

PHYSICAL THERAPIST ASSISTANT PROGRAM

ACADEMIC POLICIES

STUDENT HANDBOOK

**Fall 2021
Class of 2023**

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**SCHOOL OF APPLIED STUDIES
WASHBURN UNIVERSITY**

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**Physical Therapist Assistant Program
Student Handbook**

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August 3, 2021
To: Class of 2023

We are pleased to welcome you as the class of 2023 to the Physical Therapist Assistant Program at Washburn University. We look forward to meeting each of you in August as you begin your lifelong journey into the profession of physical therapy. We trust that all of you have enrolled in the appropriate coursework and have checked Washburn's Bookstore website to identify the required textbooks. Enclosed is a printout of textbooks for AL 170.

Orientation for the Physical Therapist Assistant Program at Washburn University will be held in **Petro 104 on Friday, August 20, 2021**. This is a **mandatory orientation meeting** for all accepted program students. Please plan to attend from 8:30am-12:00pm. We will spend the morning reviewing the program requirements and expectations as well as having time where you can meet the members of the class of 2022.

On the following page you will find a list of required equipment for the program. The items listed will be used throughout the 2-year program and may be stored in the classroom. The textbooks you purchase for AL 170 will also be used throughout the program in future courses. You do **NOT** need to bring your textbooks to orientation. ***Please make sure you label all supplies with your name.***

If you are a student with an identified learning disability, please contact Washburn University's student services at 670-1629 by August 8 in order to begin accommodations for fall semester. Please also forward this information on to Dr. Mark Kohls, Program Director of the Physical Therapist Assistant Program as soon as possible.

Estimated expenses for the program and anticipated due dates are as follows and need to be paid by the student at the designated times:

- **APTA & KPTA membership:** \$180 (\$90 membership due before orientation day and additional \$90 renewal fee after 1 year)
 - You can join APTA/KPTA by going to www.apta.org and clicking on the join/renew tab at the top of the page. This will redirect you to another page where you will need to click "Join or Renew Online". Before you are able to join, you must create a free APTA account. After logging in with your new account, sign up online for APTA membership as a physical therapist assistant student and select Kansas as your primary chapter. Payment for your membership can also be completed online and will include the APTA and KPTA dues (\$80+\$10 = total of \$90). This should be completed before orientation. This is a mandatory requirement of the PTA program. Contact Mark Kohls at mark.kohls@washburn.edu if you have questions.
- **Name Tag:** \$9.35 (Included in AL 170 Enrollment Fees)
- **Electronic CPI fee** \$50 (\$25 in this fall's semester enrollment fees, additional \$25 in next fall's semester enrollment fees)
- **Background Check** \$67 (Due during the spring semester of 1st year of program)
- **CPR Certification** \$35 (Spring semester of 1st year)
- **2- step TB test** \$12 (Summer semester)
- **Scorebuilders/PEAT Mock Exams:** \$115 (Due during the fall semester of 2nd year of program)

- **Medbridge Membership** \$60 (Due at the end of the fall semester of 1st year of program)
- **Immunizations** Variable depending on insurance and past immunization

PTA Program Equipment and Supplies

1. **Northcoast Medical Student PTA Kit.** This is the student kit designed specifically for the Washburn PTA program. This will be provided for you at orientation. The cost will be included in your AL 170 enrollment fees.
2. **A pair of shorts and tank top or sports bra** for lab activities.
3. **Khaki slacks or dark colored dress pants.**
4. You will be provided a locker such as the one below to store the supplies listed above. Each student is required to provide their own **lock** to secure their supplies.



We look forward to meeting with you at orientation. If you have any further questions, please do not hesitate to call me at 785-670-3069.

Sincerely,

Dr. Mark Kohls, DPT, ATC, Cert. MDT
Program Director
Physical Therapist Assistant Program
Washburn University
mark.kohls@washburn.edu

**Textbooks for Fall 2021
AL 170**

<u>Documentation for Physical Therapist Assistants</u> ISBN # 9780803661141	Cost: \$49.95	Bircher	5 th Edition
<u>Fundamentals of Physical Therapy Examination</u> ISBN# 9781284099621	Cost: \$99.95	Fruth	2 nd Edition
<u>Therapeutic Exercise: Foundations and Techniques</u> ISBN# 9780803658509	Cost: \$93.95	Kisner & Colby	7 th Edition
<u>Principles & Techniques of Patient Care</u> ISBN# 9780323445900	Cost: \$104.00	Fairchild	6 th Edition
<u>Physical Rehabilitation</u> ISBN#9780803661622	Cost: \$139.95	O'Sullivan	7 th Edition

**Please note the prices listed above are approximate for new textbooks at the Washburn bookstore and may be subject to change, fees, and taxes above and beyond the new book listing price. They are meant for an approximate cost calculation only. You are not required to purchase new books or purchase them from the Washburn bookstore.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

MISSION STATEMENT

The mission of the Physical Therapist Assistant Program is to offer a quality career oriented program allowing graduates to become credentialed Physical Therapist Assistants. To help students achieve this goal, the program is focused on providing excellence in teaching with high faculty-student interaction and enhanced educational experiences through relationships with community partners. By doing so, it allows students to realize their intellectual, academic, and professional potential so they can become lifelong learners who are responsible and productive members of the health care team and local community, state, and region.

The mission of the Physical Therapist Assistant Program will be accomplished when all graduates can:

1. Work under the supervision of a physical therapist in an ethical, legal, safe and effective manner.
2. Implement a comprehensive treatment plan according to the physical therapist plan of care.
3. Communicate regularly with supervising physical therapists about the patient's progress or adjustments made in treatment procedures in accordance with changes in patient status.
4. Perform appropriate assessments in measurement techniques within the knowledge and limits of practice to assist the supervising physical therapists in monitoring and modifying the plan of care.
5. Interact with patients and families in a manner which provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
6. Participate in the teaching of other health care providers, patients, and families.
7. Document relevant aspects of patient treatment and participate in discharge planning and follow up care.
8. Demonstrate effective written, oral and nonverbal communication with patients and their families, colleagues, health care providers and the public.
9. Understand 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.
10. Practice professional development through reading and interpreting professional literature, participation in professional organizations and attendance at continuing education programs.

Updated 7/25/2016

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

PHILOSOPHY STATEMENT

The Physical Therapist Assistant Program at Washburn University should provide the education necessary for the completion of an Associate of Science degree. The program should also enable the student to acquire the knowledge and develop the skills necessary for the graduate to function effectively as a Physical Therapist Assistant and to be a contributing member of any physical therapy service.

The Physical Therapist Assistant Program, as an integral part of a major urban university, is based on the dual philosophy that students must not only learn the skills and techniques required in today's physical therapy services, but also the broad background and knowledge which is implied in an associate degree. This philosophy is put into practice by a curriculum which combines general education, science core courses, and physical therapy courses.

The general goals of the program for each student and the minimal number of competencies each student will develop have been outlined by the Commission on Accreditation in Physical Therapy Education.

Upon completion of this program, the Physical Therapist Assistant student, under the direction and supervision of a Physical Therapist, will be able to demonstrate competency in the following areas:

Ethics, Values and Responsibilities

7D1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations.

7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.

7D4 Perform duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.

7D5 Perform duties in a manner consistent with APTA's Values Based Behaviors for the Physical Therapist Assistant.

7D6 Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.

7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.

7D8 Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all work-related activities.

7D9 Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist.

7D10 Identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance.

7D11 Identify and integrate appropriate evidence based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist.

7D12 Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel.

7D13 Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.

7D14 Identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

Patient/Client Management

7D15 Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change).

7D16 Use the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.

Plan of Care

7D17 Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.

7D18 Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.

7D19 Monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications.

7D20 Report any changes in patient/client status or progress to the supervising physical therapist.

7D21 Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

7D22 Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.

Intervention

7D23 Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:

- a. Airway Clearance Techniques: breathing exercises, coughing techniques and secretion mobilization**
- b. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices**
- c. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies**
- d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life**
- e. Manual Therapy Techniques: passive range of motion and therapeutic massage**
- f. Motor Function Training (balance, gait, etc.)**
- g. Patient/Client Education**
- h. Therapeutic Exercise**
- i. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal**

Test and Measures

7D24 Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during and after interventions) for the following areas:

- a. Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise)**
- b. Anthropometrical Characteristics: measurements of height, weight, length and girth**
- c. Mental Functions: detect changes in a patient's state of arousal, mentation and cognition)**
- d. Assistive Technology: identify the individual's and caregiver's ability to care for the device; recognize**

- changes in skin condition and safety factors while using devices and equipment
- e. **Gait, Locomotion, and Balance:** determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility
 - f. **Integumentary Integrity:** detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue
 - g. **Joint Integrity and Mobility:** detect normal and abnormal joint movement
 - h. **Muscle Performance:** measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone
 - i. **Neuromotor Development:** detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions
 - j. **Pain:** administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations
 - k. **Posture:** determine normal and abnormal alignment of trunk and extremities at rest and during activities
 - l. **Range of Motion:** measure functional range of motion and measure range of motion using an appropriate measurement device
 - m. **Self-Care and Civic, Community, Domestic, Education, Social and Work Life:** inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others
 - n. **Ventilation, Respiration and Circulation:** detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics

Documentation

7D25 Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

Safety

7D26 Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.

Participation in Health Care Environment

7D27 Contribute to efforts to increase patient and healthcare provider safety.

7D28 Participate in the provision of patient-centered interprofessional collaborative care.

7D29 Participate in performance improvement activities (quality assurance).

Practice Management

7D30 Describe aspects of organizational planning and operation of the physical therapy service.

7D31 Describe accurate and timely information for billing and payment purposes.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

PROGRAM GOALS

1. Graduates will demonstrate the ability to work under the supervision of a physical therapist in an ethical, legal, safe, and effective manner.
2. Graduates will demonstrate the ability to continue personal and professional development through opportunities of lifelong learning.
3. Faculty will be the model of contemporary clinical expertise and professionalism through professional development and/or engagement in the profession of physical therapy.
4. The program will maintain a meaningful, viable curriculum that is flexible and meets the needs of the students and the regional physical therapy community.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

ROLE AND SCOPE STATEMENT

ROLE:

The Physical Therapist Assistant Program at Washburn University should provide the education necessary for the completion of an Associate of Science Degree. The program should enable the student to acquire the knowledge and develop the skills necessary for the graduate to successfully complete the NPTE Board Examination and function effectively as a Physical Therapist Assistant, as well as to become a contributing member of any Physical Therapy service.

It is the responsibility of the PTA program director and faculty to educate students to a level that enables safe, effective, and efficient participation in the delivery of skilled health care services to the community. The faculty, in conjunction with a professional advisory board, clinical instructors, and guest lecturers with specialized training in treatment principles provide program cohesiveness between the university and the community. The PTA program relies on the American Physical Therapy Association as a guide toward achieving the standards for program accreditation.

SCOPE:

The Physical Therapist Assistant Program, as an integral part of a major urban university, is based on the dual philosophy that the students must not only learn the skills and techniques required in today's physical therapy service, but also the broad background and knowledge which is implicit in an associate of science degree. The student has an obligation to assume a responsible role in society and develop a concern for his/her fellow person.

This philosophy is put into practice by a curriculum which combines the general education of basic science, humanities and social science with specific clinical science courses, physical therapy skilled procedures and application of that knowledge and skill in a clinical setting. Upon completion of this program, the student is eligible to take a state examination to become a Certified Physical Therapist Assistant.

