketing, and promotional purposes in perpetuity. Idaho State shall have the right to photograph, record, publish, re-publish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, distribute, display or otherwise use or reuse my name, image, voice and likeness in all markets, media, and technology now known or hereafter developed. Idaho State may exercise any of these rights itself or through any assignees, licensees, or other parties including other Universities.

I acknowledge that I will not be compensated for these uses, and that Idaho State exclusively owns all rights to the images, videos, recordings, and any derivative works created by Idaho State or its employees. I waive the right to inspect or approve of these uses. I hereby release Idaho State, its assignees, and its licensees from any claims that may arise from these uses, including without limitation claims of defamation, invasion of privacy, or copyright.

This Release is binding on me, my heirs, assigns, and estate. I understand Idaho State is not obligated to use any of the rights granted under this Release

FULL NAME (PRINTED)

SIGNATURE

ADDRESS (STREET)

CITY

STATE

ZIP

EMAIL ADDRESS

TELEPHONE NUMBER

DATE

VIII. Computer Usage Policy



**Idaho State
University**

**College of
Technology**

COMPUTER USAGE POLICY

Person(s) using any of the ISU computing resources for personal gain, violation of security/privacy or who otherwise compromise the integrity of the hardware and/or software shall be prosecuted to the full extent of the law.

Legitimate use of a computer or computer network does not extend to whatever you are capable of doing with it. Although some rules are built into the system itself, these restrictions cannot limit completely what you can do and see. In any event, you are responsible for your actions whether or not rules are built in, and whether or not you can circumvent them.

Inappropriate use of the computer is considered computer misuse. The supervisor of each lab will determine what is deemed "inappropriate use" for their particular lab. For specific computer lab policies, see individual lab instructors. Inappropriate use may result in denial of computer lab access at the College of Technology.

The misuse of this computing account, or use of an account belonging to another, may result in the loss of your computer privileges. Where computing is required to complete course work this may effectively require transfer to a non-computer related program and/or hinder your pursuit of a degree. Examples of misuse are: sharing your personal account with another individual, using unauthorized passwords, using for financial gain or business purposes, sending offensive electronic mail or internet correspondence, chain letter, or other such correspondence, unauthorized transfer of computer programs or data, attempts to circumvent established procedures, computer security breach or attempts to break security.

I have read the entire student computing contract. I acknowledge and agree to use the ISU computing resources solely for university instructional, administrative, or research activities in accordance with the above policy. I further acknowledge that any abuse of the above privilege may result in the loss of computing privileges whether or not such privileges are necessary for continued enrollment in my present course of study.

PRINTED NAME

DATE

SIGNATURE

BENGAL ID #

IX. Acknowledgement of Clinical Affiliation Placement Outside of Southeast Idaho and Dual Relationship Disclosure



**Idaho State
University**

**College of
Technology**

Physical Therapist Assistant Program

The student will attend two full-time clinical affiliations

Summer: PTA 213: Clinical Affiliation I (eight weeks)

Spring: PTA 214: Clinical Affiliation II (eight weeks)

Two full-time clinical affiliations must be satisfactorily performed in order to complete the PTA program. These are practical clinical rotations that are supervised primarily by a Clinical Instructor (CI) assigned by the clinical facility. The CI will carry out day to day interaction with the PTA student. Ultimately, the responsibility of determining satisfactory completion of an affiliation is placed upon the Director Clinical Education (DCE) and the PTA faculty based on the CI's assessment. More information on clinical affiliations and how such training is assessed can be found in the Clinical Education Manual which is a document given to each incoming student.

Each clinical rotation is expected to meet standards of employment. The student is expected to work a 40-hour week within the determined clinical rotation dates as specifically determined by the CI and DCE. Students are expected to utilize, to the best of their ability, each affiliation for educational advancement. Each student should pursue increasing levels of responsibility as theoretical and technical abilities increase throughout the two clinical affiliations. (Likewise, each student is only expected to perform clinical duties that they have addressed in PTA coursework, feel competent completing safely, and that are approved by the APTA and state practice guidelines.)

Final decisions on clinical site placements will be determined by the DCE and will be based on site availability, order of choice, and educational goals. Each student is expected to complete one rotation in a setting other than outpatient orthopedics (i.e. acute care, skilled nursing, home health, pediatrics, neurological rehab) and one rotation in an outpatient orthopedic setting. It is expected that all students will be flexible with site selection. A student should expect to relocate to an area outside of southeastern

Idaho as determined by the program for both required clinical affiliations. Expenses incurred from any relocation (including housing, transportation, food, etc.) are the responsibility of the student.

