



**Idaho State  
University**

**College of  
Technology**

**PHYSICAL  
THERAPIST  
ASSISTANT**

**2023 – 2024**



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## I. Message from the Dean

Dear College of Technology Student,

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

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

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

Once again, welcome to the College of Technology.

Go Bengals!

A handwritten signature in black ink that reads "Debra Kay Ronneburg". The signature is written in a cursive, flowing style.

Debra K. Ronneburg

Interim Dean

## II. Program Introduction

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

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

### Program Administration

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



Commission on Accreditation in Physical Therapy Education  
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## College Of Technology

Dean	Jerry Anhorn
Associate Dean	Debra Ronneburg
Health Occupations Department Co-Chair	Jennie Brumfield
Health Occupations Department Co-Chair	Darin Jernigan
Program Coordinator	Angela Lippiello
Program Instructors	Nash Johnson
	David Smith
	Lindsey Pratt
Program Academic Advisor	Stephanie Foreman

### Program Information

#### Degrees/Certificates Offered

- Associate of Applied Science                      Physical Therapist Assistant

#### Program Objectives

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

1. Be a member of the health care team that plans and implements a rehabilitative patient care program.
2. Under the supervision of a Physical Therapist, the PTA will carry out a treatment program that includes, but is not limited to, therapeutic activities to improve strength, endurance, coordination, balance, and range of motion.
3. Learn and then safely utilize modalities including: heat, cold, electricity, sound, water, or massage to relieve pain, promote the healing process, and stimulate muscle activity.

4. Instruct patients in safe functional mobility skills and therapeutic activities using assistive devices such as walkers, crutches, canes, and wheelchairs when appropriate.
5. Assist the physical therapist in performing tests and assessments, as well as observing and reporting patient responses to treatment.

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

### Student Learning Outcomes

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

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

### Vision Statement

Leaders in scholarship, contemporary practices, and compassionate service.

## Mission Statement

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

## Program Goals

1. Engage students in learning experiences by providing a firm base in education that produces successful, entry-level graduates.
2. Faculty will develop innovative, contemporary instructional design to facilitate opportunities for research, clinical, and creative activities.
3. The PTA program will graduate excellent, entry-level clinicians that develop into leaders in their area of practice.

## Program Outcomes

1. The program will provide quality educational training.
  - a. The curriculum will adhere to the American Physical Therapy Association's entry-level competencies.
  - b. The program will adhere to a standard of low faculty to student ratio not to exceed 1 faculty to 13 students.
  - c. Hands-on and evidence-based practice learning activities will be the basis of instructional design.
  - d. Alumni surveys will be conducted annually to assess graduate perspective on curriculum appropriateness.
2. The program faculty will demonstrate quality didactic and clinical training.
  - a. Course evaluations will meet threshold on all academic PTA courses.
  - b. Program faculty will meet annually to set personal and program improvement goals.
  - c. Faculty will adhere to state continuing education requirements that also fulfill curricular needs.
  - d. The program will maintain an appropriate number and variety of clinical site contracts.

- e. Clinical sites will follow our mission and curricular themes.
  - f. The program will maintain quality clinical instructors (CIs).
  - g. Students and CIs will evaluate the Clinical Education Coordinator performance after each clinical experience.
3. The program will prepare quality Physical Therapist Assistants.
- a. The program students will perform at an acceptable level in all coursework (In this program “acceptable” is defined as a 2.0 GPA in General Education classes and a “73%” in all PTA classes and rated Satisfactory in Clinical Education courses).
  - b. The program will maintain 75% retention with all graduates maintaining a minimum of 2.5 GPA.
  - c. All graduating students will have been assessed as satisfactory by faculty in professional behaviors at the completion of the program.
  - d. Graduates will apply for state PTA licensure and pass the National Physical Therapy Examination for the PTA.
  - e. Under the supervision of a Physical Therapist, graduates will demonstrate appropriate entry level Physical Therapist Assistant skills as measured by collection of annual employer surveys.

## Forms

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

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

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

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

All of the details that you agree to are discussed in the appropriate sections in this handbook. Please read carefully because you must sign all but the Photography Consent

Release form to participate in the PTA program coursework. If there are any concerns or questions, please contact the PTA Program Coordinator.

### III. Program Policies

#### Attendance Policy

Attendance and participation in the PTA program is mandatory and an essential component of success in the program. Students are allowed 2 absences from an individual course without penalty. The 3<sup>rd</sup> absence will result in an automatic reduction of 1 letter grade (10% of the class total). The 4<sup>th</sup> will result in automatic failure of the course(s), and dismissal from the program.

- Three (3) episodes of being late will be equal to one absence. Students arriving late for class after the scheduled University start time will be considered late. Students will also be marked as absent for the day if they choose to leave early prior to the dismissal of the class.
- Extenuating circumstances will be handled on an individual, case by case basis.

#### Grading Policy

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

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

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

Students must achieve a cumulative 73% on all PTA course grades, failure to do so will result in dismissal from the program. Students must also achieve a 73% or better on all cumulative course exams, failure to do so will result in dismissal from the program. Each course syllabus will identify the weighting of the exams and quizzes and are course specific.

Students who receive a grade of less than 73% on a course comprehensive final examination will fail that particular PTA course.

## **Assignments and Assessments Due Date Policy**

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

## **Course Incomplete/Withdrawal/Drop Policy**

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

- If the student receives an unsatisfactory grade in any course, unit of a course, skill check off and/or practical examination, it must be repeated and passed to continue in the course (one remedial attempt allowed). A passing grade must be achieved before the student is allowed to continue in the program.
- If a student has been deferred and is now repeating a course or unit and still is not successful in completing that course, unit, skill check off, or practical examination, the student is dismissed from the program and is ineligible to return to the program.

## Competencies of the Program Graduate

### A. Client Care

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

### B. Physical Therapy Professionalism

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

## Essential Functions of a PTA or PTA Student

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

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

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

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

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

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

ACTIVITY	FREQ.
Use finger dexterity	F
Use auditory/tactile/visual (corrected) senses to evaluate status of an individual	C
<b>Observe*</b>	C
<b>Frequency Codes</b>	
Rarely (R)	(1-10%)
Occasionally (O)	(11-33%)
Frequently (F)	(34-66%)
Continuously (C)	(67-100%)

## Observation

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

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

- Communicate in English effectively by sharing and receiving information with patients, and other health care providers
- Handle the stresses of the clinical environment such as dealing with physically/emotionally difficult situations or patients and maintaining a sometimes fast paced schedule
- Apply graded manual resistance to a patient's individual muscle groups
- Visually assess a client from 10 feet away
- Respond promptly to a timer
- Respond to emergencies including the ability to perform CPR

- Perform full-body range of motion on a patient requiring variable amounts of assistance
- Apply universal precautions including mask, gown, gloves, and goggles when necessary
- Monitor vital signs
- Demonstrate good body mechanics throughout all aspects of patient care
- Demonstrate ability to complete a safe and timely clinical treatment
- Safely and reliably read meters, dials, printouts, and goniometers
- Demonstrate the ability to manipulate and operate physical therapy equipment and monitoring devices

*References:*

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

## A Brief Description of Each Domain

1. **Cognitive:** “what you know,” as determined by exams, quizzes, homework, case studies, etc.
2. **Psychomotor:** “what you do,” as determined by lab exercises, skills checks, etc.
  - a. Failing a “skills check”: Requires a make-up. Two make-ups are allowed. If the student passes a make-up they will receive the lowest passing grade (C) regardless of the score for that make-up. If the student fails all three chances at that “skills check,” they will not be allowed to continue. Students who are not allowed to continue because of failure to meet the performance requirements in any PTA class may petition to return the following year and retake the class.
  - b. Failing a test: A failed test will simply be averaged with other grades in the cognitive domain. However, some class will require a comprehensive final. An “F” on a comprehensive final exam will require the student to re-take the class.
  - c. Failing a Clinical Affiliation: Clinical affiliations are graded on “Successful/Unsuccessful” basis. An intern must complete each clinical experience with a “Successful” grade in order to continue with the program. The final decision for whether or not a student passes a clinical affiliation rests with the Clinical Education Coordinator and PTA faculty, not the CI. If an “Unsuccessful” grade results, the intern will be evaluated by the faculty and may be given the option of returning the following year to re-enter the program through petition. The intern may also be given the option to complete any PTA coursework partially finished by the time the clinical

rotation began. This is not guaranteed. The decision will be subjectively determined based on past performance at all levels in the cognitive, psychomotor, and affective domains, resources of the program, and availability of clinical sites.