OBJECTIVES:

- I. Graduates should be able to:
 - A. Function as a provider of health care services, once the graduate passes the NPTE Board Examination, within the scope of physical therapy practice.
 - B. Demonstrate all competency skills learned in the AS degree program in a safe, effective, and efficient manner.
 - C. Locate opportunities to continue the development of personal and professional qualities toward lifelong learning.
 - D. Remain sensitive to the needs of each individual encountered, taking into consideration cultural awareness and development of cultural competence.
 - E. Remain flexible toward new developments in physical therapy as well as be aware of the changing health needs of society as a whole through reading, research in primary physical therapy journals, and participation in continuing education.
 - F. Successfully complete the NPTE Board Examination.

- II. The program should be able to:
 - A. Provide academically and clinically qualified faculty.
 - B. Maintain good communication channels among clinical faculty and university faculty who are providing selective education for the students.
 - C. Provide follow up and feedback on graduates working in the career field.
 - D. Serve as a resource center for individuals in the profession and general community.

- III. The University should be able to:
 - A. Improve recruitment by maintaining a sound program.
 - B. Provide faculty with professional and clinical development.
 - C. Provide continuing education opportunities and programs for graduates.
 - D. Support and maintain high accreditation standards as well as encourage progression within the program.
 - E. Provide community with competent, reliable PTA's.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

REQUIREMENTS FOR ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT

1. A minimum of 70* credit hours required to complete the PTA Program. (*If BI 275 & BI 230 are taken at Washburn, then 5 credits of BI 100 & 101 are needed as prerequisites and can be taken in the summer session prior to beginning the PTA program major coursework.)
2. Three hours of English Composition.
 - a. To meet the English composition requirements, students must take English 101 during the Freshman year. If, in the judgment of the English Department, the student needs to develop basic writing skills before attempting English 101, the student will be transferred to English 100 on a pass/fail basis. English 100 will not count toward the completion of the Humanities General Education requirement.
 - b. Candidates for the degree must earn at least a C in Freshman Composition.
4. Three hours of MA 112 or MA 116 with a grade of C or better. This requirement will be waived if the student demonstrates appropriate competency as determined by the Mathematics and Statistics Department. Any mathematics course taken to satisfy this requirement may also be used to meet the distribution requirements for Math and Natural Sciences.
5. For the associate of science degree a student must complete a minimum of 3 hours from Arts and Humanities, minimum of six hours in Natural Sciences and Mathematics (which includes the University math requirement), and a minimum of three hours in the Social Sciences. Distribution of the remaining hours will be determined by the department/program. A student must have a total of 18 hours of general education from the distribution groups for the associate of science degree. Where an associate degree specifies two or more courses in a distribution grouping, at least two of those courses must be taken in different disciplines within the grouping. Please refer to page 90 in the Washburn University Catalog 2017-2018 for General Education Requirements. The individual student should check with the major department; in many cases, as correlated areas required by the major department will fill some of the general education requirements.
6. A cumulative grade average of at least C (2.0 grade point) is required to stay enrolled in the PTA Program.
7. To count toward a major, minor, or required correlate areas, work must be of a C grade or higher.
8. A minimum of twenty-four credit hours must be completed at Washburn University. Of these, at least 12 of the last twenty-four credit hours must also be from Washburn University.
9. Forty-two hours must be graded.

10. Pass/Fail option cannot be taken in the major department or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's Office.
11. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled, or if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.
12. Students must file an Application for Degree form for Associate of Science in the Physical Therapist Assistant Program. The application for degree is completed online and instructions are sent by the university. The form should be filed in September, for Fall graduates and in February for Spring and Summer graduates. Students are responsible for obtaining the application and filing application in order to graduate from the PTA program.

**PHYSICAL THERAPIST ASSISTANT PROGRAM
WASHBURN UNIVERSITY**

I. GENERAL ACADEMIC REQUIREMENTS

- A. Please refer to the Washburn University catalog for policies and procedures governing degree requirements for an Associate of Science degree and standards regarding academic deficiencies. Two requirements will be specifically noted:
1. To count a grade toward a major, minor or required correlation, work must be of C grade or better.
 2. Pass/fail option cannot be taken in the major department or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's Office.
- B. Upon admission into the PTA program, all PT core courses must be taken sequentially. In addition, Human Anatomy and Lab must be completed by the end of Fall Semester of Year 1 in the Program and Anatomical Kinesiology must be completed by the end of Spring Semester of Year 1 in the Program.
- C. Students receiving below a "C" in a required major PT core course and/or clinical course are no longer eligible to continue in the program. This includes students who fail to complete a portion of a course and receive a grade of "Incomplete" for a PT core course and/or Clinical course. Students have the option of reapplying for program admission prior to February 1 of each year.
- D. Students receiving below a "C" in required related/correlate courses must repeat that course but may remain in the program with the consent of the Program Director and the Dean, depending on the placement in the curriculum and other factors.
- E. Comprehensive Exam: A comprehensive exam will be given in the fifth semester in AL 273 Physical Therapy Issues. Students must score a passing grade of 76% or better on the comprehensive exam in order to pass AL 273 within three attempts in order to graduate from the program. If a student does not pass the comprehensive final exam on the first or second attempt, a third opportunity will be given. However, the first score will be used in calculating the course grade. The subsequent attempts are only used to determine the student's status in AL 273, which also directly reflects graduation status. If the final exam is failed on the third attempt, the student will receive a failing grade for AL 273 and will not be able to continue in the PTA program.
- F. If, for any reason, the student wishes to leave the PTA program permanently, the official withdrawal form must be completed and submitted to the Director of the PTA program citing reasons for departure with the understanding that application for readmission into the program is necessary.
- G. Students who have been admitted into the PTA program and have successfully completed PTA courses previously will be required to retake all core courses and receive a "C" or better in each course to ensure that all material is contemporary and provided in the proper sequential order.
- H. Failure of a clinical education experience may require the student to complete a remediation process including another experience of comparable duration at a facility assigned by the DCE based on availability of required clinical type. Failure of a second clinical education experience or unsuccessful completion of a remedial clinical experience will result in dismissal from the program.

SAMPLE CURRICULUM

Summer Session (5 credits)

***BI 100 Introduction to Biology (3)

***BI 101 Intro to Biology Lab (2)

First Semester (17 Credit hours)

AL 170 Physical Therapy Procedures (3)

BI 275 Human Anatomy & Lab (4)

AL 101 Foundations in Healthcare (3)

EN 101 Freshman Composition (3)

IL 170 Library Research Strategies (1)

WU 101 (3)

Second Semester (15 Credit Hours)

AL 171 Musculoskeletal Assessment in Physical Therapy (3)

AL 261 Therapeutic Modalities in Physical Therapy (3)

BI 230 Intro to Human Physiology (3)

KN 321 Anatomical Kinesiology (3)

AL 320 Human Disease (3)

Third Semester (7 credit hours: summer semester)

AL 264 Clinical Affiliation I (3)

AL 268 Integumentary Assessment in Physical Therapy (2)

AL 271 Health Policy and Systems in Physical Therapy (2)

Fourth Semester (13 credit hours)

AL 186 Cardiopulmonary Assessment in Allied Health (2)

AL 265 Applied Neurophysiology (3)

AL 272 Current Rehab Techniques in Physical Therapy (2)

Humanities (3)

Social Science (3)

Fifth Semester (13 credit hours)

AL 279 Physical Therapy Clinical II (6)

AL 273 Physical Therapy Issues (1)

MA 112 Essential Mathematics OR College Algebra MA 116 (3)

Humanities (3) ONLINE

Total of 70 credit hours

*** Please note, if you are taking Human Anatomy OR Human Physiology from Washburn University, the required prerequisite is BI 100 & 101 Introduction to Biology and Lab and must be taken in the summer session prior to beginning the PTA Program.

COURSE DESCRIPTIONS

AL 170 Physical Therapy Procedures

3 hours

This class features the development of early Physical Therapy skills and the understanding of basic procedures. Specific emphasis is placed on range of motion, measurement of range of motion, therapeutic exercise basics, aseptic and isolation techniques, proper bed positioning, massage, transfers, wheelchair management, architectural barriers, locomotion training, documentation, vital signs and safety. All skills are reinforced and practiced in supervised scheduled laboratories and open lab sessions. *Prerequisite:* Admittance into PTA program

AL 171 Musculoskeletal Assessment in Physical Therapy

3 hours

This course follows AL 170 PT Procedures in the curriculum sequence and is designed to provide the Physical Therapist Assistant student with a foundation for musculoskeletal assessment and treatment. Emphasis is on orthopedic physical therapy assessment, including manual muscle testing, cranial nerve testing, dermatomal and myotomal assessment, special tests, joint mobilization theory, therapeutic exercise, motor control theory, clinical decision making according to the Physical Therapist plan of care, identification of red flags, specific orthopedic protocols and implementation of specific physical therapy programs for various rehab clients. *Prerequisites:* AL 170 and concurrent enrollment in AL 261

AL 186 Cardiopulmonary Assessment in Allied Health

2 hours

This course is for Allied Health students and is designed to provide the student with an understanding of the cardiopulmonary systems. Areas of study will include a review and assessment of the anatomy and physiology of the pulmonary, cardiac, and renal systems. *Prerequisites:* Successful completion of AL 264, AL 268, AL 271 and concurrent enrollment in AL 265 and AL 272.

AL 261 Therapeutic Modalities in Physical Therapy

3 hours

This course follows AL 170 Physical Therapy Procedures I in the curriculum sequence and is designed to provide the student with a foundation for the use of therapeutic modalities. This course includes instruction on the various modalities of heat, cold, electrical stimulation, hydrotherapy, diathermy, ultrasound, traction, ultraviolet / infrared light and other physical agent modalities and treatments. *Prerequisites:* AL 170 and concurrent enrollment in AL 171.

AL 264 Physical Therapy Clinical I and Lab*

3 hours

This course involves observation and supervised hands-on treatment of various types of patients in different clinical settings with the practicum of skills learned in AL 170 - Procedures I, AL 171 - Musculoskeletal Assessment in PT and AL 261 Therapeutic Modalities in PT. This course will include ongoing communication between the clinical instructor (CI), the student and the academic coordinator. The student is given the opportunity to work with a variety of patients and to begin developing competence as a medical team member. The student also attends 6 Clinical Labs prior to the start of the Clinical Rotation to further develop his/her skill with patients and department procedures. *Prerequisites:* AL 261, AL 171 and concurrent enrollment in AL 268 and AL 271.

AL 265 Applied Neurophysiology**3 hours**

This lecture/lab course is designed to provide the physical therapist assistant student with a foundation in applied neurophysiology concepts and common neurologic disease processes, physical therapy assessment and intervention techniques. This includes, but is not limited to, specific assessment and treatment techniques for patients in special populations, such as spinal cord injury, pediatrics, traumatic head injury, cerebrovascular accidents, as well as other neurological or cardiovascular disorders. *Prerequisites:* AL 264, AL 268, AL 271 and concurrent enrollment in AL 272 and AL 186.

AL 268 Integumentary Assessment in Physical Therapy**2 hours**

Therapy management of various wounds and integumentary disorders. Specific emphasis will be placed on proper identification/staging of wounds, assessment and measurement, treatment protocols including selection of proper debridement techniques and dressings, along with other topics regarding integumentary assessment and wound care. *Prerequisites:* AL 261, AL 171 and concurrent enrollment in AL 264 and AL 271.