Health Occupations faculty, students, and Clinical Instructors have the responsibility to assure that they are not involved with HO Department students in dual or multiple relationships. Dual or multiple relationships are defined as relationships that, in addition to the teacher/student role, may include financial, business, personal, sexual, or family relationships that could bring into question the ability of the parties to perform their duties in a professional, arms-length, objective fashion, or that might subject the student to the potential of threat or coercion associated with differential positions of power. If these relationships are pre-existing, they should be disclosed to the supervising faculty or the department chair in order to ascertain whether the student needs to be re-assigned to another faculty member or moved to an alternative clinical location. The sensitivity to and prohibition of dual relations is not only for the protection of the student involved, but also to the integrity of the program. Furthermore, it can serve as an assurance to other students in the program that the standards upon which a student will be graded/assessed are fair, objective, and not potentially biased by factors outside of a student's actual performance in the program.

Student acknowledgement of Clinical Affiliation placement outside of Southeast Idaho and Dual Relationship Disclosure

Student's Name (Print)

Date

Student's Signature

Bengal ID Number

X. Access and Confidentiality Agreement



**Idaho State
University**

**College of
Technology**

Physical Therapist Assistant Program

As an PTA student, you will have access to what this agreement refers to as “Confidential Information.” The purpose of this agreement is to help you understand your duty as an PTA student regarding Confidential Information.

“Confidential Information” includes patient information, employee information, financial information, and information proprietary to other companies or persons. You may learn of or have access to some or all of this Confidential Information through a facility’s computer systems (which include but are not limited to the HELP system, the clinical and financial information systems, the longitudinal patient record, the actuarial, and claims systems), or through your affiliation activities.

Confidential Information is valuable and sensitive, and is protected by law and usually by strict facility policies. The intent of those laws and policies is to assure that Confidential Information will remain confidential-and will only be used when necessary to accomplish the University’s or facility’s mission.

As an PTA student, you are required to conduct yourself in strict conformance to applicable laws and a facility’s policies governing Confidential Information. Your principal duties in this area are explained below. You are required to read and to abide by these duties. Violation of any of these duties will be subject to discipline, which might include, but is not limited to, dismissal from the PTA Program and to legal liability.

As an PTA student, I understand that I will have access to Confidential Information which may include, but is not limited to, information relating to:

- Patients (such as records, conversations, admittance information, patient financial information, etc.)
- Employees (such as salaries, employment records, disciplinary actions, etc.)
- Facility information (such as financial and statistical records; strategic plans, internal reports, memos, contracts, peer review information, communications, proprietary computer programs, client and vendor proprietary information, source code, proprietary technology, etc.)

Accordingly, as a condition of my continued status as a PTA student and in consideration of my access to Confidential Information, I promise that:

1. I will use Confidential Information only as needed by me to perform my legitimate duties as an PTA student. This means, among other things, that:

- a. I will not access Confidential Information for which I have no legitimate need to know; and
 - b. I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any Confidential Information except as properly authorized within the scope of my status as a student; and
 - c. I will not misuse Confidential Information or carelessly care for Confidential Information.
2. I will safeguard and will not disclose my access code or any other authorization I have that allows me to access Confidential Information. I accept responsibility for all activities undertaken using my access code and other authorization.
3. I will report, according to a facility's business ethics policy and its confidentiality policy, any suspicion or knowledge that I have that my access code, authorization, or any Confidential Information has been misused or disclosed without the facility's authorization.
4. I will report, according to a facility's business ethics policy, activities by any individual or entity that I suspect may compromise the confidentiality of Confidential Information. Reports made in good faith about suspect activities will be held in confidence to the extent permitted by law, including the name of the individual reporting the activities.
5. I understand that my obligations under this Agreement will continue after termination of my status as an PTA student.
6. I understand that I have no right or ownership interest in any Confidential Information referred, to in this Agreement. A facility may at any time revoke my access code, other authorization, or access to Confidential Information. At all times during my status as an PTA student of the University or with a facility I will act in the best interests of the University or that facility.
7. I will be responsible for my misuse or wrongful disclosure of Confidential Information and for my failure to safeguard my access code or other authorization to access Confidential Information. I understand that my failure to comply with this Agreement may also result in my dismissal from the PTA Program.