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

## Professional Classroom Conduct

### WIRELESS DEVICES

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

- Silence all wireless devices (not just place on vibrate) as well as keep them in purses/backpacks when in class.
- Use approved technological devices in class for designated academic purposes when requested.
- Avoid rustling in backpacks or allowing food items to interrupt the classroom atmosphere.
- Avoid non-participative talking or other disruptive activities in class.
- Request and obtain instructor's written permission before audio recording, digitally recording, imaging, etc.

## Lab Rules

1. There is to be no practicing without an instructor or other qualified person physical present.
2. Do not use any equipment unless you have been properly instructed on the care and use of that particular item.
3. Report any unsafe situations or conditions to an instructor.
4. Report any injuries or exposure to hazardous materials to an instructor immediately.
5. There are to be sheets on the treatment tables, and pillow cases on the pillows at all times.

6. Keep sharp objects from cutting into treatment table mats, and pens from staining.
7. Food and drink are prohibited on any treatment table or in their vicinity.
8. No shoes on treatment tables.
9. Clean-up of lab, and laundry will be assigned after class and on a weekly basis.
10. No audio devices or radios in the lab area.
11. Lab clothes are required and must be appropriate for the kind of lab work being performed. Students who forget lab clothes may purchase disposable gowns and shorts from the instructor. Individual instructors may post lab clothes policy in their syllabus and lab clothes requirements may be attached to grades in some classes. Look at individual syllabi to understand lab clothes policy details for each class.

## Probation and Dismissal from the Program

### Process

Probation is a procedure whereby a student who is in violation of policy may return to good standing upon graduation. When a student is placed on probation, the length, reasons, and terms will be clearly outlined in writing via petition. If a student fails to comply with the terms of the probation, he or she will be dismissed from the PTA program.

When a student is identified as having a problem serious enough to warrant dismissal from the program, the following steps are initiated:

1. Student's problem is identified by the instructor and discussed with the student.
2. If the problem persists, the instructor discusses the situation with the PTA faculty, Program Coordinator and/or Department Chair.
3. The primary instructor will confer with the student and identify in writing, remediation measures and time frame for completion, which will be signed by the student and the instructor. The original paper will be in the student's file and a copy given to the student.
4. If remediation is not satisfactory, the student will be dismissed from the program.

## Grounds for Probation and/or Dismissal

1. Any individual written exam, assignment, skill check off and/or practical examination grade below “C” or 73% in any of the required technical PTA courses.
2. Unsafe practice in the clinical area; any act that is harmful or potentially detrimental to the patient. This includes:
  - Inability to apply classroom theory to clinical practice.
  - Inability to determine capabilities or limitations.
  - Inability to follow written and/or oral instructions.
  - Inability to demonstrate physical therapist assistant skills at level of education.
3. Consistently coming to the classroom or clinical area poorly prepared, such as, but not limited to:
  - Illness.
  - Fatigue from lack of sleep.
  - Impaired reflexes and/or judgment.
  - Family/personal crisis.
  - Substance abuse.
4. The safety of the student, other students, and clients is paramount. Dismissal for unsafe practices may occur at any time during the academic semester. Dismissal is based on unsafe behavior demonstrated by the student as determined by the Physical Therapist Assistant Program faculty. Unsafe behavior is defined as: one potential life-threatening incident; or one incident contributing to the injury or death of another; or two or more incidents of unsafe practice identified at any time during the length of the program.
5. Should false and/or fraudulent behavior be documented by faculty, the student will be notified. The student will meet with the PTA faculty to discuss the reasons for dismissal.

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

## Deferment & Readmission into the Physical Therapist Assistant Program

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

A student may request deferment and readmission into the Physical Therapist Assistant program. Reinstatement will be limited to one opportunity after the initial failure, or postponement.

- Students who are separated from the program for greater than one year must re-apply for admission to start the program over from the beginning.
- A student may be readmitted conditionally or unconditionally back into the PTA program. If on conditional status, specific criteria will be formulated as identified in a contractual agreement (petition).
  - A returning student must repeat clinical check-offs and comprehensive final exams for those courses they last completed successfully. This process must be completed prior to the student participating in any clinical practicum, and prior to starting the program for the second time.

## Transfer Students into the Physical Therapist Assistant Program

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

## Safety

### Fire and Emergencies

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

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

## Evacuation Procedures

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

## Hazardous Materials

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

## Electrical Safety Guidelines

1. Never use a modality unless you are thoroughly familiar with its operation and an instructor is in the lab.
2. Report all devices that do not seem to operate or seem different than normal to the instructor.
3. Report all devices with frayed, broken damaged, or non-functional components to the instructor.
4. Do not allow equipment to roll over electrical cords.
5. Do not disconnect powered equipment by pulling on the electrical cord. Grasp the plug to disconnect equipment.
6. Do not use electrical cords, which are frayed.
7. Any unusual noise such as buzzing, unusual odors, tingling sensations are cause for discontinuing use of equipment.

## Students

1. **Lockers:** Lockers are available to all students for storage of lab clothes, books, valuables, etc. Combination locks are recommended, and combinations or extra keys must be given to the Program Coordinator to be kept in a locked filing cabinet. This is to ensure access in case of lost keys or forgotten combinations. No alcohol, drugs, hazardous items, or weapons may be stored in the lockers.

2. **Email:** An email account through the University or other provider is required through-out the program. It will be utilized for the dissemination of information, homework/classwork, research and to help the student become better acquainted with the internet system and its application to the health field.
3. **Graduation Requirements:** The degree of Associate of Applied Science: Physical Therapist Assistant, will be awarded by ISU College of Technology to those students who satisfactorily complete the following minimum requirements:
  - a. Pass all required didactic coursework with a "C" or better.
  - b. Pass all clinical affiliations with a grade of "Satisfactory".
4. **Grievance procedure:** If a student believes his or her rights have been violated or they disagree with a program decision they should first attempt to resolve the situation with the offending party. If that proves to be unsatisfactory, the student should then file an official petition with Student Services to outline the problem in detail. The petition will circulate through the Program Coordinator, Department Chair and the Associate Dean. All parties involved will be allowed to provide input and an appropriate decision will be reached. If the situation is not resolved to the satisfaction of the student or it is of sufficient consequence to take the issue to the university level, they may refer to "procedural rights" in the Student Code of Conduct and Scholastic Appeals in the ISU Student Handbook for further direction and information.
5. **Records:** The permanent record (transcript) of each student's academic achievement is kept in the registrar's office. Confidentiality of Records Policy follow the guidelines set forth by the Family Educational Rights and Privacy Act. ISU abides by this act. A cumulative record is kept on each physical therapist assistant student. This record contains admission information, immunization records, and other pertinent information such as grades, advising sessions, etc. It is kept on file for three years after graduation. At any time, a student may check their own grade report or unofficial transcript by using their internet account to access the school's grade records. They may also find their class schedules listed in the same place.
6. **Advising:** Program advising and career counseling is available through Student Services and/or individual appointments with faculty members or the program coordinator. Once accepted into the program, the students will meet with the assigned advisor before beginning course work, and once every semester regarding their performance in the classroom and the clinical settings. Faculty members maintain regular office hours when students can, by appointment, discuss their performance within a specific course, or their general performance in the program. The faculty can also assist with academic and/or personal problems when requested, or when the student's conduct interferes with the learning process for themselves and/or others.