AL 271 Health Policy and Systems in Physical Therapy**2 hours**

This course emphasizes professional aspects of the Physical Therapist Assistant. Included in that realm are topics such as professional behavior with colleagues and patients, health care history, policy, and systems, reimbursement guidelines, legislative issues, continuing education and plan for professional advancement, code of ethics, cultural sensitivity and competence, current developments in Physical Therapy, professional relationships, research, evidence based practice, employment, etc. The course is designed to broaden the students understanding of professional responsibility and motivate them toward personal improvement, commitment, and continuing competence in the Physical Therapy profession. *Prerequisites:* AL 171, AL 261 and concurrent enrollment in AL 264 and AL 268.

AL 272 Current Rehab Techniques in Physical Therapy**2 hours**

This course emphasizes the characteristics, clinical problems and physical therapy treatment of various rehabilitation patients, including the physical, psychological, sexual and vocational problems encountered. Specialized areas of Physical Therapy such as aquatics, geriatrics, oncology, women's health issues, prosthetics/orthotics, sports physical therapy & pediatrics are included in this course. *Prerequisites:* AL 264, AL 268, AL 271 and concurrent enrollment in AL 186 and AL 265.

AL 273 Physical Therapy Issues**1 hour**

In consultation with a faculty member, the student is assigned for intensive study a specific area of concern related to physical therapy. This may include intensive reading and the preparation of patient and/or practitioner educational materials related to the subject. This will give the student an opportunity to develop an area or topic of expertise by exploring various avenues of information and compiling those into one document. During this course the student will also be reviewing for the Program Comprehensive Final to be given during the second to third week of the spring semester. *Prerequisites:* AL 186, AL 265, AL 272 and concurrent enrollment in AL 279.

AL 279 Clinical II/III**6 hours**

This course is clinical in nature and consists of two 6-week clinical affiliations following the completion of all didactic course work. The student will be involved in practicing Physical Therapist Assistant skills in an assigned healthcare facility. The course will entail either on-site or phone/skype communication between the clinical instructor, the student and the academic coordinator at least once during each rotation. The student is given the opportunity to practice advanced applications with direct supervision on a variety of patients and to develop competence as a full-time member of the medical team. *Prerequisites:* AL 265, AL 272, AL 186 and concurrent enrollment in AL 273.

**WASHBURN UNIVERSITY
PHYSICAL THERAPIST ASSISTANT PROGRAM**

DEGREE REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE

REQUIRED MAJOR COURSES	CREDIT HOURS
AL 170 Physical Therapy Procedures	3
AL 171 Musculoskeletal Assessment in Physical Therapy	3
AL 186 Cardiopulmonary Assessment in Physical Therapy	2
AL 261 Therapeutic Modalities in Physical Therapy	3
AL 264 Physical Therapy Clinical I	3
AL 265 Applied Neurophysiology	3
AL 268 Integumentary Assessment in Physical Therapy	2
AL 271 Health Policy and Systems in Physical Therapy	2
AL 272 Current Rehab Techniques in Physical Therapy	2
AL 273 Physical Therapy Issues	1
AL 279 Physical Therapy Clinical II/III	<u>6</u>
	30
 CORRELATE COURSES	
BI 275 Human Anatomy and Lab	4
BI 230 Intro to Human Physiology	3
KN 321 Anatomical Kinesiology	3
AL 101 Foundations of Health Care	3
AL 320 Human Disease	3
IL 170 Library Research Strategies	<u>1</u>
	17
 PREREQUISITES (WU requirement for Washburn University Anatomy & Physiology only)	
BI 100 Intro to Biology	3
BI 101 Intro to Biology Lab	<u>2</u>
	5
 UNIVERSITY REQUIREMENTS	
EN 101 Freshman Composition	3
WU 101 The Washburn Experience	3
MA 112 or 116 Exploring Mathematics or College Algebra	<u>3</u>
	9
 GENERAL EDUCATION REQUIREMENTS (18 total credits required) *	
Natural Science	6
Social Science Electives	3
Humanities Electives	<u>3</u>
	12
TOTAL	70

* Natural Science hours are obtained secondary to program correlate course requirements and the University MA 112 or College Algebra requirement.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Transfer Credit Policy

The Program follows the Institutional transfer policy in the Undergraduate Catalog for general education credit. Any student wishing to transfer into the Program with previously earned PT/PTA credits must complete all courses to ensure that all material is contemporary and provided in the proper sequential order per the General Academic Requirements. Transfer of correlate course credit may be approved by the Program Director or DCE and will be determined using the transfer course syllabus to ensure consistent course content and objectives. The PTA Program reserves the right to accept or reject any and all credits previously earned at other institutions in regards to credits applied toward the Washburn PTA degree.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Nondiscrimination Policy

Washburn University is committed to providing an environment for individuals to pursue educational and employment opportunities free from discrimination and/or harassment. The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. Each unit within the University is charged with conducting its programs and activities in accordance with the University's commitment to equal opportunity for all.

Equal Educational Opportunity

Equal educational opportunity includes, but is not limited to, admissions, recruitment, extracurricular programs and activities, counseling and testing, financial aid, health services, and employment.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Policy: Consensual and Familial Relationships

Purpose: In order to maintain the Program's high standards of integrity and excellence in its academic and working environments, consistent with the WU Board of Regents Policy, these regulations and procedures set out the expectations and responsibilities regarding consensual and familial relationships in the Washburn PTA program. Not reporting consensual or familial relationships poses a significant risk to the program, therefore, it is necessary the program receive notification of consensual or familial relationships covered by this policy to prevent conflicts of interest, favoritism, and exploitation.

Implementation Date: July 16, 2019

Revised:

Procedure:

1. Definitions

- a. **Consensual Relationship** shall mean any amorous or romantic relationship, including but not limited to sexual and dating relationships, or other close personal relationship the nature of which could adversely affect a student's impartiality. This includes a past amorous or romantic relationship that does not currently exist.
- b. **Familial Relationship** any relationship between a student and a faculty member within the Washburn Community or at a facility based on kinship or based on an individual's status as a household member or ward of an employee.
 - i. Kinship means a spouse, parent, child, or sibling; a sibling, as denoted by the prefix "half"; a parent, child, or sibling as denoted by the prefix "step"; a foster child; a nephew, niece, uncle, or aunt; any parent or child of a preceding or subsequent generation, as denoted by the prefix of "grand" or "great"; or, a parent, child, or sibling related by marriage as denoted by the suffix "in-law."
- c. **Supervisor:** a person who teaches, manages, supervises, advises, coaches, or evaluates in any way the student and/or:
 - i. Has a position of authority or otherwise has the ability to influence decisions with regard to student in the learning or working environment.
 1. **Position of authority** - A position of greater authority is one that has responsibility for or influence over admitting, educating, assigning, evaluating or advising a student. Persons in positions of authority could include faculty and clinical instructors. For instance, a faculty member or clinical instructor will always be treated as having such a power differential if the student is in an educational experience where the faculty member or clinical instructor has evaluative authority such as in assigning grades.
 - ii. Supervisory relationships may be formal or informal.

2. **Prohibited Consensual Relationships** Considering the potential for exploitation or the appearance of exploitation or favoritism and the inherent differential in authority, the following consensual relationships, even if a single interaction, are prohibited.
 - a. Between students and their educators, advisors, supervisors, and others holding Positions of Authority over them. The program prohibits any Employee or affiliate of the University from entering into a consensual relationship with any student currently enrolled at the University whom they teach, manage, supervise, advise, or evaluate in any way.
3. **Reporting Alleged Violations:** Any Employee who is notified, or becomes aware of, an alleged violation of this has an obligation to report it immediately to the Program Director and/or Director of Human Resources
 - a. In situations where an individual joins the Washburn community and has either a past or pre-existing consensual or familial relationship with another member of the Washburn community, and one of the persons is a student and one person is a Supervisor over the other, then the Supervisor shall report the relationship to the Director of Human Resources or send an email to cfrelationships@washburn.edu.
 - i. If a student would like to report the past or pre-existing relationship for their protection, the student may report the relationship to a Supervisor other than the person in the relationship or to the Vice-President for Student Life.
 - b. **Cooperate with Mitigation Plan.** All parties involved in a relationship that requires reporting under this Section shall cooperate with the appropriate persons to develop a Mitigation Plan as outlined in the University Policies, Regulations and Procedures Manual (Section 5.4)
 - c. **Notification to Director of Human Resources.** Any person who is not the Director of Human Resources who receives a notification of a consensual or familial relationship pursuant to this policy shall immediately report the information received to the Director of Human Resources.
4. Further dealing with consensual and familial relationships will follow University Policy and Procedures and can be found in the Recruitment and Employment Section of the Washburn University Policies, Regulations, and Procedures Manual (B.5) <https://washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/B.%20Recruitment-EmploymentRegs.pdf>

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Grievance/Complaint Policy & Procedure

1. If informal complaints regarding the PTA Program or faculty are directed to the PTA Program Director and are not addressed in a manner which resolves the issue, affiliated members of the PTA Program (Students, faculty, clinical faculty, and community members) may make a formal complaint through University pathways located at Washburn University's Statements and Disclosures using the link <https://washburn.edu/statements-disclosures/equal-opportunity/how-to-file-a-complaint.html>. The process of filing and the handling of complaints can also be found in the non-discrimination regulation and procedure in the University Undergraduate Catalog, pages 8-19. Formal complaints about the Program may also be made to the Commission on Accreditation in Physical Therapy Education (CAPTE) using the link <http://www.capteonline.org/Complaints/>.
2. A suggestion and/or complaint may be informally made by filing the "PTA Program Complaint/Suggestion form", which is located in the secretary's office in Benton Hall 107 and can be turned in to PTA Program Director or through the secretary's office. Informal suggestions and/or complaints will be considered by PTA Program Director and Core Faculty.
3. Retaliation against any person is prohibited under this policy and may result in sanctions or other disciplinary action. Retaliation is any attempted or completed adverse action taken against someone because he/she filed a complaint under this Policy, participated in the resolution of a complaint under this Policy, or opposed policies or practices he/she reasonably believed are discriminatory under this Policy.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
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Absenteeism/Tardiness Policy

Regular, prompt attendance is required in all didactic, laboratory and clinical classes.

Academic:

If absence is unavoidable, the instructor must be notified by a telephone call to the instructor's office phone and an e-mail prior to the start of the class. If notification is not received, this will reflect an unexcused absence. Each unexcused absence will be dealt with on an individual basis. Excessive absenteeism will result in a scheduled meeting with the student and the Program Director. Verbal warning will be given initially. If behavior does not improve, probation or dismissal may be the resultant action.

If tardiness is unavoidable, the instructor must be notified in advance and approval given. Tardiness is not a tolerable trait and if deemed excessive by the instructor, the student may be scheduled to meet with the Program Director. Probation or dismissal from the program may occur.

STUDENTS ARE RESPONSIBLE FOR THE MATERIAL THAT WAS COVERED WHEN ABSENT AND FOR MAKING UP EACH HOUR OF LAB THAT WAS MISSED. IF AN EXAM, QUIZ, COMPETENCY, ASSIGNMENT, OR ORAL REPORT IS DUE ON AN UNEXCUSED ABSENCE DAY, A GRADE OF "0" WILL BE RECORDED FOR THAT PROJECT.

If you anticipate missing a scheduled examination class period, you must make prior arrangements to take an early exam with the approval of the instructor.

Clinical:

Please refer to appropriate pages within the program Clinical Handbook.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Student Evaluations

Students are evaluated on the basis of written examinations, quizzes, case study presentations, practical examinations/skills checks and the APTA Clinical Performance Evaluation (CPI).