Student acknowledgement of the Access and Confidentiality Agreement

Student's Name (Print)

Date

Student's Signature

Bengal ID Number

XI. Background Check with CastleBranch

Order Instructions for:



Idaho State University College of Technology Health Occupations

1. Go to mycb.castlebranch.com
2. In the upper right hand corner, enter the Package Code that is below.
 - Package Code **ID41**

ABOUT

About CastleBranch:

Idaho State University College of Technology Health Occupations and CastleBranch – one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more tailored instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

Order Summary

Payment Information:

Your payment options include Visa, Mastercard, Discover, debit, electronic check, and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account:

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us:

For additional assistance, please contact the Service Desk at 888-666-7788 or visit mycb.castlebranch.com/help for further information.

XII. Medical History and Physical Examination



Idaho State University

College of Technology

Physical Therapist Assistant Program

College: _____ Department: _____

921 South 8th Avenue, MS _____

Pocatello, Idaho 83209- _____

Program of Study _____

Fax Number: _____ ATT: _____

STUDENTS PLEASE COMPLETE

BEFORE GOING TO YOUR PHYSICIAN FOR EXAMINATION

REPORT OF MEDICAL HISTORY

				M/F
Last Name	First	Middle		Sex

Home Address: Number & Street _____ City _____ State _____ Zip _____ Date of Birth _____

PERSONAL HISTORY

Please check those which **you have had or now have**

Have You Had	Yes	Date	Comments	Have You Had	Yes	Date	Comments
Head Injury with Unconsciousness	<input type="checkbox"/>			Tuberculosis	<input type="checkbox"/>		
High or Low – Blood Pressure	<input type="checkbox"/>			Heart Condition	<input type="checkbox"/>		
Back Problems	<input type="checkbox"/>			Jaundice	<input type="checkbox"/>		
Stomach, Intestinal, Gallbladder Trouble	<input type="checkbox"/>			Disease or Injury of Joints	<input type="checkbox"/>		
List All Operations:				Kidney Disorder	<input type="checkbox"/>		
List All Current Medications:				Allergy: Asthma	<input type="checkbox"/>		
				Hay Fever	<input type="checkbox"/>		
					<input type="checkbox"/>		

I hereby declare that I have no illnesses or emotional problems not discussed with my physician that will interfere with my enrollment in the program. I hereby grant permission for the information requested on this form to be released to the

_____ OF _____

Applicant's Signature

Date

PHYSICIAN PLEASE COMPLETE

REPORT OF HEALTH EVALUATION

BP Height Vision – Right 20/ Left 20/
Pulse Weight Corrected – Right 20/ Left 20/

ARE THERE ANY ABNORMALITIES?	YES	NO	DESCRIBE
1. Head, Ears, Nose, or Throat			
2. Respiratory			
3. Cardiovascular			
4. Gastrointestinal			
5. Hernia			
6. Eyes			
7. Genitourinary			
8. Musculoskeletal			
9. Metabolic/Endocrine			
10. Neuropsychiatric			
11. Skin			

HEPATITIS B	INFLUENZA	MMR	Tdap	VARICELLA	TB
+ Positive Titer -Negative Titer Attach lab result	Yearly Vaccine August – March	2 documented doses OR proven serologic immunity to all three	Booster as an adult within the last 10 years	2 documented doses OR proven serologic immunity	Skin Test (PPD) Mm induration (>10mm is +) OR IGRA + or –
Negative titer requires further evaluation		Attach copy of vaccine administration record OR attach lab result	Attach copy of vaccine administration record	Attach copy of vaccine administration record OR attach lab result	Attach copy of document PPD mm reading or IGRA lab result If positive* CXR attach report from radiology
Please refer to ISU screening recommendations for details about serologic immunity, vaccines, and *TB screening					

Is the patient now under treatment for any medical or emotional condition? Yes _____ No _____

Does this person have any limitations regarding lifting and moving of people and or equipment?