7. **Dress Code:** The Physical Therapist Assistant program is a professional program. Students are expected to dress in an appropriate professional manner in the classroom. Physical Therapist Assistant students will be involved in hands-on learning experiences. For these experiences, men are required to wear shorts and women are required to wear shorts and a tank top or halter top. Additionally, nail length should be kept short for safety reasons. Artificial nails are prohibited. For safety, hair should be tied back so as not to interfere with performance or therapy techniques; no extreme hair styles and/or color. If a student is not properly dressed at the beginning of a class, he/she will be asked to leave which will then be recorded as an absence. The program has a specific dress code for practical examinations and clinical internships. During program oral presentations business casual attire is expected.
8. **Clinical Education Dress Code:** Physical Therapist Assistant students represent ISU and should demonstrate professional appearance in the clinical area. The student's pride in appearance should reflect the pride in the profession and institution. It is the student's responsibility to observe the dress code standards. Professional appearance is always subject to the approval of the clinical instructor at each specific clinical education site.  
Required dress for clinical affiliations is determined by the clinical. A lab jacket/coat may be required. However, at the very least students are expected to dress professionally with a business casual approach, dress pants/khakis and unmarked logo-free polo or dress shirts/blouses, closed toe/heel shoes that are professional in appearance. Tennis shoes may be worn if approval is given by the clinical site but must be in good repair and without bright colors (preferably solid white or black) and a name badge. Jewelry should be kept to a minimum for both the student's and patient's safety. Watches and wedding rings are acceptable. Piercings should be kept to a single ear lobe piercing the size of a pencil eraser. Tattoos should be covered at all times. Good hygiene is a must; uncleanliness, body odor, bad breath, strong perfume and the smell of cigarette smoke are offensive to others.
9. **Student Health:** As a student, you should strive to maintain optimum health. Your grades are affected if you are absent and missing the learning experiences. If situations arise in which your health may be in danger, your instructor will be responsible for determining whether or not you may stay in the clinical area. These situations may include but are not limited to: back injuries, injuries requiring a cast, infectious diseases, draining wounds. In some cases, hospital policy may require you to remain at home. Should personal illness require withdrawal from the program, re-entrance will depend upon available clinical and academic space, satisfactory completion of previous course work, and department approval. Honesty about one's health problems is encouraged. Any pre-existing conditions, i.e., severe emotional stress, drug related problems, back injuries, disabling

diseases even though in an arrested state, must be documented at time of entrance into the program. Failure to do so may be cause for dismissal. Faculty concerns for students leads us to request this information. Should a health situation arise, it is better for the faculty to be equipped to manage it than to know nothing about what is happening.

10. **Policy on Transmitted Diseases:** Health Occupations students and faculty should always be aware of potential contamination from infectious agents in the health care environment. It is important that everyone be alert to prevent accidental exposure. (Since medicine cannot reliably identify all patients with a transmissible disease, especially those in an emergency situation, it follows that health care practitioners should treat all patients at all times as if they were a potential source of infection). This approach includes precautions for contact with patient's blood and body fluids. This is referred to by the Center for Disease Control (CDC) as "universal precautions". Practice of these precautions will ensure protection against HIV (Human Immunodeficiency Virus), the cause of AIDS, HBV (Hepatitis B Virus), the primary cause of viral hepatitis, and all other blood borne infections agents. Rigorous adherence to these guidelines will be required of all students and faculty.
11. **Precautions for The Transmission of HIV and other blood borne agents to Health Care Students and Faculty:** Basic Aseptic Technique practiced by health care students/faculty in conjunction with the following blood and body fluid precautions can prevent the transmission of HIV, HBV and other blood borne agents.
  - a. All patients, their blood and other body fluids, will be considered to be infectious at all times.
  - b. Whether or not the patient is known to be infected with HIV or HBV, the student and faculty will:
    - Wash hands thoroughly with soap and water before and immediately after contact with patients, their blood, urine, or other body fluids.
    - Consider sharp items (needles, scalpel blades, other sharp instruments) as being potentially infective and handle with extreme care to prevent accidental injury.
    - Dispose of sharp items in puncture-resistant containers immediately after use.
    - Do not recap, purposefully bend, or otherwise manipulate by hand needles that are to be disposed.
    - Minimize the need for emergency mouth-to-mouth resuscitation by using pocket masks, bag valve masks, or other ventilation devices.
    - Wear gloves when handling patient's blood, body fluids, and/or items soiled with blood or other body fluids.

- Use gloves when performing venipuncture, arterial punctures and capillary sticks.
- Wear gown, mask and protective eye wear when performing procedures where aerosolization or splattering are likely to occur (e.g. dental surgical procedures, wound irrigation, bronchoscopy, endoscopy, high speed centrifugation, hands on treatment techniques, etc.).
- Clean up spills of blood or body fluids immediately with a disinfectant such as 1:10 dilution of chlorine bleach. Dispose of clean up materials appropriately.

## Procedure for Reporting Potential Exposure

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

## Clinical Affiliations

The student will attend two full-time clinical affiliations:

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

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

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

Each student is responsible for participating in choosing clinical sites that best meet their educational goals. Final decisions will be determined by the CEC and will be based on site availability, order of choice, and educational goals. Each student is expected to complete one rotation in a setting other than outpatient orthopedics (i.e. acute care, skilled nursing, home health, pediatrics, neurological rehab) and one rotation in an outpatient orthopedic setting. It is expected that all students will be flexible with site selection. A student should expect to relocate to an area outside of southeastern Idaho as determined by the program for both required clinical affiliations. Expenses incurred from any relocation (including housing, transportation, food, etc.) are the responsibility of the student.

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

**A. Insurance:**

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

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

- Hepatitis B: Documentation of the completion of the two or three shot series and a subsequent positive titer which indicates sero-conversion. (If the titer is negative, the Hepatitis B shot series will need to be completed again.)

- TB Assessment: May vary depending on clinical site. Must be completed yearly as a minimum requirement.
  - MMR: You must show documentation of two MMRs or a titer showing immunity for Rubella and Rubeola.
  - Tetanus: Must have been completed within the past 10 years. This must be documented on the health form.
  - Varicella (Chicken Pox): Must have a positive Varicella titer or documentation of Varicella immunization injection. History of the disease is not acceptable.
  - COVID-19 Vaccination: Idaho State University does not currently require this vaccination. However, many clinical sites do require the vaccination according federal requirements. Please contact the CEC for further details.
  - Seasonal Flu Vaccination: During the flu season students are required to have a current flu vaccination. Students may decline this requirement through a signed declination form and agree to certain clinical site-specific requirements.
  - All students must have their vaccinations, including Hepatitis B (and the test for Tuberculosis) completed before the first day of the first clinical affiliation. Students who do not provide proof of the required immunizations (or a signed waiver for Hepatitis B) will not be allowed to attend an affiliation until their files are complete.
- C. **CPR Certification:** is required prior to entering any clinical affiliation, and the student will not be allowed to participate until certification is complete. The required CPR certification is American Heart Association Basic Life Support Provider.
- D. **Medical Emergency:** In the event the student has a medical emergency at the facility they will be referred for appropriate medical treatment. The student will incur the cost of the treatment.
- E. **Clinical Education Assumption of Risk:** Please note the assumption of risk located in the appendices of this document.

## American Physical Therapy Association (APTA)

The American Physical Therapy Association (APTA) is the national organization dedicated to serving the physical therapy profession. The APTA is your best source for the latest information on physical therapy practice trends and issues.

APTA membership offers you the following benefits:

- Legislative Representation
- Reimbursement Updates and Information
- News and Information 24 hours a day (including information packed publications)

- Continuing Education Opportunities (at reduced fees for members)
- Career Development Resources
- Updates in Physical Therapy Practice and Research
- Insurance and Financial Services
- Membership Directory

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

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

## **APTA Guide for Conduct of the Physical Therapist Assistant**

### **Purpose**

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

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

## Interpreting the Standards of Ethical Conduct

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

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

## Preamble to the Standards of Ethical Conduct

The Preamble states as follows:

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

**Interpretation:** Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010, all the lettered standards contain the word “shall” and are mandatory ethical obligations. The language contained in the Standards of Ethical Conduct is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards of Ethical Conduct. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word “shall” serves to reinforce and clarify existing ethical obligations. A significant reason that the Standards of Ethical Conduct were revised was to provide physical therapist assistants with a document that was clear enough to be read on its own without the need to seek extensive additional

interpretation.

The Preamble states that “[n]o document that delineates ethical standards can address every situation.” The Preamble also states that physical therapist assistants “are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.” Potential sources for advice or counsel include third parties and the myriad resources available on the APTA website. Inherent in a physical therapist assistant’s ethical decision-making process is the examination of his or her unique set of facts relative to the Standards of Ethical Conduct.

## Topics

### Respect

#### Standard 1A states as follows:

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

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

### Altruism

#### Standard 2A states as follows:

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

Interpretation: Standard 2A addresses acting in the best interest of patients and clients over the interests of the physical therapist assistant. Often this is done without thought, but, sometimes, especially at the end of the day when the clinician is fatigued and ready to go home, it is a conscious decision. For example, the physical therapist assistant may

need to make a decision between leaving on time and staying at work longer to see a patient who was 15 minutes late for an appointment.