The components of student evaluation include, but are not limited to:

1. Periodic written examinations in each Physical Therapist Assistant course.
2. Periodic video practical competency examinations with ability noted on the “Skills Check List.”
3. Practical clinical skills are noted on “APTA Clinical Performance Evaluation (CPI)” Forms with Clinical Instructors giving students constant verbal, written and/or demonstration feedback as necessary.
4. Clinical Instructors providing scheduled evaluations to relay student progress or lack of.
5. Feedback between the Clinical Instructor and the Director of Clinical Education regarding student performance in the clinic.
6. Case Study participation, evidence based practice literature reviews, research papers, and oral presentations.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

PTA Program Retention Policy & Procedure

1. The PTA Program makes every attempt to assist and guide PTA Program students toward academic and clinical success. Students are expected to perform, at a minimum, the accepted standards for the PTA Program requirements, including but not limited to: (1) Passing of each written examination with 76% or greater in all core coursework where indicated (2) Maintaining a 76% average for examinations in each course unless the course has only one exam given (3) Passing of each clinical competency with 76% or greater AND passing all critical indicators (4) Performing clinical duties in a professional manner, which is safe, ethical, and legal. (5) Passing the Comprehensive Clinical Competency in AL 279 (6) Passing the Comprehensive Written Examination in AL 273 with 76% or greater.
2. If a student fails to perform in any one of these areas, an immediate notification is made to the student by the faculty member teaching the course and/or clinical instructor and the PTA Program Director is notified of potential academic problems. Students are notified of academic “danger” areas and are given guidance toward study skills and remediation. Students are given the option of visiting with Student Services and the option of receiving assistance through the Counseling and Testing Center. A meeting with the PTA Program Director and/or core faculty member may be necessary in some cases to clarify goals.
3. Students who fail to receive a passing grade for a PTA Program core course will not be allowed to continue in the PTA Program. However, a student may choose to reapply for the following academic year. Reapplication to the PTA Program does not automatically indicate reacceptance into the program. Admissions are competitive and students will be treated equally according to the admissions applicant scoring for that particular year.
4. Students receiving a failing grade in another academic course, including correlate courses may be allowed to retake the course failed if retaking the course does not interfere with the normal sequence of coursework in the PTA Program.

PHYSICAL THERAPIST ASSISTANT PROGRAM
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School of Applied Studies

Fire and Tornado Policy & Procedure

Fire and tornado drill instructions will be posted on the back of at least one classroom door and students will be required to review the fire and tornado instructions during orientation with the core faculty. Students will be required to sign a statement indicating they have read and understand the fire and tornado instructions for the PTA Classroom and Laboratory during orientation. Reminders to review the fire/tornado drill instructions will be provided at the beginning of each semester.

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Social Media Policy

Social Media can provide students with an opportunity to collaborate and communicate in various, and many times, beneficial and effective means. For program purposes, social media can be defined, but not limited to the following: texting, blogs, emails, eLearn communications, and proprietary platforms such as Twitter, LinkedIn, Facebook, YouTube, TikTok, Vine, Tumblr, Instagram, Snapchat, etc. Web content is by definition public information and as such no confidential or personally identifying patient information will be published at any time. Postings on these networks that exude any unprofessional behavior should be avoided as it may reflect negatively on the University, the program, and also the profession that a student represents. In addition, postings on these networks should also not reflect negatively on the clinical institution, clinical staff, or any individuals. Recent court decisions have upheld dismissal of students from academic programs where the actions could be deemed as materially disruptive to the education process, i.e. actions that could impact the future viability of the program, such as clinical sites being uncomfortable accepting students because of current behaviors.

It is important for students to understand that many state and national organizations providing licensure, certification, and registration have established policies and procedures regarding patient-confidentiality standards. Failure to protect patient privacy is considered an ethics infraction and may have an impact on one's future professional practice. Remember the following guidelines often referenced by others concerning the use of social media: be respectful, be careful, be responsible, and be accountable. What you post online is not personal and is almost always permanent.

Be aware that in many instances around the country, involving both employees and students, such communications are not discovered because the institution is lurking online trying to find these things, but eventually someone who gains access to the post tells someone who is connected to the institution and at that point, the institution and clinic program cannot ignore what is being posted.

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Student Focus Group Policy

Students who enter the PTA Program will be required to participate in Student Focus Groups, which will be scheduled at the beginning of the academic school year in August/September for returning second year students and during the week prior to graduation from the PTA Program for graduating students. Feedback on program resources, curriculum, faculty, textbooks, and other program quality assurance information will be addressed during student focus group meetings.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Faculty's Responsibilities to Students

- 1) Be on time for all classes and hold classes for the required scheduled periods of time. No class will be canceled without the permission of the Dean, School of Applied Studies.
- 2) Be prepared with significant lecture and/or discussion material and with well-organized lab procedures.
- 3) Remain in the classroom or laboratory at all times during the scheduled lecture or laboratory session, except in the case of an obvious emergency.
- 4) Prepare a syllabus for each class listing office hours, open lab hours (if appropriate), assignments, course outline, texts and related resource materials, course objectives and grading procedures.
- 5) Be fair and impartial in treatment of students.
- 6) Challenge students in their educational endeavors and demand the best performance possible.
- 7) Be available during scheduled open lab and office hours.
- 8) Be familiar with and adhere to all University policies and procedures.
- 9) Be familiar with and adhere to all policies and procedures of the School of Applied Studies.
- 10) Be familiar with and adhere to all the American Physical Therapy Association (APTA) accreditation guidelines.
- 11) Hold individual conferences with all accepted PTA students as necessary to discuss scheduling, student progress and problems in the classroom and in the clinic.
- 12) Attend all faculty council, general faculty and other University committee meetings appointed to the faculty by the School's Dean.
- 13) Make students aware of continuing education workshops and potential jobs offered throughout the United States.
- 14) Obtain literature, attend workshops and keep abreast of the latest developments in the practice of Physical Therapy.
- 15) Adhere to the Physical Therapy Code of Ethics.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Student Professional Membership Policy & Procedure

All PTA Program students, upon acceptance into the PTA Program and before fall orientation, are required to purchase membership into the American Physical Therapy Association and Kansas Physical Therapy Association. Students are required to renew and continue APTA/KPTA membership throughout the PTA Program as part of the professional association participation requirements for core coursework.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

PTA Student Professional Organization Attendance Policy

In the state of Kansas, Physical Therapist Assistants are required to participate in 20 hours of continuing education units every two years to maintain licensure. To help develop this skill, all PTA program students are required to obtain 10 hours of professional development activities prior to beginning AL 279. As part of these hours, each student is required to attend at least one professional organizational meeting. Examples of such meetings include: American Physical Therapy Association Combined Sections Meeting, Student Conclave, Annual Meeting or Kansas Physical Therapy Association Spring or Fall meetings. Other activities that can be considered for professional development include, but are not limited to, SIPEC meetings, PTA club speaker presentations, etc.

Students are required to submit proof of continuing education activities once hours are completed to the Director of Clinical Education during clinical preparation classes prior to beginning clinical rotations during AL 279. Any questions about qualifying activities should be directed toward the Director of Clinical Education.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Confidentiality

Pertaining to Student Confidentiality

1. A student file will be kept in the Physical Therapist Assistant Program Director's office for the purpose of reference as well as having personal information on hand in the event of an emergency. Student records and personal information will be kept in strict confidence by the Director and faculty of the PTA Program. Information about the student to outside parties will only be given out at the authorization of the student.
2. All clinical evaluation forms sent/given to the DCE by the SCCE's and/or CI's will be kept in strict confidence by the Director and faculty of the PTA Program.
3. The DCE will distribute student's academic standing and email information to clinical sites upon the site's request.
4. The student may be responsible for sharing contact information, immunization records, background checks and drug screenings upon each clinical site's request. The student will be required to fulfill all clinical site requests prior to attending a clinical rotation.

Pertaining to Classroom and Clinical Patient Information/Confidentiality

1. Students agree to keep all patient/client information confidential according to HIPAA Privacy laws.
2. Students who breach patient confidentiality in any manner, where sufficient evidence exists, may be dismissed from the PTA Program.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
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Academic Misconduct Policy

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes, but is not limited to, giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. Examples of academic actions intended either to prevent the continuation of an impropriety or to offset the advantage gained through an impropriety may include, but is not limited to, verbal warnings, collecting or voiding a student's examination/test/quiz/assignment, adjusting the grade in an examination/assignment, giving a failing grade to or granting no credit for the work submitted, giving the student an F for the course, and dismissal from the program. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Pregnancy Policy

According to the National Institute for Occupational Safety and Health (NIOSH) and the National Council of Radiation Protection (NCRP), control measures should be taken to avoid or reduce reproductive hazards in the pregnant female.

The following table lists chemical and other disease-causing (infectious) agents that have been shown to have harmful effect on pregnant women.

Agent	Observed Effects	Preventive Measures
Ionizing radiation	miscarriage, birth defects, low birth weight, developmental disorders	wrap-around apron, or front and back protection utilized
Strenuous physical labor	miscarriage late in pregnancy, premature delivery	decreased prolonged standing and heavy lifting
Cytomegalovirus (CMV)	birth defects, low birth weight, developmental disorders	good hygienic practices such as handwashing, gloves, gown, mask
Human parovirus B (Fifth Disease)	miscarriage	good hygienic practices such as handwashing, gloves, gown, mask
Rubella (German measles)	birth defects, low birth weight	vaccination before pregnancy if no prior immunity
Varicella - zoster virus (Chicken pox)	birth defects, low birth weight	vaccination before pregnancy if no prior immunity
Tuberculosis	congenital syndrome	annual testing, good hygienic practices such as handwashing, gloves, gown, mask
Aerosolized pentamidine	unknown	good hygienic practices such as mask
Ribavirin (Virazole)	unknown	good hygienic practices such as handwashing, gloves, gown, mask

Pregnant females **with immunity through vaccinations or earlier exposures are not generally at risk** from diseases such as cytomegalovirus (CMV), hepatitis B, humanparvovirus B19 (fifth disease), Rubella (German measles), or Varicella-zoster virus (chicken pox). But pregnant workers without prior immunity should avoid contact with infected children or adults.

The pregnant Physical Therapist Assistant student should also use good hygiene practices such as frequent handwashing to prevent the spread of infectious diseases among other healthcare workers. In addition, universal precautions should be followed.

Based on the above information, the following guidelines will be utilized for students in the Physical Therapist Assistant program:

Upon confirmation of pregnancy, the student initiates the first step of declaring her pregnancy by voluntarily notifying the Program Director or Director of Clinical Education in writing. In the absence of the voluntary written disclosure, a student cannot be considered pregnant. Program policies will then be reviewed to provide the student with a complete understanding of her status in the program.

The pregnant Physical Therapist Assistant student has the following options concerning clinical education:

1. Continue the program without modification or interruption. The student accepts full responsibility for her own actions and the health of her baby. She relieves Washburn University, its faculty, and the clinical site of any responsibilities in case of adverse effects.
2. Take a leave of absence from the program during her pregnancy due to medical reasons. A doctor's note stating the medical reason for the leave of absence is required for this option. The student and faculty will determine if an incomplete may be given for the affected course(s) or if the student should withdraw from the course(s). The length of pregnancy leave will be determined by the student's attending physician and a written release must be given to the Program Director prior to returning to the program. Depending on the semester of leave, reinstatement may need to be after completion of pregnancy leave at the appropriate semester of the next academic year. Graduation dates could be affected.
3. Take a leave of absence from the program during a maternity leave of up to 12 weeks. The student and faculty will determine if an incomplete may be given for the affected course(s) or if the student should withdraw from the course(s). Depending on the amount of leave requested and the semester affected, reinstatement may need to be after completion of maternity leave at the appropriate semester of the next academic year. Graduation dates could be affected.
4. Take a leave of absence from clinical education only and continue with didactic coursework. Notification of this option must be furnished to the Program Director prior to clinical placement. The pregnant student must follow the established program policies and meet the same program criteria as all other students prior to graduation.