Yes _____ No _____

In your opinion, does this applicant have the mental and physical health to meet the requirements of being an active and successful student in the _____ Department as well as for being employed professionally following graduation? Yes _____ No _____

Comments:

Physician's Signature Date Address

Print Name Phone

XIII. Laboratory/Equipment Use Waiver



**Idaho State
University**

**College of
Technology**

Physical Therapist Assistant Program

As a student in the Physical Therapist Assistant program at Idaho State University, I give my consent to receive and to administer the following laboratory procedures including but not limited to the following:

- Physical Assessment:
 - Palpation
 - Manual Muscle Testing
 - Goniometry
 - Postural Assessment
 - Functional Mobility Training
 - Massage
 - Assessment of joints/soft tissues/vital signs
- Physical Therapy Modalities
 - Ultrasound
 - Electrical Stimulation
 - Traction
 - Compression
 - Hot/Cold Modalities
 - Hydro/Aquatic Therapy

Student's Name (Print)

Date

Student's Signature

Bengal ID Number

XIV. Clinical Education Assumption of Risk



**Idaho State
University**

**College of
Technology**

Physical Therapist Assistant Program

Participation in clinical education, including clinical simulations in didactic (classroom) settings, is required by professional accreditation standards for health sciences programs. Participation in such activities, including any placement in a healthcare facility or clinical site (including hospitals, clinics, pharmacies, or other such entities) for the purpose of clinical education entails certain risks, including the risk of exposure to infectious diseases and other personal injuries. Similarly, there exists some level of risk in didactic settings. While every effort will be made to minimize risks to students, staff, and faculty, the elimination of all such risks is beyond the control of the program or university. Vaccination for many infectious diseases, including COVID-19, may be required by a healthcare facility for placement in clinical education. If unvaccinated, restrictions upon student activities by the program or site may be imposed. Placement at certain healthcare facilities or sites may be contingent on vaccination status and requirements may change without advanced notice. Educational opportunities missed due to lack of vaccination may delay graduation and/or result in additional educational expenses.

I freely and voluntarily accept the health risks and potential facility requirements described above to complete my clinical educational requirements. I also understand that COVID-19 vaccination is recommended, but not required by Idaho State University. I understand that COVID-19 vaccination may be required by some health facilities or clinical sites to participate in certain aspects of clinical education. If I choose NOT to be vaccinated for COVID-19, I may be required to adhere to additional guidance based on CDC recommendations. Before engaging in clinical education, please read, initial, and sign the following:

Initials

____1. I will not participate in clinical education if I exhibit any signs/symptoms of infection, including but not limited to: runny nose, fever, cough, shortness of breath, head or body aches, sore throat, loss of smell, or nausea/vomiting/diarrhea. If I exhibit any of these signs/symptoms, I will notify the appropriate person(s) at my clinical site and my designated program contact person for instructions.

____2. If I am exposed to COVID-19, and NOT [up to date](#) on COVID-19 vaccinations, I will immediately notify the appropriate person(s) at my clinical site and my designated program contact person and may be required to quarantine. I understand that required quarantine time will need to be made up to complete program requirements.

____3. I will comply with masking and physical distancing requirements, including on lunch, breaks, or when occupying shared workspaces. I will wear facial coverings in accordance with CDC, program, and health facility policy.

____4. I will comply with clinical site policies related to facial covering/glove wearing and handwashing and disinfecting procedures before and after all patient encounters and at other times as specified. I will complete any required infection control or personal protective equipment (PPE) training by my program or the clinical facility.

____5. I will follow all infection control guidelines, policies, and procedures of the clinical facility, program, and/or university. Such guidelines are subject to change as more information becomes available.

____6. I recognize the dangers to myself and others of acquiring infectious diseases during clinical education, including the possibility of health-related consequences of such diseases. I recognize that vaccination for COVID-19 and other infectious diseases is recommended to decrease the risk of these consequences.

____7. I have the right to feel safe during clinical education. I have the ability to talk to my clinical instructor regarding any concerns I may have related to breaches in infection control measures or public health recommendations at any clinical education site.

____8. I recognize I have the right not to participate in clinical education because of potential risks to myself and/or members of my household. I recognize that any missed clinical education time due to lack of participation will need to be made up to complete program requirements and may delay my graduation.