## Sound Decisions

**Standard 3C states as follows:**

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

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

## Supervision

**Standard 3E states as follows:**

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

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

## Integrity in Relationships

**Standard 4 states as follows:**

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

Interpretation: Standard 4 addresses the need for integrity in relationships. This is not limited to relationships with patients and clients but includes everyone physical therapist assistants come into contact with in the normal provision of physical therapist services. For example, demonstrating integrity could encompass working collaboratively with the health care team and taking responsibility for one's role as a member of that team.

## Reporting

**Standard 4C states as follows:**

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

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

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

Many other mechanisms may exist to discourage misconduct. The physical therapist assistant should be creative, open-minded, fair, and impartial in considering how to best meet this ethical obligation. Doing so can actively foster an environment in which misconduct does not occur. The main focus when thinking about misconduct is creating

an action plan on prevention. Consider that reporting may never make the alleged victim whole or undo the misconduct.

If misconduct has not been prevented, then reporting issues must be considered. This ethical obligation states that the physical therapist assistant reports to the “relevant authority, when appropriate.” Before examining the meaning of these words it is important to note that reporting intersects with corporate policies and legal obligations. It is beyond the scope of this interpretation to provide legal advice regarding laws and policies; however, an analysis of reporting cannot end with understanding one’s ethical obligations. One may need to seek advice of legal counsel who will take into consideration laws and policies and seek to discover the facts and circumstances.

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

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

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

## Sexual Harassment

**Standard 4F states as follows:**

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

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

## Exploitation

### Standard 4E states as follows:

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

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

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

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

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

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

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

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

## Colleague Impairment

### Standard 5D and 5E state as follows:

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

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

Interpretation: The central tenet of Standard 5D and 5E is that inaction is not an option for a physical therapist assistant when faced with the circumstances described. Standard 5D states that a physical therapist assistant shall encourage colleagues to seek assistance or counsel while Standard 5E addresses reporting information to the appropriate authority.

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

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

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

## Clinical Competence

**Standard 6A states as follows:**

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

**Interpretation:** 6A should cause physical therapist assistants to reflect on their current level of clinical competence, to identify and address gaps in clinical competence, and to commit to the maintenance of clinical competence throughout their career. The supervising physical therapist can be a valuable partner in identifying areas of knowledge and skill that the physical therapist assistant needs for clinical competence and to meet the needs of the individual physical therapist, which may vary according to areas of interest and expertise.

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

## Lifelong Learning

**Standard 6C states as follows:**

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

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

## Organizational and Business Practices

**Standard 7 states as follows:**

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

**Interpretation:** Standard 7 reflects a shift in the Standards of Ethical Conduct. One criticism of the former version was that it addressed primarily face-to-face clinical

practice settings. Accordingly, Standard 7 addresses ethical obligations in organizational and business practices on both patient and client and societal levels.

### Documenting Interventions Standard 7D States as Follows:

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

Interpretation: 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients and clients and document related data collected from the patient or client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services.

### Support Health Needs Standard 8A States as Follows:

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

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

*Issued by the Ethics and Judicial Committee American Physical Therapy Association October 1981*

*Last Amended: March 2019*

*Contact: [ejc@apta.org](mailto:ejc@apta.org)*

## Registration/Licensure

To work as a Physical Therapist Assistant in Idaho, an individual must graduate from an accredited physical therapist assistant educational program and successfully complete the National Physical Therapy Examination for the PTA. You are urged to become familiar with the state of Idaho physical therapy practice act, so that you can inform the public about the nature of the profession in the state. All fifty states and the District of

Columbia regulate physical therapist assistants. If you intend to work in another state other than Idaho after graduation, you should become familiar with that state's licensure law.

*Issued by Judicial Committee of the American Physical Therapy Association October 1981 (Last Amended January 1996).*

## **A Patient's Bill of Rights**

The patient has the right to considerate and respectful care.

The patient has the right to obtain from his/her physician complete current information concerning his/her diagnosis, treatment and prognosis in terms the patient can be reasonably expected to understand. When it is not medically advisable to give such information to the patient, the information should be available to an appropriate person on his/her behalf.

The patient has the right to receive from his/her physician information necessary to give informed consent prior to the start of any procedure and/or treatment. Except in emergencies, such information for informed consent should include but not necessarily be limited to specific procedure and/or treatment, the medically significant risks involved, and the probable duration of incapacitation. Where medically significant alternatives for care or treatment exist, or when the patient requests information concerning medical alternatives, the patients has the right to such information. The patient also has the right to know the name of the person responsible for the procedures and/or treatment.

The patient has the right to every consideration of his/her privacy concerning his/her own medical care program. Case discussion, consultation, examination, and treatment are confidential and should be conducted discreetly. Those not directly involved in his/her care must have the permission of the patient to be present.

The patient has the right to refuse treatment to the extent permitted by law, and to be informed of the medical consequences of his action.

The patient has the right to expect that all communications and records pertaining to his/her care should be treated as confidential.

The patient has the right to expect that within its capacity a hospital must make reasonable response to the request of a patient for services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically permissible, a patient may be transferred to another facility only after he/she has received complete information and explanation concerning the needs for and

alternatives to such a transfer. The institution to which the patient is to be transferred must first have accepted the patient to transfer.

The patient has the right to obtain information as to any relationship of his/her hospital to other health care and educational institutions in so far as his/her care is concerned.

The patient has the right to obtain information as to the existence of any professional relationships among individuals, by name, who are treating him/her.

The patient has the right to be advised if the hospital proposes to engage or perform human experimentation affecting his/her care or treatment.

The patient has the right to refuse to participate in such research projects.

The patient has the right to expect reasonable continuity of care. He/her has the right to know in advance what appointment times and physicians are available and where.

The patient has the right to expect that the hospital will provide a mechanism whereby he/she is informed by his/her physician of the patient's continuing health care requirements following discharge.

The patient has the right to know what hospital rules and regulations apply to his/her conduct as a patient.

The patient has the right to examine and receive an explanation of his/her bill regardless of source of payment.

*\*From the American Hospital Association*

## **Guidelines for Student and Employer Contracts**

(HOD 06-92-14-28)

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

1. Notification by the employer if the place of employment may be in an isolated area or as a solo practitioner such that the new graduate will not have ready access to mentoring and regular collegial relationships or any resources for professional growth and development.
2. Disclosure by the employer of ownership of the practice.
3. Notification by the employer to the student if the practice is involved in any situation in which a referring practitioner can profit as a result of referring

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

## Access and Confidentiality Agreement

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

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

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

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

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

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

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

Confidential Information. I understand that my failure to comply with this Agreement may also result in my dismissal from the PTA program.

## Code of Conduct

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

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

Smoking and vaping are not permitted in any state of Idaho building.

*More information on these policies can be found in this handbook in Section IV: Idaho State University Policies and Procedures.*

## Intoxicants Policy

Any instructor who observes behavior which suggest that a student may be under the influence or detects the odor of an intoxicant of a student will take the following actions:

1. The instructor will notify the student that they will not be allowed in the classroom or lab.
2. Public Safety should be contacted to escort the student to a safe place.
3. The student will meet with the Director of Student Services the following day to discuss which steps should be taken.
4. The Director will communicate with the Office of Student Affairs regarding the violation.
5. The Director will contact the instructor and Department Chair summarizing any outcomes.

This policy does not supersede other laws or university student conduct policies pertaining to alcohol or drug possession, consumption or delivery.

## Dismissal Policy

A student may be dismissed from a College of Technology program if the student fails

to meet the academic and/or nonacademic continuation standards of the program/department including unprofessional/unethical behaviors and unsafe practices, or if the student is not making satisfactory progress in the program. Prior to deciding on dismissing a student, the faculty of the program will meet with the student for a disciplinary review in order to give the student due process which includes a student's right to be adequately notified of charges and the opportunity to be heard.

### Disciplinary Procedure

1. The faculty will notify the student privately of the incident(s) that have led to a disciplinary review and schedule a meeting time for the review. The purpose of a disciplinary review is to discuss the facts of the incident(s), to hear the student's perspective, and if a violation has occurred, to determine an appropriate level of discipline which may lead to dismissal.
2. The meeting should be scheduled as soon as possible after the incident(s) occurred.
3. The student should refrain from attending any clinical, lab, externship, etc. that may threaten or pose a danger to the health, safety or welfare of any individual. After the disciplinary review, the faculty should determine what sanction to impose. In determining what sanction to impose, mitigating and aggravating factors may be considered, such as the individual's prior disciplinary record, the nature of the offense, the severity of the damage, injury or harm resulting from the violation, and any restitution made.