NOTICE TO ALL FEMALE STUDENTS

Formal, voluntary notification is the only means by which the clinical facility and Washburn University’s Physical Therapist Assistant program can ensure the policies are followed. In the absence of the voluntary written disclosure, a student cannot be considered pregnant and be given the established guidelines to follow at the clinical site. Written notification should be furnished to the Program Director. Notification of the pregnancy will be communicated to the appropriate personnel at the clinical site.

NOTIFICATION OF PREGNANCY

I, _____, am declaring that I am pregnant.
(Print name)

I became pregnant in _____, _____; _____
(month) (year) (estimated due date)

I choose the following option concerning my pregnancy:
(please circle option)

- 1 - continue without modification
- 2 - leave of absence from the program due to medical reason
- 3 - leave of absence from the program due to maternity leave
- 4 - leave of absence due to clinical education only

STUDENT SIGNATURE

DATE

FACULTY SIGNATURE

DATE

References

Cardiopulmonary Service Department Meeting minutes 12-10-02 Newman Memorial Hospital.
APIC Text of Infection Control and Epidemiology, Table 81-2.

The Effects of Workplace Hazards on Female Reproductive Health, Jan. 9, 2003. <http://www.cdc.gov/niosh/99-104.html>

Guidelines for Vaccinating Pregnant Women, U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Jan. 9, 2003. <http://www.immunize.org/genr.d/preguid.htm>

PHYSICAL THERAPIST ASSISTANT PROGRAM

Washburn University School of Applied Studies

Substance Abuse Policy

University Policy

The Washburn University Student Conduct Code, approved by the Board of Regents, provides a procedure and rules by which a student will be afforded due process in the matter of alleged violations of university standards, rules and requirements governing academic and social conduct of students. Possession of alcohol and controlled substances on University property or in conjunction with University sponsored activities, except as expressly permitted by state law and University policies, is prohibited [See Student Conduct Code, II. Violations P and Q].

Directed Practice or Clinical Education is a University sponsored activity activated by student enrollment. A student shall be subject to disciplinary action or sanction upon violation of listed conduct proscriptions.

Allied Health Program Policy

Allied Health education requires directed practice or clinical education in a variety of health care settings. Health care facilities may be located within Topeka, within northeast Kansas or outside the state of Kansas. The Student Conduct Code remains in force regardless of student location.

Allied Health Programs follow a Code of Ethics, which requires every provider [as well as students] to maintain a competent level of practice. As students involved in clinical education are in direct contact with patients, it is the policy of the Allied Health Department that students performing in clinical education be unimpaired by the consumption of alcohol or controlled substance. Students who are found to be under the influence of drugs or alcohol, are subject to disciplinary action up to termination from the academic program in which they are enrolled.

Procedure

Reasonable suspicion to believe a student is under the influence of alcohol or controlled substance may exist when:

- a) a controlled substance or alcoholic or cereal malt beverage is in the possession of the student, on his/her person or under her/his control. Under his/her control includes, but it not limited to the student's locker, automobile, book bag, duffel bag; or,
- b) appearance of impairment, including, but not limited to: Increased drowsiness, decreased motor coordination, changes in pupil size, excitation, euphoria, alcohol odor on the breath, intoxicated behavior without alcohol odor, increased or repeated errors, decreased concentration, memory problems, notable change in verbal communication (stuttering, loud, incoherent, slurred, etc.) or written communication, frequent or unexplained disappearances, irrational or aggressive behavior(verbal or physical) and/or disorientation.

The contact person (faculty, clinical instructor, clinical supervisor, etc.) shall:

- a) evaluate whether possession or behavior change(s) constitute reasonable suspicion that a student is under the influence of controlled substance(s) or alcohol;
- b) document the conditions giving rise to the reasonable suspicion and shall, with at least one witness, obtain from the student a listing of all medications, prescription and over-the-counter, the student is taking;

- c) contact the Physical Therapist Assistant Program Director and appropriate administrator at the health facility (if during clinical education) to report the matter;
- d) relieve the student from performing duties in the classroom or at clinical education facility;
- e) present, in the company of at least one witness, the student with consent/refusal form for laboratory testing of student's urine and/or blood samples; and
- f) in the event student consents to testing, arrange for the collection of the appropriate urine and/or blood sample. If student is on clinical assignment at a hospital, appropriate testing will be done there. If not, the student should be driven to a facility that can provide testing. The student is responsible for any costs associated with testing. Laboratory testing may include, but is not limited to, any or all of the following tests:
 - f) Blood alcohol
 - Urine drug screen for street/illegal drugs:
 - amphetamines/methamphetamines,
 - cocaine,
 - class opiates,
 - phencyclidine (PCP),
 - marijuana,
 - class barbiturates, and
 - class benzodiazepines.
 - Urine drug screen for prescription drugs

The student, once relieved from performance of his/her duties, executing the consent/refusal form, and, if consent is given, giving samples, shall be provided transportation to his/her residence.

In the event test results are negative, the student may return to the classroom or his/her health care assignment after consultation with the PTA Program Director. If the results are positive, the matter will be reported to the PTA Program Director and the Chair of Allied Health for appropriate action.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Consent/Refusal Form for Drug and Alcohol Testing

I, _____, SS# _____, hereby consent to provide a urine and/or blood sample for the purpose of testing for the presence of controlled substance [unlawful drugs and prescription drugs] at a designated laboratory. I understand that I am responsible for payment of said laboratory testing. I authorize release of the test results to the PTA Program Director at Washburn University. Test results may be released to other parties as applicable, such as the Chairperson of Allied Health. Call prior to faxing the report to Washburn University, Allied Health Department, 785-670-1027. I understand that refusing to provide a sample(s), tampering with samples or providing false information on a specimen's chain of custody form, may constitute grounds for termination in the PTA program. I understand that failure to pass the drug/alcohol test may result in disciplinary action up to and including termination.

Laboratory testing includes the following tests:

Student Signature: _____

Clinical Instructor/Supervisor Signature: _____

Witness Signature: _____

Date and Time: _____

REFUSAL FOR DRUG AND ALCOHOL TESTING

I, _____, SS# _____, do not consent to provide a urine and/or blood sample for the purpose of reasonable cause testing. I understand that refusal to participate in testing may result in my termination in the PTA program.

Student Signature: _____

Clinical Instructor/Supervisor Signature: _____

Witness Signature: _____

Date and Time: _____

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

Student Services - Disability Services

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation during a semester, please contact the Student Services Office immediately. Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office. See contact information under On-Campus Resources below.

On-Campus Resources:

- **Center for Student Success: Mabee Library, Room 201, (785) 670-1942,**
<https://www.washburn.edu/academics/center-student-success/index.html>
- **Disability Services (Office of Diversity & Inclusion) Morgan Hall Room 105,**
(785) 670-1629, <https://www.washburn.edu/diversity/disability-services/index.html>
- **Student Health and Counseling Services: Morgan Hall Room 140, (785) 670-1470,**
<http://www.washburn.edu/health>, <http://www.washburn.edu/counseling>
- **Student Life Office: Morgan Hall Room 240, (785) 670-2100,**
<http://www.washburn.edu/studentlife>
- **Student One Stop (S.O.S.): Morgan Hall Welcome Center, (785) 670-2162,**
sos@washburn.edu, www.washburn.edu/sos

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Course Syllabi Policy Statement

Each course offered by faculty of the Physical Therapist Assistant Program will have a course syllabi which includes the following:

- I. General Data
 - A. Place
 - B. Credit Hours
 - C. Placement (semester)
 - D. Teaching Personnel
 - E. Clock Hours
 - F. Schedule
 - G. Teaching Methods
 - G. Course Prerequisites
 - I. Required Text Books
- II. Course Description (including course number, title and credit hours)
- III. Course Objectives
- IV. Methods of Student Evaluation
- V. Grade Calculation Method (including grading scale)
- VI. Course Policies
- VII. Attendance Statement
- VIII. Course Schedule

A course schedule should be given to the students before the second week of the course.

Clock hours

Students are required to “clock in” and “clock out” of select classes in order to exhibit behaviors consistent with professionalism. Students are expected to clock in prior to the beginning of class and to clock out only at the termination of class. If a student is tardy, absent, or leaves early from a class, no points will be given for “professionalism/attendance” for that class period. If a student has an excused absence, the student will be required to provide adequate evidence to the instructor prior to the start of the class period. Points may be awarded to the student for excused absences only, at the discretion of the course instructor.

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Program Comprehensive Evaluation

Students are required to pass the Program Comprehensive Examination in order to pass AL 273, a core PTA Program Course. The examination is given during AL 273 - Physical Therapy Issues (during spring semester of the second year). **Students are expected to study independently for the exam beginning in the fall semester of the second year and concluding with intensive study over the winter break of year two.** The student will be given three attempts to pass the examination with a minimum grade of 76%. In the case a student fails the exam on all three attempts, the student will fail AL 273 and, subsequently, be dismissed from the PTA program. **Therefore, successful passing of the Program Comprehensive Examination is a prerequisite to be able to pass AL 273 and to graduate from the program.**

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Program Comprehensive Competency

Students are required to pass the Program Comprehensive Competency in order to attend Clinical II and therefore pass AL 279, a core PTA Program Course. The Competency is given during AL 279, Physical Therapy Clinical II/III (during spring semester of the second year). **Students are expected to study independently for the competency and review previous competencies/skill checks and given case scenarios.** Two attempts to pass the competency will be given. If a student does not successfully pass on the first attempt, the student will be required to retake the competency and pass it on the second attempt. In the case a student fails the competency for a second time they will fail AL 279 and, subsequently, be dismissed from the PTA program. **Therefore, successful passing of the Program Comprehensive Competency is a prerequisite to be able to pass AL 279 and to graduate from the program.**

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Student Clinical Performance Policy

1. The student may fail a clinical affiliation if the student's clinical performance is unsatisfactory, i.e., if the student is:
 - Unsafe with patients or co-workers
 - Fails to abide by institutional policy
 - Demonstrates unsatisfactory ability to apply knowledge of theory and learned skills
 - Has excessive absenteeism

2. In the event that a student is required to complete another clinical education experience of comparable duration with a satisfactory grade, the student will receive an “incomplete” grade until such time as the student successfully completes the requirements for the clinical class. The facility assigned will be determined by the DCE. The student will not graduate until this affiliation is completed.

3. Failure of a clinical education experience may result in failure of the clinical education course, remediation, or reassignment in an additional clinical education experience of comparable duration at a facility assigned by the DCE. Failure of a second clinical education experience or unsuccessful completion of a remedial clinical experience will result in dismissal from the program.

PHYSICAL THERAPIST ASSISTANT PROGRAM
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Course Objectives

All outcomes, objectives, instruction, and activities assume that the student is working under the direction and supervision of a licensed physical therapist. Utilizing information taught and demonstrated in lecture and laboratory classes, assigned readings and assignments, the student will be able to demonstrate the following on assignments, competency exams, and tests within the specified requirements stated within each course.