____9. If I test positive for COVID-19, I will notify my program's clinical coordinator and follow their instructions.

____10. I will follow all ISU or health facility-related screening requirements.

11. Vaccination status. Please initial one of the following and provide dates if applicable:

____ I have been fully vaccinated* with an FDA-approved COVID-19 vaccine. **Date(s):** _____

____ I have been fully vaccinated* with an FDA-approved COVID-19 vaccines, including being up to date with the recommended boosters. **Date(s):** _____, _____, _____
, _____

____ I have not received an FDA-approved COVID-19 vaccine, but will be fully vaccinated* within 6 weeks.

____ I will not be receiving an FDA-approved COVID-19 vaccine.

**Fully vaccinated means that you have met the vaccine recommendations included on the CDC webpage which is kept [up to date](#).*

Documenting Exemptions:

Students may request an exemption to a clinical facility or site's vaccination requirement for valid medical or religious reasons. If a student chooses not to be vaccinated for a medical or religious reason and seeks an exemption from the vaccination requirement imposed by a clinical site, further documentation may be required by the site. Some sites may facilitate the religious exemption request themselves and the student will need to complete the site's appropriate form. Other sites may ask the university to help facilitate this process. Decisions to accept an exemption request are generally up to the clinical site.

Medical exemption requests: Students should work with the ISU Office of Disability Services for disability accommodations. Students can fill out a [Student Request for Services Form](#) or call (208) 282-3599 (Pocatello), (208) 373-1723 (Meridian), or email disabilityservices@isu.edu. Upon the conclusion of the accommodation process, the Office of Disability Services will email a letter to the student with the decision of the medical exemption request for submission to any requesting clinical site.

Religious exemption requests: Students should work with the Office of Equal Opportunity & Title IX for a religious exemption request by completing the [Religious Exemption Request Form](#). The Office of Equal Opportunity & Title IX will email a letter to the student with the decision of the religious exemption request for submission to any requesting clinical site. Students can reach the Office of Equal Opportunity & Title IX at (208) 282-3964 or email taysshir@isu.edu to request the form.

Opt-out Guidelines:

In general, satisfactory progression through professional curricula requires that students complete clinical and didactic course requirements in the semester in which they are enrolled. Programmatic requirements are based on professional accreditation standards and licensing board requirements, and include clinical education activities. Should a student be unable to complete requirements due to illness or CDC-recommended isolation/quarantine, make-up work may be allowed if congruent with programmatic or university policies for other medically-related absences. Should a student choose not to complete any course or program requirement related to clinical education, the student is responsible for contacting the course instructor and providing a rationale for "opting out." Opt-out policies may vary between programs; students should contact their individual programs for specifics on process. Delays in progression and/or graduation may occur due to quarantine time and/or if a student chooses to opt-out of any aspect of required coursework or clinical education.

Student Signature

Date

Student Printed Name

This assumption of risk is in effective for the course of the program of study or until a new document is signed, whichever is greater.

Updated 5/17/23 CTO

Reviewed by ISU General Counsel



XV. Clinical Education Informed Consent/Release \

This allows ISU to use and release a student's records for criminal background checks, drug screens, health screens, immunizations, and any other applicable reports

• I hereby authorize ISU, its qualified agents, and/or clinical facilities to receive, use, and disclose, in connection with the PTA Program, any applicable information, records, and reports, including, but not limited to, background check information, including copies of any of my past and present law enforcement records; drug screen reports; health histories and screens, immunizations, insurance, Social Security number traces for previous residencies, employment checks, Office of Inspector General (OIG) Sanctions Lists, General Services Administration's Excluded Parties Listing Systems (e.g. GSA/EPLS), violent sex offender and predator registry searches, applicable federal and state exclusion lists, US Treasury Office of Foreign Assets Control (OFAC) checks, and lists of specifically designated nationals. I agree to purchase an ISU approved background check from a designated third-party vendor for the purpose of assisting my Program and/or clinical facilities in evaluating my suitability for admission to the Program or participation in clinical internship and field experiences. The release of my personal information, records, and reports is expressly authorized.

• I understand that information contained in the background check or any additional records and reports may result in: 1) my being denied full admission to the Program and, consequently, dismissal from the Program; or 2) my being denied or dismissed from the field-based experience and, consequently, denied admission to or dismissal from the Program; or 3) my being denied a clinical internship assignment and, consequently, dismissal from the Program. I also understand that I will be afforded the opportunity to be heard before any such withdrawal from the Program.

• I understand that I have online access through the applicable vendor's website to view my background check results which is the same information that the Program receives for my background check. I understand that reasonable efforts will be made by ISU to protect the confidentiality of the information it receives. I further understand that the results of the background check and other reports may be reviewed by the following individuals and entities when evaluating my suitability, including, but not limited to, the applicable dean, chair, program, department, the Office of General Counsel, and clinical facilities.

• If adverse information is contained in my records and results, I understand that I can view my own records and results and may be asked to provide more information in writing to the Program. I understand that admission decisions made by the Program are not subject to appeal.