### Notification Procedures

1. The student must be notified in writing of the outcome of the disciplinary review and if sanctions will be imposed. If the student is dismissed, the letter must be sent by certified mail, return receipt requested.
2. The letter should indicate the incident(s) that occurred and the decision made regarding the incident(s). The student should be notified in the document that they have the right of appeal according to the Idaho State University Student Handbook. The student should be given a copy of the ISU Student Handbook or notified that it is available online.

### Channels of Redress

An aggrieved student may:

1. Present any unresolved issues to the Department Chairperson. If the Department Chairperson is named in the complaint, the Dean of the College where the alleged infraction occurred shall appoint another member of the college to act in the Chairperson role for the appeals process.
2. Present any unresolved issues in a formal hearing before the Dean of the College involved. In the case of dismissal from a program, that is the college in which the program resides; for an appeal of a course grade, it is the college in which the course was offered. At this hearing, parties shall submit written charges, answers, and arguments to the Dean. The Dean shall preserve these documents for use in later appeals to a Scholastic Appeals Board, if such an appeal becomes necessary. Only written charges, answers and arguments presented at the Dean's formal hearing will be subject to review by a Scholastic Appeals Board. The Deans shall be charged with preserving all tangible evidence and all written charges, answers, and arguments submitted at hearing before them. The student must have specifically demonstrated at the formal hearing before the Dean how the alleged infraction led to his or her dismissal from the program or adversely affected his or her final grade in order to pursue an appeal to a Scholastic Appeals Board. The Dean must notify, in writing, the student and faculty member of his or her decision within one week following the formal hearing. The Dean shall have the authority to direct the Registrar to change a student's grade.
3. A Department Chairperson or College Dean may elect to utilize an internal committee to assist in making a decision on academic appeals at the departmental and/or college levels. Department Chairs and Deans may interview the student and/or instructor, or conduct an additional investigation deemed appropriate to help in the decision-making process. Nothing contained in these procedures shall act to enlarge or restrict the existing authority, if any, of any Dean or the Provost and Vice President for Academic Affairs to take any action, including the changing of student grades or reinstating a student, outside of the appeals process described herein.

### Procedure for an Appeal to Scholastic Appeals Board

1. If the student wants to appeal the decision reached in the formal hearing, they must obtain a scholastic appeal petition form from the Office of Student Affairs, and return it there when completed. The completed petition shall include a concise description of the complaint, the signature of the student instituting the petition, and the signatures and comments of the faculty member, Department Chairperson, if any, and the Dean involved, if said persons are still available.

2. Copies of all written charges, answers, and arguments and all tangible evidence presented at the Dean's formal hearing shall be made available to the student to attach to the original petition submitted to the Office of Student Affairs. The petition and additional materials will be secured in the office.
3. A scholastic appeal petition must be initiated before the end of the semester following the formal hearing. The petition is initiated when the student formally presents his or her complaint to the Office of Student Affairs and requests a scholastic appeals petition.
4. The Office of Student Affairs will then notify the Chairperson of the Academic Standards Council of the need to consider the petition. The Chairperson will then choose a Chair for the Scholastic Appeals Board, and the rest of the Board will be constituted.

## IV. College of Technology Resources and Services

### Services for Students

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

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

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

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

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

### Message from Center for New Directions

Success in this course depends heavily on your personal health and wellbeing.

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

### **Statement on Services**

- Students enrolled in the ISU College of Technology are eligible to receive free, confidential personal and career counseling from licensed professional counselors at **Center for New Directions (CND)**. We offer individual counseling and Biofeedback. Call 208-282-2454 Monday – Friday from 8am – 5pm to schedule an appointment or to speak immediately to a counselor if you are in crisis. [www.isu.edu/cnd](http://www.isu.edu/cnd)
- **ISU Counseling and Testing Services (CATS)** ISU Counseling and Testing Services (CATS) would like to remind all students who are enrolled in the current semester (part-time or full-time) they are eligible for free, confidential counseling services. CATS offers individual and group counseling, as well as Biofeedback Training. Crisis intervention services are available Monday – Friday from 8am – 5pm.

To establish services:

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

[www.isu.edu/ctc](http://www.isu.edu/ctc)

### **Mental Health Services for Out of State ISU Students**

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

### **Accessing My SSP**

- Connect with My SSP by calling 1-866-743-7732 or visiting [us.myissp.com](http://us.myissp.com). If calling from outside North America: 001.416.380.6578
- Download "My SSP" from the app store to use on your phone

### **Registration and Fee Collection Policy**

- All students who are enrolled in semester-based programs must pay their

tuition by the Friday before classes begin to avoid a \$50 late fee. For tuition payment information, login to the ISU BengalWeb and go to the Finances tab.

- Students who are enrolled only in the eight-week classes (early and late), must pay tuition by the first day of class.

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

## Financing Your Education

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

[studentaid.gov/fafsa](http://studentaid.gov/fafsa)

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

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

[isu.edu/financialaid](http://isu.edu/financialaid)

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

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

[isu.edu/scholarships](http://isu.edu/scholarships)

## Traffic and Parking

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

[isu.edu/parking](http://isu.edu/parking)

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

Cost:

- General Lot: \$110
- Reserved Lot: \$331

Students may park only in the area their parking decal designates. Students at the College of Technology may not park in the Cosmetology Patron parking spaces. The parking meters at the RFC Complex are reserved for visitors and new applicants inquiring about school. Students are NOT PERMITTED to park in metered spaces. Students should be aware of the ISU towing policy. Any vehicle will be towed at the owner's expense when it accumulates \$50 in citations.

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

## V. Idaho State University Policies and Procedures

### Student Conduct Rules and Regulations

The University encourages Students to approach personal decision making with the following expectations and principles. The following behaviors are considered violations and may be actionable under the Code:

#### A. Alcohol

Illegal or unauthorized procurement, consumption, use, possession, manufacture, or distribution of alcoholic beverages. Alcoholic beverages may not, in any circumstances, be used by, possessed by, or distributed to persons under twenty-one (21) years of age.

##### 1. Regulations

- a. Consumption and possession of alcohol is prohibited in general use areas and all University residence halls. General use areas include all University owned, leased, or operated facilities, and campus grounds.
- b. Consumption and possession of alcohol, by persons of legal age, is only authorized in the University apartments and other areas designated by the President with the approval of the State Board of Education.
- c. Distribution of alcohol to a minor is prohibited.
- d. Possession and consumption of alcohol by a minor is prohibited.
- e. Possession and consumption of alcohol in areas that are designated as "alcohol free" is prohibited.
- f. Sale of alcohol, unless authorized by the State Board of Education and with the appropriate licenses and permits, is prohibited.
- g. It is prohibited for anyone of legal drinking age (21 or older) to consume alcohol in university residential facilities, in the presence of a minor, unless that minor is a roommate, spouse, or dependent.

2. Enforcement of and sanctions for violations of the alcohol Code will be administered according to the procedures outlined in section VII of this policy.

#### B. Bullying

Conduct considered severe, pervasive, and objectively offensive. Anything that undermines and detracts from another's educational experience and effectively denies access to university resources and opportunities.

#### C. Coercion

The use or threat of physical violence or the improper use of actual or perceived

power, position, status, or influence to pressure others to do something against their will.

D. Dangerous Materials

Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University Premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes others to fear for their safety. The rare instances in which possession of firearms are allowed on campus is outlined in ISUPP 9000 *Possession of Firearms*.

E. Destruction, Damage, or Misuse of University or Private Property

Any damage to or misuse of university or private property is a violation of this code.

F. Dishonesty, includes but is not limited to:

1. Furnishing false information to the University. This includes filing false, knowingly incomplete, or intentionally exaggerated reports or documents.
2. Forgery, alteration, or misuse of any University document, record, or instrument of identification.
3. Unauthorized possession, duplication, or use of keys or access codes to any University Premises or unauthorized entry to or use of University Premises.
4. Any acts that violate ISUPP 4000 Academic Integrity and Dishonesty for Undergraduate Students is a violation of this Code. This includes, but is not limited to plagiarism, cheating, and any other forms of Academic dishonesty. Possible violations of the ISU Academic Dishonesty Policy are administered separately by Faculty Members and Academic administrators. Certain behaviors may violate both the Academic Dishonesty Policy and this section, or others, of the Code. In that case, the Conduct Administrator will consult with the relevant department(s) and determine whether one process or both will be utilized.