AL 170 Physical Therapy Procedures Course Objectives:

Upon successful completion of this course the student will:

- A. Identify signs of patient/population suspected neglect or abuse.
- B. Identify terms regarding cultural diversity and cultural competence in patient care and other work activities.
- C. Select how to report cases of suspected abuse of patients, specifically children, spouses, and elderly.
- D. Understand the role for proper professional and interprofessional communication and collaboration for optimal patient outcomes.
- E. Identify and apply items in the ICF model of disability to case scenarios.
- F. Record accurate vital sign measurements of temperature, pulse, respiration and blood pressure and note the significance of skin color, pupil changes and level of consciousness.
- G. Identify and apply basic aseptic, isolation and sterile techniques.
- H. Demonstrate safe moving, lifting, and transfer techniques using proper body mechanics.
- I. Demonstrate proper bed positioning of selected clinical conditions.
- J. Demonstrate competent skill in the administration and measurement of range of motion exercises/movements.
- K. Perform appropriate ROM and specified goniometric techniques.
- L. Demonstrate the use of good body mechanics and proper patient safety measures in exercise.
- M. Understand the principles of exercise and the rationale for its use.
- N. Identify problem solving methods, patient perspective, and environment in determining appropriate intervention purposes.
- O. Assess and correctly fit and adjust crutches, canes and walkers.
- P. Recall basic knowledge of gait patterns and locomotion training.
- Q. Demonstrate a basic understanding of massage as a therapeutic agent including the rationale, indications and contraindications for its use.
- R. Demonstrate an understanding of wheelchair management/mobility, maintenance and fitting.
- S. Identify basic Activities of Daily Living in a home setting.
- T. Teach individuals to perform selected procedures and modify techniques as indicated within the plan of care.
- U. Demonstrate a basic understanding of documentation using the S.O.A.P. format.

- V. Demonstrate the ability to correlate theory and skill as well as organize work for efficient use of time.
- W. Display appropriate affective behavior during treatment interaction.
- X. Identify patient positions and be able to alter them when they cause pain or may produce associated skin trauma.
- Y. Recognize architectural barriers and instruct patients in functionally navigating their home, community, and work environment.
- Z. Display proper subjective interviewing skills including, but not limited to, verifying patient identification, pain, functional limitations, response to previous treatment, and active listening.
- AA. Assess patient abilities, precautions, and restrictions for appropriate gait training and possible use of assistive devices.
- BB. Volunteer in the community to demonstrate leadership in healthcare and the physical therapy profession.

AL 171 Musculoskeletal Assessment in Physical Therapy Course Objectives:

Upon successful completion of this course, students will be able to:

- A. Show the significance of joint range measurement, stretching, and muscle strength assessment in the implementation of exercise programs according to the PT plan of care.
- B. Recognize normal and abnormal joint movement and demonstrate theoretical knowledge of peripheral joint mobilization.
- C. Identify biomechanics as it relates to gait in the patient with orthopedic diagnosis.
- D. Identify abnormal vs normal gait and posture patterns in the patient with orthopedic diagnosis.
- E. Apply appropriate principles and techniques of therapeutic exercise and rehabilitation in the following orthopedic diagnosis, according to the Physical Therapist plan of care:

a. total knee replacement	f. s/p Rotator Cuff surgery
b. total hip replacement	g. s/p Bankart Repair
c. s/p ACL reconstruction	h. s/p SLAP Procedure
d. Acute orthopedic sprains/strains	i. s/p Laminectomy & fusions
e. s/p Meniscectomy/Arthroscopic surgery	
- F. Demonstrate the use of good body mechanics and proper patient safety measures in exercise.
- G. Use and interpret standardized questionnaires, tests, appliances and equipment for patient exercise.
- H. Understand the principles of exercise and the rationale for its use.
- I. Utilize problem solving methods in determining appropriate exercise techniques for specific patient populations.
- J. Make appropriate adjustments in teaching of physical therapy concepts to patients in order to positively affect patient performance and obtain desired behavior.
- K. Demonstrate knowledge of function or dysfunction to a number of clinical orthopedic conditions.
- L. Identify appropriate patient and family reactions to illness and disability verses inappropriate reactions that may need referral to another health care provider (i.e. social work, psychology).
- M. Demonstrate professional behavior in interactions with patients and health care providers for interprofessional collaborative care.

- N. Read and interpret Physical Therapist plan of care and accurately document treatments in SOAP note format in an efficient manner.
- O. Apply appropriate principles and techniques of therapeutic exercise and rehabilitation in the following disabilities: acute, subacute, and chronic sprains, strains, and fractures, tendonitis, tendinosis, and tenosynovitis, post-surgical treatments for the shoulder, knee, hip, lumbar spine, cervical spine, thoracic spine, elbow, hand, wrist, ankle, and foot protocols.
- P. Identify the principles of therapeutic exercise and the rationale for its use.
- Q. Demonstrate integration of the Problem-Solving Algorithm Utilized by PTAs in Patient/Client Intervention (Normative Model 2007: 85)
- R. Describe how physical therapy treatments might be affected by culture, socio economic, sexual preference, or religious health beliefs. Demonstrate a willingness to work with people within the boundaries of their cultural dictates.
- S. Discuss various teaching and learning strategies and identify strategies to facilitate learning in patients across the lifespan with orthopedic diagnosis.
- T. Discuss and demonstrate the ability to read the Physical Therapist plan of care and follow through with patient assessment, treatment, and documentation according to the Problem-Solving Algorithm for PTAs.
- U. Demonstrate the ability to teach a home exercise program, according to the Physical Therapist plan of care, for a patient with orthopedic diagnosis.
- V. Demonstrate competence in assessment and treatment skills including: aerobic endurance/conditioning, balance/coordination/agility training (motor control, posture awareness), muscle tone & absence or presence of muscle atrophy, body mechanics, flexibility exercises and stretching, gait training for orthopedic disorders, relaxation exercises, MMT (Manual Muscle Test), RROM and strengthening (concentric, dynamic/isotonic, eccentric, isokinetic, and plyometric), functional training, Activities of Daily Living Skills for orthopedic diagnosis.
- W. Assess normal and abnormal muscle length through flexibility and ROM measurement, posture assessment, and leg length measurement.
- X. Identify activities that aggravate and relieve edema and/or pain by demonstrating adequate history taking in all clinical components of the course.
- Y. Participate in APTA/KPTA legislative issues to demonstrate advocacy for the PTA profession.

AL 186 Cardiopulmonary Assessment in Physical Therapy Course Objectives:

Upon successful completion of this course, the student will be able to:

- A. Distinguish between restrictive and obstructive pulmonary disorders when given a case scenario.
- B. Recommend appropriate exercise parameters and monitor patient response for different cardiopulmonary conditions including pneumonia, COPD, angina, CHF, and MI in various stages of cardiac rehabilitation.
- C. Implement an exercise program for a given cardiopulmonary diagnosis in a safe manner during a simulated scenario.
- D. Perform techniques and educate patients for self-performance of methods to improve efficiency of breathing and effectiveness of coughing.

AL 261 Therapeutic Modalities in Physical Therapy Course Objectives:

Upon successful completion of this course, the student will be able to:

- A. Apply the theory and skills learned in Physical Therapy Procedures I as they relate to the theory and skills to be learned in Therapeutic Modalities in Physical Therapy.
- B. Follow a treatment plan and efficiently manage time for patient treatment with any modality.
- C. Recognize signs of inflammation, edema and tissue repair, utilizing them to make informed decisions regarding treatment plan/protocol.
- D. Recognize absent or altered sensation prior to application of modalities and demonstrate appropriate course of action according to the PT Plan of Care.
- E. Discuss various mechanisms of pain reception/transmission and tools for its measurement.
- F. Give examples of pathologies that cause motion restrictions and the role of physical agents in their treatment.
- G. Describe the physical and physiological effects of cold, heat, low and high frequency currents.
- H. List and describe different methods of cold and heat transmission to the body.
- I. Describe the basic physics and terminology of low and high frequency currents used in physical therapy.
- J. Describe the rationale for various indications and contraindications for the modalities listed in the course schedule including biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies.
- K. Prepare patients, treatment areas and equipment for physical therapy treatments.
- L. Perform combined physical therapy procedures and explain the rationale for combining these procedures.
- M. Demonstrate and teach other health care providers, patients and families to perform selected treatment procedures.
- N. Recognize physiologic and psychological patient responses to treatment procedures and act professionally and responsibly based upon these responses, reporting to supervising physical therapist when appropriate.
- O. Be able to suggest indicated modalities for given conditions and state the rationale for such.
- P. Document treatment procedures in S.O.A.P. note writing format.
- Q. Safely apply and set appropriate parameters for all modalities covered in this course including cryotherapy, superficial and deep thermal agents, traction, electrotherapeutic agents and compression therapies.
- R. Demonstrate proper application of selected modalities throughout this course.

AL 264 Clinical I Course Objectives:

The student will successfully complete this course by demonstrating the ability to:

- A. Identify and demonstrate correct documentation of selected procedures using a SOAP note format.
- B. Integrate professionalism in the clinical setting and exhibit consistent practice of professional behaviors such as being on time and dressing professionally during the clinical experience.
- C. Recognize and employ departmental procedures consistent with the clinical rotation site assigned.
- D. Demonstrate effective communication skills with staff, patients, and other health related

- professions as carried out through effective and appropriate written and verbal forms in the clinical rotation.
- E. Develop and maintain positive rapport with staff and patients.
 - F. Identify self, family, and patient reaction to illness and disability and carry out appropriate treatment procedures competently.
 - G. Identify and apply specific theories related to physical therapy procedures, musculoskeletal assessment, manual therapy techniques, and therapeutic modalities to treatments observed and performed in the clinical rotation.
 - H. Evaluate self improvement in clinical and knowledge base attributes during clinical rotation through self-assessment and journal writing.
 - I. Practice proper preparation of patients, equipment, and treatment area for patient treatment.
 - J. Practice proper administration of selected physical therapy treatments to assigned patients.
 - K. Organize and perform clinical workload in an efficient and effective manner.
 - L. Identify, locate, read and assess information found in the medical record and apply the knowledge to related physical therapy treatments in a safe and effective manner.
 - M. Teach patients and families selected physical therapy techniques and functional activities throughout treatment and during discharge planning.
 - N. Apply professional conduct in the clinic through demonstration of respectfulness, responsibility, and adherence to established legal and ethical standards at all times during the clinical rotation.
 - O. Assess changes in patient status, consult the Physical Therapist, and modify interventions accordingly.
 - P. Collect accurate data through goniometric measurement, posture assessment, and gait analysis.
 - Q. Recognize common signs of patient abuse and know when to report suspected cases to appropriate authorities.

AL 265 Applied Neurophysiology Course Objectives:

Upon successful completion of this course, the student will be able to:

- A. Demonstrate a general knowledge of neurologic assessment and intervention tools.
- B. Describe general therapeutic exercise program progression under the direction of the physical therapist plan of care and implementation of therapeutic exercise in specific neurologic populations.
- C. Describe the biomechanics of gait in patients with neurologic diagnosis.
- D. Identify abnormal and normal gait and posture patterns in the patient with neurologic diagnosis and be able to identify and describe the phases of the gait cycle.
- E. Apply appropriate principles and techniques of therapeutic exercise and rehabilitation in patients with neurologic diagnosis in accordance with the physical therapist plan of care.
- F. Demonstrate the use of good body mechanics and proper patient safety measures.
- G. Demonstrate the correct application and use of appliances and equipment for patient exercise for patients with primary and secondary neurologic dysfunction.
- H. Identify the principles of therapeutic exercise and the rationale for its use in the patient with neurologic dysfunction.
 - a. Utilize problem solving methods in determining appropriate exercise techniques for specific patient populations.
 - b. Make appropriate adjustments in teaching of physical/occupational therapy concepts to patient in order to positively affect patient performance and obtain desired behavior.
 - c. Relate neuromuscular function or dysfunction to a number of clinical conditions.
 - d. Correlate appropriate patient and family reactions to illness and disability verses inappropriate reactions that may need referral to another health care provider (i.e. social work, psychology).