• I hereby give the Program permission to release my background report and any other records to facilities to which I am assigned for internship/practicum experiences prior to beginning the assignment and regardless of whether such facilities have required the background check or other reports. I understand facilities may refuse me access to their clients or patients based on information contained in

my records, background check, or other reports and that facilities' criteria may differ from that of the Program.

- I hereby release, hold harmless, and covenant not to sue the State of Idaho, Idaho State University, its agents, officers, governing board, and employees or clinical facilities from any liability or damage in providing and disclosing my background information or any other records. I agree that a photocopy or electronic version of this authorization may be accepted with the same authority as the original.
- I understand ISU is not responsible for the accuracy and content of the background check information provided by the third-party vendor or any other reports and I hereby further release, hold harmless, and covenant not to sue the State of Idaho, Idaho State University, its agents, officers, governing board, and employees from any and all claims, including, but not limited to, claims of defamation, invasion of privacy, wrongful dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of background information.
- I further understand that 1 - background checks, drug screens, additional reports, program admission, field experiences, and internship/practicum placements are subject to the policies and requirements of ISU, my Program, and/or clinical facilities; and 2 - I am responsible for all costs associated with this process.

By signing below, I acknowledge that I have carefully read this document and I understand and agree to its contents:

PRINTED NAME
(Student or Parent/Legal Guardian if under 18)

DATE

SIGNATURE

DATE OF BIRTH

WITNESS

DATE

Please print or type all names you have used in the past (use other side of page if necessary)

XVI. Authorization to Disclose Personally Identifiable Information from Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Idaho State University (ISU) is permitted to disclose personally identifiable information from a student's education record pursuant to that student's written authorization.

To Permit the Release of Information

I,

[Redacted Name]			
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First Name	Middle Initial	Last Name	Student ID#
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authorize ISU to disclose personally identifiable information to the following person(s):

1. _____

Name	Relationship
------	--------------

Address	Email
---------	-------

2. _____

Name	Relationship
------	--------------

Address	Email
---------	-------

I authorize the disclosure of personally identifiable information to the above-designated individual(s) over the phone, in person, by mail or by email specifically from the following records:

All Records Transcript Disciplinary Records Other (specify)

I understand I may revoke this Authorization at any time by providing written notice to ISU, as detailed below.

Student Signature

Date

To Revoke the Above Authorization Please send the following Notice to

I revoke any previous Authorization to release personally identifiable information from my education records to the following person:

Name _____

Student Signature

Date

XVII. Communicating in the Workplace

Proper Email Etiquette for Professionals

Additional rules for communicating in the workplace:

1. **Proofread your emails.**

The occasional spelling or grammar mistake is unavoidable. But if your emails are always littered with them, it is a problem: You look unprofessional and like you do not care about your job – not a good image to portray among colleagues.

2. **Check that the recipient's name is spelled correctly.**

Common names like Cathy or Sean can be spelled differently. Always check name spelling.

3. **Use emojis sparingly.**

It is far easier to say, "Do not use emojis – ever!" It saves you any trouble, even if it is okay to use emojis in certain circumstances. But realistically, this won't happen – and chances are you have probably already used them.

So here is a general take on emojis: If you use emojis in formal business emails, use the correct ones, use them sparingly, and use them only with people you know well.

4. **Don't send emails over the weekend.**

People need time to disconnect from work, so it's important to respect their time. Plus, you will want to set an example for how you want to be treated. If you do not want to receive emails about work during your Saturday afternoon barbecue, then don't send them to others off work hours **unless it is an emergency**. At which time, it should be followed by a phone call or text, so the person knows there is an email coming.

5. **Timing.**

Respond to emails promptly. In a perfect world, we respond to emails immediately. But busy schedules and cluttered inboxes means this is not always possible. A good rule to follow is to respond to emails within 12 hours. If you need more time to respond, let the person know you will get back to them at a later date.

Always acknowledge what the sender has sent and that the recipient received it.

6. **Remember to set out-of-office messages.**

Out-of-office messages are commonly used when people go on vacation. They also include a note informing people who they can contact for any urgent requests.

7. **Always be kind.**

Emails can be so easily forwarded to other people. Always be kind. If you are frustrated, take a moment, an hour, or however long before sending that email. Use words like "please" and "thank-you" and above all else, be kind.

Proper email etiquette will always be crucial because it orders our communication, improves efficiency, and makes us look professional. That is why we have rules like using proper salutations, replying promptly, and setting out-of-office replies.