G. Discrimination

Occurs when an individual or group of individuals is treated adversely (i.e., denied rights, benefits, equitable treatment, or access to facilities available to others) based on the individual's or group's actual or perceived membership in a Protected Class.

H. Disorderly and/or Irresponsible Conduct, including but not limited to:

1. Public Conduct that is objectively offensive, lewd, or indecent.
2. Breach of peace, or encouraging others to breach the peace on university property.
3. Conduct that endangers the health and safety of others and/or the public.

I. Disruptive Behavior During Instruction and Educational Activities

Faculty Members supervise classroom Conduct and may establish reasonable Conduct standards for their students through their syllabi or spoken directives.

Behavior that a reasonable person would deem as disruptive to the ability of a Faculty Member to teach a class or prevent other Students from receiving the benefits of instruction may be considered disruptive. If an instructor informs a student that a particular behavior is disrupting the learning activity or instructional interaction, the student should promptly stop the behavior. If a student continues the behavior, the instructor may refer the student to the Dean of Students or ask the student to leave the classroom. If a student is asked to leave, the student should leave the class quietly. If a student chooses not to comply or elevates the disruption by arguing about the request, Public Safety may be called to assist. Failure to comply with an instructor's request is a violation of this policy.

J. Disruptive or Obstructive Actions or Activities, include but are not limited to:

1. Disruption or obstruction of teaching, research, administration, Conduct Proceedings, and includes speech that is manifestly unreasonable in time, place, or manner.
2. Participating or leading others to participate in an on-or-off campus demonstration, riot, or activity that disrupts the normal operations of the University and/or infringes on the rights of other Members of the University Community.
3. Obstruction of the free flow of pedestrian or vehicular traffic on University Premises or at university sponsored or supervised functions.
4. Persistent speech, expression, or action that is so objectively offensive or concerning that it interferes with others' ability to live, learn, work, or pursue educational opportunities at the University.

K. Drugs

Use, possession, manufacture, or distribution of controlled substances, as defined by the United States Department of Justice, and synthetic substances used as a substitute for controlled substances. Abusing prescription drugs is also prohibited.

L. Failure to Comply with Directions of University Officials, including but not limited to: ISU Public Safety officials, Residence Assistants or University employees acting in performance of their duties, and/or failure to identify oneself to these persons when requested to do so.

M. Harassment

Unwanted or unwelcome behavior or Conduct toward an individual because of the individual's Protected Class that is sufficiently severe, persistent, or pervasive to have the impact of unreasonably interfering with a person's ability to live, learn, work, or recreate at the University.

N. Hazing

An act that endangers the mental or physical health or safety of a student, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a

defense. Apathy or acquiescence in the presence of hazing is not a neutral act and are violations of this rule.

O. Intimidation

Behavior or Conduct intended to induce fear in others for the purpose of deterring them from acting or forcing them to act against their will. Pressure to obtain compliance may also be considered intimidation.

P. Invasion of Privacy

Making, using, disclosing, or distributing a recording or a photograph of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it.

Q. Misuse of the Student Code of Conduct and Conduct Proceedings, include but are not limited to:

1. Failing to comply with a notice from a Conduct Officer, Conduct Board, or other University official to set an appointment or appear for a meeting or hearing.
2. Falsifying, distorting, or misrepresenting information before a Conduct Officer or Conduct Board.
3. Disrupting or interfering with Conduct Proceedings.
4. Submitting a complaint in bad faith.
5. Attempting to discourage others from participating in or using Conduct Proceedings.
6. Attempting to influence the impartiality of a Conduct Officer or a member of a Conduct Board prior to, and/or during the course of Conduct Proceedings.
7. Harassing or intimidating a Conduct Officer or a member of a Conduct Board prior to, during, and/or after a Conduct Proceeding.
8. Failing to comply with the sanctions imposed through a Conduct Proceeding.
9. Influencing or attempting to influence another person to commit an abuse of the Code.
10. Retaliating against any person for participating in a protected activity. The University considers the following activities protected:
  - a. Making a report that alleges misconduct
  - b. Speaking with University investigators about alleged misconduct
  - c. Supporting a person who is participating in an investigation or Conduct Proceeding
  - d. Sharing information with the University as a witness in an investigation or Conduct Proceeding

R. Misuse of Technology

Abuse of computer facilities and resources, including but not limited to:

1. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.

2. Unauthorized transfer of a file.
  3. Use of another individual's identification and/or password or sharing one's identification and/or password with others.
  4. Interfering with the normal operation of the University computing system or the work of another Student, Faculty Member, or University official.
  5. Sending obscene, harassing, or threatening messages.
  6. Downloading, sharing, and/or distributing copyrighted materials without the permission of the copyright holder and/or any other use of computer/network resources in violation of copyright law.
  7. Any violation of the University Acceptable Use Policy and/or the Student Computing Contract.
- S. Physical Violence  
Any incident of physical violence is a violation of this code.
- T. Sexual and Gender-Based Misconduct  
Acts of sexual and gender-based misconduct are a violation of the Student Code. Allegations of sexual misconduct are investigated, processed, and appealed under ISUPP 1120 Sexual Harassment and Gender Discrimination.
- U. Smoking/Vaping  
The University maintains smoke-free campuses. Smoking/Vaping with any device or product, including e-cigarettes, is prohibited on University Premises unless a person is on a public street or sidewalk maintained by the surrounding municipality.
- V. Theft  
Acts of Theft are a violation of this code. Theft includes, but is not limited to:
1. Taking or removing others' property (including the University's), or attempting to take it without their knowledge or permission.
  2. Assuming or appropriating the identity of another person for any reason.
- W. Threats  
Making statements or engaging in non-verbal acts that communicate clear intent to commit an act of unlawful violence to a particular person, persons, or property is a violation of this code.

## **Sanctions to Individuals for Violations of the Student Code of Conduct**

May include educational and learning based outcomes as appropriate. The following sanctions may be imposed, singly or in combination, upon any Student found to have violated the Code:

- A. Written Warning: A written notice that the student is violating or has violated University policy. A record of the warning is kept in the student's conduct file.

- B. Probation: A written reprimand for violation of specified policy. Probation is for a designated period of time. Sanctions may include loss of privileges or benefits. Additional sanctions up to and including suspension or expulsion may occur for additional violations of the Code.
- C. Loss of Privileges: Denial of specified privileges for a designated period of time, including the privilege of representing the University in official capacities. However, decisions about eligibility to participate in NCAA intercollegiate competitions are administered by the Athletic Department.
- D. Restitution: Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement. Financial penalties may be added to the Student's ISU financial account.
- E. Discretionary Sanctions: Work assignments, essays, service to the University or the community, or other related discretionary assignments.
- F. University Housing Suspension: Separation of the Student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- G. University Housing Expulsion: Permanent separation of the Student from University Housing.
- H. University Suspension: Separation of the Student from the University for a definite period of time, after which the student is eligible to apply to return. Conditions for readmission may be specified and all sanctions must be completed prior to applying for re-admission. Suspension shall in no case be longer than two (2) calendar years. Suspension will be recorded on the Student's University transcripts.
- I. University Expulsion: Permanent separation of the Student from the University. Expulsions will be recorded on the Student's University transcripts.
- J. Revocation of Admission and/or Degree: Admission to or a degree awarded from ISU may be revoked for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for other serious violations committed by a Student prior to graduation.
- K. Withholding Degree: ISU may withhold awarding a degree otherwise earned until the completion of the student conduct process set forth in the Code, including the completion of all sanctions imposed.

To see the full Student Code of Conduct ISUPP 5000 policy go to [Student Code of Conduct](#).

## **Substance Abuse Policy**

The purpose of this policy, and the programs listed, is to work toward the prevention of substance abuse in the University community. Goals are to (1) present factual and accurate information regarding the dangers and hazards of drug and alcohol use, misuse and abuse; (2) offer recommendations for alternative behaviors; and (3) provide

leadership in the dissemination of information. Through efforts in this area, the University wishes to encourage the creation of an educational environment for its students conducive to making conscientious and healthy decisions when they are faced with the difficult choices associated with the use of legal and illegal drugs and alcohol and to provide a better working environment for the faculty and staff. Education efforts will be directed to all members of the University community: students, faculty and staff. It is the intention of the University to make drug and alcohol awareness and education an important part of the social and academic aspects of campus life.