- e. Utilize appropriate and professional behavior in treatment interactions.
 - f. Document treatment procedure in correct SOAP note format.
 - g. Demonstrate integration of the Problem-Solving Algorithm Utilized by PTAs in Patient/Client Intervention (Normative Model 2007: 85)
 - h. Describe how neurologic physical therapy treatments might be affected by culture, socio-economic, sexual preference, or religious health beliefs. Demonstrate a willingness to work with people within the boundaries of their cultural dictates.
 - i. Discuss various teaching and learning strategies and identify strategies to facilitate learning in patients across the lifespan with neurological diagnosis.
- I. Discuss and demonstrate the ability to read the Physical Therapist's plan of care and follow through with patient assessment, treatment, and documentation according to the Problem-Solving Algorithm for PTAs for patients with neurologic dysfunction.
 - J. Demonstrate the ability to teach a home exercise program, according to the PT's plan of care, for a patient with neurologic dysfunction.
 - K. Demonstrate competence in assessment and treatment skills including: developmental activities including inhibition techniques, facilitation techniques, Proprioceptive Neuromuscular Facilitation (PNF), motor control, gait and locomotion training, perceptual training, balance, coordination, and agility training for the patient with neurologic dysfunction, gravity assisted compression devices (standing frame and tilt table), Neurodevelopmental Treatment (NDT) foundation, and use of prosthetic/orthotics in the patient with neurologic dysfunction.
 - L. Read, interpret, and review the physical therapist plan of care prior to initiating interventions for patients with neurologic dysfunction.
 - M. Demonstrate documentation completion that follows professional guidelines, health care systems, and physical/occupational therapy facilities note writing to competence for patients with neurologic diagnosis.
 - N. Demonstrate ability to effectively teach others using teaching methods commensurate with the needs of patients with neurologic dysfunction.
 - O. Demonstrate a general knowledge of neurologic assessment tools including sensory testing, dermatomes, myotomes, muscle tone assessment, cranial nerve testing, muscle assessment in patients with neurologic diagnosis, Tinetti and Berg Balance testing (PTA), Glasgow Coma Scale, and Ranchos Los Amigos scale.
 - P. Apply appropriate principles and techniques of therapeutic exercise and rehabilitation in the following neurologic diagnoses, according to the Physical Therapist's plan of care:
 - a. Traumatic brain injury
 - b. Spinal cord injury
 - c. Cerebrovascular accidents
 - d. Pediatric
 - e. Neurological
 - f. Spinal disorders
 - g. Pulmonary
 - h. Cardiovascular
- Q. Identify gross motor and fine motor milestones in human development.
 - R. Discuss righting and equilibrium reactions and the implications of abnormal righting and equilibrium reactions in patients.
 - S. Analyze the ICF Model of Disability as it relates to neurophysiology specific patients.
 - T. Demonstrate and educate patients with neurological deficits in activities of daily living for successful participation in the home, community, and workplace.
 - U. Evaluate when to report suspected case of abuse of vulnerable patient/ population.

AL 268 Integumentary Assessment in Physical Therapy

Upon successful completion of this course, the student will be able to:

- A. Demonstrate application and removal of dressing or wound care agents.
- B. Identify precautions for dressing removal.
- C. Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.
- D. Recognize absent or altered sensation
- E. Recognize normal and abnormal integumentary changes
- F. Identify activities, positioning, and postures that aggravate or relieve pain or altered sensations or that can produce associated skin trauma.
- G. Discuss the various topics of anatomy, physiology, and pathophysiology of the vascular, lymphatic, and integumentary systems as they relate to wound healing.
- H. Describe wound physiology as it relates to normal and abnormal wound healing and burn injuries.
- I. Recognize the characteristics and risk factors of common disorders of the vascular, lymphatic, and integumentary system.
- J. Identify the components of a PTA assessment and intervention of a patient with a disorder related to the vascular, lymphatic, and/or integumentary system.
- K. Describe wound care treatment according to moist wound healing, arterial wound hydration, venous wound compression, lymphedema treatment, pressure ulcer prevention, and foot care for the patient with diabetes.
- L. Demonstrate an understanding of the Physical Therapist evaluation and be able to demonstrate an appropriate treatment following the Physical Therapist plan of care for an individual with a vascular, lymphatic, and/or integumentary disorder, including patients with burns.
- M. Employ collaborative communication with the physical therapist and other disciplines regarding patients with common integumentary disorders.
- N. Describe pathology, common symptoms, and contraindications for a patient with a burn injury.
- O. Explain the treatment for a patient with various depths and extent of burn injury in relationship to physical therapy management.
- P. Discuss and assess the consequences of contracture formation after burn injury and treatment for this condition.
- Q. Identify approaches to management of hypertrophic scars.
- R. Explains and applies basic skin care treatments for various burn wound healing.
- S. Collect anthropometrical measurements, including measurements of height, weight, length and girth.

AL 271 Health Systems and Policy in Physical Therapy Course Objectives:

Upon successful completion of this course, the student will:

- A. Identify basic knowledge of the legal, ethical, and health policy including but not limited to federal, state, and institutional regulations required to be successful in the health care setting.
- B. Identify important aspects of the practice act for the Physical Therapist Assistant in Kansas.
- C. Demonstrate a thorough realization of capabilities and limitations as a Physical Therapist Assistant.
- D. Demonstrate understanding and knowledge of the Kansas State Board of Healing Arts, its functions and how this regulatory body is utilized by the Physical Therapist Assistant.
- E. Comprehend educational, legal, legislative, and reimbursement issues affecting the Physical Therapy profession.
- F. Examine reimbursement issues related to Medicare, Medicaid, Commercial Insurance, and Workers Compensation coverage including general principles and application to the Physical Therapy profession.
- G. Discuss and identify the role of the physical therapist assistant in the clinical education of physical therapist assistant students.
- H. Demonstrate an understanding of the history, current, and future legislative issues related to the Physical Therapy profession and the impact and role these play for the Physical Therapist Assistant.
- I. Understand ethical and legal issues related to Physical Therapy including but not limited to liability, HIPAA, code of conduct, and standards of practice.
- J. Examine the importance of the American Physical Therapy Association (APTA), Kansas Physical Therapy Association (KPTA), and other associations and organizations that assist with the regulation of the profession.
- K. Demonstrate an understanding of cultural sensitivity, cultural competence, and cultural diversity as it applies to the profession of physical therapy and treatment of individuals from various ethnicities, faiths, creeds, and other diverse backgrounds.
- L. Understand “evidence based practice” through searching the literature regarding current clinical practice.
- M. Identify, compare, and contrast appropriate communication techniques and when they are appropriate to use in a healthcare setting.
- N. Apply the ICF model of disability to a case scenario from their clinical experience.
- O. Audit physical therapy documentation by performing chart review of paper chart and/or electronic medical records in different settings.

AL 272 Current Rehab Techniques in Physical Therapy Course Objectives:

Upon successful completion of this course, the student will be able to:

- A. Describe and discuss rehabilitation patient assessment and treatment planning for patients with respect to special populations in physical therapy.
- B. Identify functional and environmental assessment for the rehabilitation patient.
- C. Explain assessment and treatment of special topics in physical therapy. The following sections are included in special topics:
 - a. Sports physical therapy
 - a. Treatment protocols
 - b. Exercise interventions
 - c. Taping

- b. Pharmacology
 - c. Oncology
 - d. Women's health (including basic pelvic floor & obstetrics)
 - a. Pelvic floor strengthening
 - b. Prenatal/Postpartum exercise programs
 - e. Geriatrics
 - a. PT for the older athlete
 - b. Regaining mobility in low-level patients
 - c. Diabetes effects on body systems
 - f. Pediatrics (special diagnoses)
 - a. Common diseases
 - b. Interventions
 - c. Assistive technology
 - g. Prosthetics & Orthotics
 - h. Braces & Supportive Devices
 - i. Vestibular rehabilitation
 - j. Aquatic Therapy
- D. Describe and discuss the application of prosthetics, orthotics, activities of daily living skills, adaptive equipment and aquatic therapy.
 - E. Apply appropriate principles and techniques of therapeutic exercise and rehabilitation for patients utilizing orthotics and/or prosthetics, according to the Physical Therapist plan of care.
 - F. Explain the common diseases associated with pediatric populations, demonstrate various interventions and identify assistive technology used for treatment.
 - G. Review the effects of aging on the human body and how this impacts treatment and rehabilitation for various diagnoses.
 - H. Assess gait deviations and their causes in patients wearing orthotic/prosthetics.
 - I. Evaluate research articles and appropriately assess the validity and reliability of each resource indicating benefits to the topics being discussed in each unit.

AL 273 Physical Therapy Issues Course Objectives:

Upon successful completion of this course, the student will:

- A. Demonstrate skills for obtaining peer reviewed references and library resources for a specific topic that relates to the student's final clinical site (may be presented in AL 279).
- B. Utilize the material obtained to identify special problems or concerns in the subject matter.
- C. Discuss an area of expertise in physical therapy.
- D. Utilize the data obtained in a literature review to discuss validity and reliability of resources within evidence based practice on the subject chosen.
- E. Successfully pass the Program Comprehensive Examination. A maximum of two attempts will be given.

AL 279 Clinical II/III Course Objectives:

- A. Communicate with the physical therapist regarding the components of the plan of care.
- B. Seeks assistance when a directed intervention is beyond the education, skill or scope of work of the physical therapist assistant.

- C. Perform interventions and modalities consistent with the rationale. Understand indications, precautions and contraindications for the interventions.
- D. Explain the rationale for selected patient/client interventions as related to the goals in the plan of care.
- E. Organize the components of interventions so that the task can be performed within a specified time frame.
- F. Assess the patient's/client's performance of an instructed exercise and adjust instruction as needed.
- G. Make modifications in selected interventions to progress the patient/client as directed by the plan of care.
- H. Assess, measure and communicate changes in patient/client status or interventions provided with the Physical Therapist.
- I. Assess situations when the provision of an intervention is not appropriate based on a change in the patient's/client's criticality, acuity or complexity.
- J. Perform intervention-related data collection techniques to measure patient/client progress within the plan of care.
- K. Direct appropriate tasks to supportive personnel.
- L. Write a home exercise program for a client/patient within the plan of care.
- M. Develop patient/client strategies to promote a healthy lifestyle, wellness and injury prevention.
- N. Modify data collection techniques based on the patient/client's response, individual considerations and cultural issues.
- O. Utilize standardized documentation forms for recording data collection results consistent with institutional policy.
- P. Efficiently document procedural interventions provided and related data collection.
- Q. Participate in discharge planning and follow-up care as directed by the supervising physical therapist.
- R. Interpret information from multiple data sources to make patient status judgments.
- S. Participate in learning experiences within the clinical setting.
- T. Apply professional conduct in the clinic through demonstration of respectfulness, responsibility, and adherence to established legal and ethical standards at all times during the clinical rotation.
- U. Evaluate and recognize common signs of patient abuse and know when to report suspected cases to appropriate authorities.
- V. Choose accurate billing charges on time and adheres to reimbursement guidelines established by regulatory agencies, payers and the facility.
- W. Integrate effective communication skills with staff, patients, and other health related professions as carried out through effective and appropriate written and verbal forms in the clinical rotation.
- X. Develop and present evidence-based research for progressing patient within the physical therapist's plan of care.
- Y. Participate in self-assessment and develop plans to improve knowledge, skills and behaviors within the PTA profession.
- Z. Demonstrate pursuit of life-long learning through attendance of continuing education events and professional organization conferences.
- AA. Communicate verbally, non-verbally, and in writing in an effective, respectful, and timely manner while listening actively and attentively to understand what is being communicated by others.
- BB. Compile accurate collections of data through goniometric measurement, posture assessment, and gait analysis across all patient populations.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

ESSENTIAL FUNCTIONS

The essential functions have been established through consideration by faculty and consultation with the following sources: The Vocational Rehabilitation Act; The Americans with Disabilities Act; Guide for Occupational Information; Dictionary of Occupational Titles; and the Occupational Skills Standards Project from the National Health Care Skills Standards Projects.