XVIII. Health Occupations Department Professional Email Etiquette Policy

Etiquette rules for communicating in the workplace. Below are some useful tips to use in your emails for years to come!

1. **Email Response:** Don't respond to an email when you are emotional! Take a step back, compose yourself, get outside advice, or sleep on it. You'll come back refreshed and with a clear mind, ready to craft a balanced and professional email without the emotions attached.
2. **Salutation:** A salutation is a professional greeting such as *Dear Name*, *Greetings Name*.
 - Never use words like "hate", or such greetings as, "Hey", "Howdy" or other slang.
 - When choosing a salutation, consider the audience. Your greeting sets the tone for your email, so choose it wisely.
 - Do not use first name only with an individual in a position of authority unless invited to do so. For example, you would address the President of the ISU as *President Satterlee*.
3. **Subject Line:**
 - Make sure your subject line is clear. In the event you have no subject line, the other person may not answer your email, or may take a long time to reply.
 - Appropriate subject lines give the theme of the email and gives the receiver an idea of the importance of your email. Make subject line as specific as possible. Invest an extra minute in a specific subject line, and it may make the difference between being ignored and answered quickly.
 - Most professionals receive numerous e-mail messages each day, yet they may have little time to respond. Many people prioritize answering e-mails based on the subject line. A blank subject line is not useful to the reader.

Here are a few examples of ineffective and effective subject lines:

Ineffective Subject lines

Effective Subject Lines

Question	Question about Application for XXX
Request	Recommendation Letter Request
Sick	Missing work due to Illness
Meeting	Meeting with you for extra help with evaluations
Thank you	Thank you for your help in XXXX remediation
Late	Arriving late to work, arrive at 11:00am -1:00pm

Early	Leaving work at break 10:00am
-------	-------------------------------

4. The message: Follow a proper email format.

Keep it brief and to the point. It is wise to follow the correct email format:

- Subject line: describe what the email is about in a few words.
- Introduction: state purpose of the message, mention the recipient's name and add a proper greeting.
- Body: Write the main message and supply the necessary details. Always be courteous and kind. Use words such as, "Please" when asking for help and "Thank-you" when someone has given you the gift of their time. Always recognize when someone has taken time out of their day to help you.
- Conclusion: Close with a courteous statement. Include your name, surname, company name and sign-off.
- Avoid stream-of-consciousness messages. In other words, don't just write words as they come to you; read it from the recipient's perspective and edit accordingly before you click "send."

5. Tone of email:

a. **Watch your tone and be respectful. Here are some useful tips!**

Poor Tone: *"I tried to access the link to the XXXX database you recommended, but it won't go through! How am I supposed to complete this assignment?!"*

Professional Tone: *"Attached is the personal statement required for the XXXX application. I sent the personal information form and recommendations on May 4, so the submission should complete my file."*

Do not use phrases such as: "everyone is", "it's not just me". Emails should specifically address the question that **YOU** have. Please do not speak for everyone.

Do not use threatening language such as: "if this is not addressed I will go to the Dean/VP"

b. **When asking another faculty or staff member for a favor:**

Please remember that other faculty and staff have work to do, which takes priority. When you need some help or a favor from another faculty or staff, always ask first the other person, "Are you available on..." "Do you have time to help me with..."

c. **It is a good practice to acknowledge that you have received the email.**

"Thank you for your email." "Thank you for letting me know." "I will get back to you as soon as I can."

6. **Formatting and Other thoughts:**

- Use proper paragraphing or bullet points. Many writers make the mistake of lumping all the content of an e-mail message into one long paragraph. Short paragraphs or bullet points lend themselves well to skimming, a practice that most e-mail readers use.

- Add a space between paragraphs to provide a visual clue as to where a new message starts.
- Use Standard English. Text language is unacceptable.
 - Run a spell-check. In fact, consider writing important or lengthy messages in a word processing program. When you're satisfied with the draft, you can copy and paste it to the email program.
 - Make sure that any attachments you intend to send are truly attached. Also, refer to the attachment in the message itself to alert the reader to its presence.
 - E-mail is an excellent academic and professional tool you can use to your benefit. Extra time spent crafting effective e-mail messages is an investment in a practical and valuable communication skill.

**I acknowledge that I have read and understand the Email Etiquette Policy. If you have questions, please do not hesitate to seek clarification. **

Student Signature: _____

Date: _____