In addition to the academic development of students, the University recognizes the importance of the health and safety of its students. To further enhance and improve opportunities for students in these areas, the University has developed the following policy and programs specifically related to substance abuse.

The University regards students as adults and as such expects them to take responsibility for their own actions. Many students are in an awkward position in that, for the most part, they are legally adults and have all of the rights and responsibilities thereof, except pertaining to the use of alcohol. The University is obligated to comply with State and Federal laws and to enforce rules and regulations adopted by the State Board of Education.

This policy is implemented for the purposes of enforcement and monitoring of the State Board of Education alcohol rule. The University cannot be responsible for the personal lives and decisions of students; however, if the use or abuse of alcohol threatens to cause disorder or danger to the members of the University community, others, or campus property, appropriate action will be taken. Enforcement and discipline shall be consistent and due process appropriate for the offense shall be applied in accordance with established University policies and procedures.

A. Rules and Regulations

Rules and regulations regarding drugs and alcohol are enumerated in the Student Code of Conduct; the section pertaining to drugs and alcohol is as follows:

1. Violations

- a. Possession or consumption of alcohol is prohibited on university property except as permitted in specified living quarters of persons of legal age (e.g., student apartments, but not individual residence hall rooms), and other areas designated by the President with the approval of the State Board of Education.
- b. Distribution of alcohol to a minor is prohibited.
- c. Possession of alcohol by a minor is prohibited.
- d. Possession or consumption of alcohol in areas that are designated as "alcohol free" is prohibited.
- e. If a student violates the Student Code of Conduct while under the influence of alcohol, this policy will also apply.

- f. Sale of alcohol, unless authorized by the State Board of Education and with the appropriate licenses and permits, is prohibited.
- 2. Enforcement
  - a. All incidents of alcohol violations shall be reported to the Public Safety Office.
  - b. All reports of incidents involving alcohol will be forwarded to the Director of Student Life.
  - c. The Director of Student Life or their designee will be responsible for the following:
    - 1. Determining if an incident reported constitutes a violation of the University alcohol policy.
    - 2. Recording and tracking all students involved with alcohol violations.
    - 3. Notification of the criminal justice system, when warranted, of the behavior of an individual involved in an incident.
    - 4. Enforcing sanctions described.
- 3. Sanctions
  - a. Minimum sanctions

The sanctions described are minimum sanctions and do not limit the disciplinary power of the University in any matter involving Code of Conduct violations.
  - b. Infractions and Mandatory Sanctions
    - 1. First infraction of the Academic Year.

Student must attend an alcohol education class and will be placed on university conduct probation.
    - 2. Second infraction in the Academic Year without injury or conduct likely to lead to injury.

Student is placed on disciplinary probation and, at the student's expense, must submit to a substance abuse evaluation administered by a qualified authority. The student will provide the evaluation results or authorize the release of the evaluation results to the Student Affairs Office.
    - 3. Second infraction in the Academic Year with injury or conduct likely to lead to injury. Student is placed on disciplinary probation, and, at the student's expense, must submit to a substance abuse evaluation performed by a recognized authority. The student will provide the evaluation results or authorize the release of the evaluation results to the Student Affairs Office. The Director of Student Life or their designee may share all records of the incident with the Pocatello Police Department or other appropriate law enforcement agencies as deemed necessary.

4. Third infraction in the Academic Year without injury or conduct likely to lead to injury. Student is suspended from the University for one academic semester.
  5. Third infraction in the Academic Year with injury or conduct likely to lead to injury. Student is suspended from the University for at least one academic year and all records involving the incident may be shared with the Pocatello Police Department or other appropriate law enforcement agencies as deemed necessary by the Director of Student Life or their designee.
- c. Recording Cycle for Violations is One Academic Year. The academic year begins the first day the residence halls open for the fall semester and will continue through the day prior to the residence halls opening for the next academic year.
  - d. Right of Appeal. The student may appeal to the Director of Student Life or to the University Student Conduct Board. The procedure described in the Student Handbook will apply. On-campus residents who live in residence halls and who violate the alcohol policy in on-campus housing will be governed by the policy and appeals process described in the Standards of Residence.

Students who violate the Student Code of Conduct are subject to disciplinary action through the Residence Hall and/or the University Student Conduct Code. Students may also be subject to arrest and prosecution in cases where state laws have been violated. Sanctions up to and including expulsion may be imposed for drug or alcohol violations. A conviction for violation of state or federal drug laws may jeopardize federal financial aid.

The University will attempt to help students who have a problem and wish to receive assistance in dealing with that problem. The University will not, however, condone illegal activity; continued violation of drug or alcohol policies may result in expulsion.

The University Counseling and Testing Services shall serve as the department for referral for treatment of substance abuse problems. Upon referral or voluntary contact, the Center will evaluate each situation and either provide counseling and treatment or refer students to other appropriate agencies.

To see the full policy in the Student Handbook go to page 20 of the [Student Handbook](#).

## Smoke Free Policy

Idaho State University is committed to promoting a healthy and safe environment for students, faculty, staff and visitors. This policy is intended to reduce the health risks

related to smoking and secondhand smoke for the campus community. Smoke and tobacco-free policies are becoming a national standard in order to foster a healthy environment in all communities.

- A. Smoking is prohibited on all property owned, leased or operated by Idaho State University ("University"). This consists of all buildings, including residence halls, all grounds, including exterior open spaces, parking lots, on-campus sidewalks, University-owned streets, driveways, athletic and practice facilities and recreational spaces; and in all University-owned or leased vehicles.
- B. This smoking ban does not apply to public rights-of-way (sidewalks, streets) on the perimeter of the campus.
- C. All University of University students, faculty, staff, contractors and visitors must comply with this policy. Individuals observed smoking on the campus will be informed and asked to stop.
- D. Violators of this policy may receive a written violation and warning for a first offense. A second violation will receive a \$35 fine and a third violation will receive a \$100 fine. Violators may be offered the option of community service in lieu of a fine, at the discretion of Public Safety. In addition, repeat offenders who are visitors may also receive a trespass citation; faculty and staff may be referred to their supervisor and students may be referred to Student Affairs for appropriate actions under this policy.
- E. Persons engaging in smoking and/or the use of Smoking Products in violation of this policy may be subject to the following:
  - 1. Students will be referred to the student conduct office. Violation of this policy is a violation of the Student Code of Conduct.
  - 2. Employees will be referred to their supervisor and/or appointing authority for appropriate action.
  - 3. Contractors will be referred to their respective employers for appropriate action.
  - 4. Visitors will be required to leave the campus if they fail to conform to the policy when advised.
- F. Posted "No Smoking" signs shall not be obscured, removed, defaced, mutilated, or destroyed.
- G. The sale, distribution, and sampling of all tobacco products and tobacco-related merchandise is prohibited on all university-owned and operated property and at university-sponsored events. Littering campus with remains of smoking products is prohibited.

To see the full Smoke Free Campus Policy ISUPP 2370 go to [Smoke Free](#).

# Academic Integrity and Dishonesty Policy

## Policy Statement

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

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

## Authority and Responsibilities

The Academic Dishonesty Policy is administered and supervised by Academic Affairs. Instructors are responsible for addressing suspected incidents of academic dishonesty within their respective courses. Deans serve as appellate officers when students challenge the findings and outcomes determined by instructors. Revisions and modifications to this policy are managed by the Office of the Provost and Vice President for Academic Affairs.

## Definitions

- A. CHEATING is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work.  
Cheating includes, but is not limited to:
  - 1. Obtaining, providing, or using unauthorized materials or devices for an examination or assignment, whether verbally, visually, electronically, or by notes, books, or other means.
  - 2. Acquiring examinations or other course materials, possessing them, or providing them to others without the explicit permission of the instructor. This includes buying or selling an assignment or exam, or providing any information about an examination in advance of the examination.
  - 3. Taking an examination in place of another person or arranging for someone else to take an examination in one's place.
  - 4. Submitting the same work or substantial portions of the same work in two different classes without the explicit prior approval of the instructor.
  - 5. Fabricating information for any report or other academic exercise.