Sensorimotor Skills:

Candidates must have sufficient gross motor, fine motor and equilibrium functions reasonably required to carry out assessments and elicit information from patients (palpation, auscultation, percussion, and other assessment maneuvers, gait training, and transfers), as well as those motor skills necessary to provide physical therapy intervention. A candidate must be able to execute motor movements required to provide physical therapy treatment (patient transfers, gait training, therapeutic exercise, etc.) and be able to respond quickly to emergency situations. Quick reactions are necessary for safety and therapeutic purposes. Physical Therapy procedures require coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision. For this reason, candidates for admission to the Program of Physical Therapist Assistant must have manual dexterity and the ability to engage in procedures involving grasping, pushing, pulling, holding, manipulating, extending, and rotating. This includes but is not limited to the ability to lift, push and pull at least 50 pounds for routine transfer of patients from varying surfaces and be able to manually adjust equipment found in the physical therapy clinic setting.

Observational Skills:

Candidates/current physical therapist assistant (PTA) students must be able to observe demonstrations and participate in laboratory experiments as required in the curriculum. Candidates/current PTA students must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Such observations require the functional use of vision, hearing, and other sensory modalities. Candidates/current PTA students must have visual perception which includes depth and acuity.

Communication Skills:

Candidates/current PTA students must be able to communicate in English effectively and sensitively with patients. In addition, candidates/current PTA students must be able to communicate in English in oral and hand written form with faculty, allied personnel, and peers in the classroom, laboratory, and clinical settings. Candidates/current PTA students must also be sensitive to multicultural and multilingual needs. Such communication skills include not only speech, but reading and writing in English. Candidates/current PTA students must have the ability to complete reading assignments and search and evaluate the literature. Candidates/current PTA students must be able to complete written assignments and maintain written records. Candidates/current PTA students must have the ability to complete assessment exercises. Candidates/current PTA students must also have the ability to use therapeutic

communication, such as attending, clarifying, coaching, facilitating, and touching. These skills must be performed in clinical settings, as well as the didactic and laboratory environments.

Intellectual/Conceptual, Integrative, and Qualitative Skills:

Candidates/current PTA students must have the ability to measure, calculate, reason, analyze, and synthesize data. Problem solving and diagnosis, including obtaining, interpreting, and documenting data, are critical skills demanded of physical therapist assistants which require all of these intellectual abilities. These skills allow students to make proper assessments, sound judgements, appropriately prioritize therapeutic interventions, and measure and record patient care outcomes. Candidates/current PTA students must have the ability to learn to use computers for searching, recording, storing, and retrieving information.

Behavioral/Social Skills and Professionalism:

Candidates/current PTA students must demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation. Candidates/current PTA students must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgement, the prompt completion of all responsibilities attendant to the assessment and treatment of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates/current PTA students must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as the clinical problems of many patients.

Candidates/current PTA students must be able to maintain professional conduct and appearance, maintain client confidentiality and operate within the scope of practice. Candidates/current PTA students must also have the ability to be assertive, delegate responsibilities appropriately, and function as part of a medical team. Such abilities require organizational skills necessary to meet deadlines and manage time.

I, _____, have read and understand the essential functions requirements.

Signature

Date

11/03/2006

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
STUDENT INFORMED CONSENT FORM

I understand that my education in the Physical Therapist Assistant (PTA) Program will include classroom and laboratory sessions as well as clinical affiliations in various health care facilities. The rationale for classroom, laboratory and clinical affiliations is to prepare me for possible employment as a physical therapist assistant. I understand that during the course of the PTA Program I will be subject to the known and unknown risks that members of the profession experience in preparation for and the provision of physical therapy and health care in general. These may include exposure to various modalities and techniques, infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment and the academic preparation of Physical Therapist Assistants. I understand that Washburn University provides professional liability insurance (per university policies and procedures) which covers me while participating in assigned clinical affiliations. I realize however, as a student, I am not eligible for coverage under the University's Worker's Compensation Insurance during classroom, laboratory or clinical activities, and that there is no mechanism for compensation in the event I am injured during classroom, laboratory or clinical activities.

I will be provided basic instruction in preventive procedures and in the application of reasonable and prudent classroom, laboratory, and clinical practices, which can serve to limit unnecessary exposure and constitute a measure of safety for me and the patients I will treat. I understand that it will be my responsibility to apply these procedures and/or receive these procedures and to take appropriate steps to protect myself and my patients. As a condition of acceptance into the program I agree to follow all policies and procedures as outlined in the PTA Program Academic and Clinical Policies Student Handbook or as adopted during my time in the program.

I understand that students will be expected to perform physical therapy modalities and skill/techniques on each other and I agree to inform the instructor of any condition which may be considered a precaution or contra-indication for a particular procedure and will thereby be excused according to the instructor's directions. I also realize that as a condition of placement in a clinical affiliation, I will be required by the facility to show proof of health insurance. Further, I will be expected to abide by whatever policy(ies) the PTA Program, Washburn University and the clinical center have regarding risk exposure management for their employees, even though I am not considered by the program, University, or facility to be an employee.

I will follow the standards of ethical conduct for the physical therapist assistant as described by the APTA and conduct myself accordingly. I realize that professionalism within the profession is required to fulfill my responsibilities as a student in Washburn's PTA Program. Failure to carry out my responsibilities of professionalism could result in disciplinary action as deemed appropriate by DCE and Program Director.

The PTA Program Director and Director of Clinical Education have offered to answer any questions I may have about these risks and precautions and what I can do to avoid them. If I have any questions before beginning the PTA Program or during the PTA Program, I may contact PTA Program Director or Director of Clinical Education. Also, I understand that I may stop my participation in the classroom, laboratory, or clinical affiliations any time I think my personal safety or the safety of the patients I treat is in jeopardy.

STUDENT INFORMED CONSENT FORM page 2

I have a right to privacy, and all information obtained in connection with my participation in the PTA Program that can be identified with me will remain confidential as far as possible within PTA Program and University Policies and Procedures as well as state and federal law.

I voluntarily agree to participate in all aspects of the PTA Program at Washburn University, including the passing of a criminal background check. I understand and assume responsibility for the policies, objectives, course requirements and inherent risks involved in the education of Physical Therapist Assistant students at Washburn University.

Signature of Student

Date

Using language that is understandable and appropriate, we reviewed the PTA Program Academic and Clinical Policies Student Handbook and all items discussed above with the student on ___/___/___.

Signature of Program Director

Date

Signature of DCE

Date

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

RE: Student Handbook
PTA Program

TO: Admitted Students/Class of 2023 Please initial and sign below.

_____ I have read and fully understand the academic and clinical policies set forth by the Physical Therapist Assistant Program and agree to abide by those requirements. I understand that I have responsibilities as a student in this program and that I may be dismissed from the program if I disregard these policies or ignore my role in the educational process.

_____ I have reviewed and understand the fire and tornado instructions and know where to locate them in case of an emergency.

_____ I understand that failure to adhere to the Social Media policy may result in disciplinary procedures. In addition, failure to adequately protect the privacy of confidential patient information may result in dismissal from the clinical site and from the Washburn Physical Therapist Assistant program.

**AUTHORITY TO PROVIDE CREDENTIALS TO POTENTIAL EMPLOYERS AND
APTA/KPTA (Please sign only one of the next two statements)**

_____ I hereby authorize the Faculty members of the Physical Therapist Assistant program at Washburn University to release information regarding my potential job skills, including academic and clinical performance. This may be done at my request or at the potential employer's request.

-or-

_____ I hereby authorize the Faculty members of the Physical Therapist Assistant program at Washburn University to release information regarding my potential job skills, including academic and clinical performance **only** at my request.

AUTHORIZATION FOR RELEASE OF PHOTOGRAPHS, VIDEO & AUDIO

_____ I hereby authorize PTA Program Faculty or Representatives of Washburn University to take photographs, video, and/or audio recording(s) of me. I also give permission for these photographs, video and/or audio recording(s) to be used for promotional and educational purposes in all types of media.

AUTHORIZATION FOR RELEASE OF WRITTEN DOCUMENTATION

_____ I hereby authorize the faculty of the PTA Program to use any written documentation from the clinical internships (confidentiality of patient, facility, physician, and physical therapy staff will be maintained), written documentation of practical examinations and patient treatment scenarios of case analysis labs for educational purposes

MAILBOX CONSENT FORM

_____ I hereby authorize the Faculty members of the Physical Therapist Assistant program at Washburn University to place graded papers in my student mailbox located in the classroom. Faculty members are not responsible for the accidental or intentional viewing of these papers by other students.

CLINICAL AFFILIATION REQUIREMENTS

_____ I understand that I will be participating in 3 Clinical Affiliations during the course of my schooling in the PTA program. As a student in this program I understand and agree to the following:

- These affiliations may/will include placement outside of Topeka, Ks
- I must have reliable transportation and that I am responsible for all costs incurred during travel to and from the Clinical Site, i.e. gas, lodging, meals etc.
- Clinicals may be held over Spring Break during the spring semester of the second year. I will not have that time off.

DISABILITY SERVICES

_____ I understand that if I have any identified learning disability, it is my responsibility to contact the Office of Diversity and Inclusion at 670-1629 (Room 105 of Morgan Hall) each semester to establish verification of required assistance.

VERIFIED CREDENTIALS

_____ I understand that Washburn University uses a third party to collect and verify documents required for participation in clinical experiences including a criminal background check. I agree to abide by all required practices of Washburn University and this third party in regards to these documents.

CONFIDENTIALITY AGREEMENT

Students in the Physical Therapist Assistant Program work with medical records of actual patients in health care facilities and in the classroom. It is imperative that confidentiality of the patients' records be maintained for legal and ethical reasons.

Any student enrolled in the Physical Therapist Assistant Program who reveals the contents of a medical record other than in the classroom or as authorized by the health care facility to which he or she is assigned shall be subject to **immediate dismissal** from the health care facility and from the Physical Therapist Assistant Program.

_____ I have read and understand the foregoing statement on the confidentiality of medical records. In consideration of and as a condition precedent to, I hereby agree to maintain the confidentiality of all patient information of which I may be made aware as a student in the Program. This agreement shall remain in the student's file with the Program Director and a copy available to the supervisors at all assigned clinical sites, if so desired.

Student Printed Name

Student Signature

Date

Program Director - Witness

Date

PHYSICAL THERAPIST ASSISTANT PROGRAM
Washburn University
School of Applied Studies

HEALTH INSURANCE COVERAGE POLICY

By signing this agreement, I, _____, understand that it is the policy of the Physical Therapist Assistant Program at Washburn University to obtain and maintain health insurance throughout the Physical Therapist Assistant Program, including all academic semesters and clinical rotations. I agree to obtain health insurance and provide a copy of the insurance card and policy number by **November 1st, of this year.**

Furthermore, I understand that the program may request documentation of health insurance coverage at any time during my education in the PTA Program at Washburn University and failure to do so is considered **grounds for dismissal** from the Physical Therapist Assistant Program. I will notify the Program Director/DCE should any changes in health insurance coverage occur.

Health Insurance Company _____

Policy Number _____

Name of Policy Holder _____

Student Signature _____ **Date** _____

Witness _____ **Date** _____