6. Fabricating or misrepresenting data.
  7. Copying down answers when provided during course testing or other standardized testing and giving them to other students who have not taken the test. This includes using smartphones to photograph and transmit restricted test materials.
  8. Removing the test instrument or test information from the testing room or other location without the instructor's explicit permission.
  9. Assisting another student without the instructor's permission.
  10. Deceiving instructors or other university officials about academic work.
  11. Altering grades on one's own or another student's work.
  12. Offering money or other remuneration in exchange for a grade.
- B. PLAGIARISM is defined as presenting or representing another person's words, ideas, data, or work as one's own.
- Plagiarism includes, but is not limited to:
1. The exact duplication of another's work and the incorporation of a substantial or essential portion without appropriate citation.
  2. The acts of appropriating creative works or substantial portions in such fields as art, music, and technology and presenting them as one's own.

The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations. Students should be aware that most instructors require certain forms of acknowledgement or references and may evaluate a project on the basis of proper form.

- C. ACADEMIC as used in this policy is synonymous with "scholastic" and refers to school-related endeavors, whether the school is vocational or academic.
- D. INSTRUCTOR/FACULTY MEMBER as used in this policy is defined as a person who is responsible for the teaching of a class or laboratory or other instruction. These terms include professors regardless of rank, instructional staff, graduate assistants, visiting lecturers, and adjunct, affiliate or visiting faculty.

To see the full Academic Integrity and Dishonesty Policy for Undergraduate Students Policy 4000 go to [Academic Integrity](#).

## Computer Misuse

Inappropriate use of the computer is considered computer misuse. All usage is to pertain to class instructional purposes. The supervisor of each lab will determine what is

deemed “inappropriate use” for their particular lab. For specific computer lab policies, see individual lab instructor. Inappropriate use may result in denial of computer lab access at the College of Technology. Refer to the Student Handbook Student Code of Conduct section, for additional information.

## Idaho State University Student Handbook

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

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

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

[isu.edu/StudentHandbook](https://isu.edu/StudentHandbook)

Additional Idaho State University policies:

1. FERPA
  - [isu.edu/ferpa](https://isu.edu/ferpa)
2. Title IX
  - [isu.edu/titleIX](https://isu.edu/titleIX)
3. Satisfactory Academic Progress
  - [isu.edu/satisfactory-academic-progress](https://isu.edu/satisfactory-academic-progress)

## VI. Idaho State University Resources and Services

### Disability Services

#### Mission Statement

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

Works collaboratively with University Partners to foster a welcoming, diverse, and inclusive University community.

Collaborates with and empowers individuals who have documented disabilities by working together proactively to determine reasonable accommodation(s).

Promotes a culture of self-advocacy, responsibility, and agency.

Ensures compliance with the Americans with Disabilities Act Amendments Act (ADAAA) and other current legislation.

Readily responds to grievances and advances inclusion through the removal of identified informational, physical, and/or attitudinal barriers.

Advocates for Universal Design (UD) as a crucial framework to support the diverse needs of students, faculty, staff, and community members.

Develops partnerships with external community members/groups to support the advancement of equity and inclusion at the local, state, and national levels.

Provides institution-wide advisement, consultation, and training on disability-related topics, including but not limited to: legal and regulatory compliance and universal design.

#### Accommodation of Students with Disabilities

##### A. Compliance and Services

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. The ADA

extends civil rights protection for people with disabilities in matters that include transportation, public accommodations, accessibility, services provided by state and local government, telecommunication relay services, and employment in the private sector.

- B. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. ISU will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities.
- C. Grievance Procedures  
Students who feel they have been discriminated against based upon a disability and wish to file a grievance shall file such complaints with the Office of Equity and Inclusion. The investigation and grievance procedures established for acts of illegal discrimination shall apply

## Contact Information

### Disability Services; Division of Student Affairs

Rendezvous Complex, Room 125  
921 South 8<sup>th</sup> Avenue, Stop 8121  
Pocatello, ID 83209-8121  
Phone: 208-282-3599  
Fax: 208-282-4617  
VP for ASL: 208-417-0620  
Email: [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu)

## Office of Equity & Inclusion

### Mission Statement

The Office of Equity & Inclusion is committed to creating and maintaining a safe and respectful learning and working environment for all staff and students at Idaho State University by providing leadership, expertise and education in our mission to create an environment where all members of the ISU community can thrive.

[Our](#) webpage will detail the specifics of each of our areas of service to the campus community including:

- EEO policy and procedure
- Civil Rights including harassment and discrimination
- Title IX compliance
- Gender Resource Center
- Diversity Resource Center
- Training, workshops and events

Our helpful and friendly staff are available to work with any member of the university community. We look forward to serving you.

## Contact Information

### Office of Equity and Inclusion

Rendezvous Complex, Room 157  
921 South 8<sup>th</sup> Avenue, Stop 8315  
Pocatello, ID 83209-8315  
Phone: 208-282-3964  
Fax: 208-282-5829

## Additional Resources and Services

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

For more information on each topic, please use the links given.

1. Career Services
  - [isu.edu/career](https://isu.edu/career)
2. Commencement
  - [isu.edu/graduation](https://isu.edu/graduation)
3. Counseling and Testing Services
  - [isu.edu/ctc](https://isu.edu/ctc)
4. Disability Services
  - [isu.edu/disabilityservices](https://isu.edu/disabilityservices)
5. Health at ISU

- [isu.edu/health](http://isu.edu/health)
- 6. Parking Services
  - [isu.edu/parking](http://isu.edu/parking)
- 7. Student Resources
  - [isu.edu/student-resources](http://isu.edu/student-resources)
- 8. Tutoring
  - [isu.edu/tutoring](http://isu.edu/tutoring)

## VII. Handbook Signature Form & Photography Consent Release



**Idaho State  
University**

**College of  
Technology**

### HANDBOOK SIGNATURE FORM

I acknowledge that I have received, read and understand the Physical Therapist Assistant Handbook. I have also reviewed the Idaho State University Student Handbook and understand the privileges and responsibilities of attending Idaho State University.

\_\_\_\_\_  
PRINTED NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
BENGAL ID #

\_\_\_\_\_  
INSTRUCTOR SIGNATURE

### CONSENT FOR PHOTOGRAPH RELEASE

I understand that my photograph may be used for educational purposes. I also understand that these photographs may be used in classroom discussions, reproduced to facilitate written and digital formats (including online), and/or be used in promotional materials (brochures, pamphlets, flyers, etc).

If there are limitations, please check one of the following boxes:

Photographs must be altered to ensure facial identity is hidden.

Do NOT use my photo for promotional or educational use.

\_\_\_\_\_  
PRINTED NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

## VIII. Computer Usage Policy



**Idaho State  
University**

**College of  
Technology**

### COMPUTER USAGE POLICY

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

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

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

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

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

---

PRINTED NAME

---

DATE

---

SIGNATURE

---

BENGAL ID #

## IX. Acknowledgement of Clinical Affiliation Placement Outside of Southeast Idaho



**Idaho State  
University**

**College of  
Technology**

### Physical Therapist Assistant Program

The student will attend two full-time clinical affiliations

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

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

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

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

Each student is responsible for participating in choosing clinical sites that best meet their educational goals. Final decisions will be determined by the CEC and will be based on site availability, order of choice, and educational goals. Each student is expected to complete rotation in a setting other than outpatient orthopedics (i.e. acute care, skilled nursing, home health, pediatrics, neurological rehab) and one rotation in an outpatient orthopedic setting. It is expected that all students will be flexible with site selection. A student should expect to relocate to an area outside of southeastern Idaho as determined by the program for both required clinical affiliations. Expenses incurred from

any relocation (including housing, transportation, food, etc.) are the responsibility of the student.

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

**Student acknowledgement of Clinical Affiliation placement outside of Southeast Idaho**

\_\_\_\_\_  
Student's Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Bengal ID Number

## X. Access and Confidentiality Agreement



**Idaho State  
University**

**College of  
Technology**

### Physical Therapist Assistant Program

#### ISU College of Technology PTA Program

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

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

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

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

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

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

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

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

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

**Student acknowledgement of the Access and Confidentiality Agreement**

\_\_\_\_\_

Student's Name (Print)

\_\_\_\_\_

Date

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Bengal ID Number

## XI. Background Check with CastleBranch

Order Instructions for:



Idaho State University College of Technology Health Occupations

1. Go to [mycb.castlebranch.com](https://mycb.castlebranch.com)
2. In the upper right hand corner, enter the Package Code that is below.
  - Package Code ID41

### ABOUT

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#### About CastleBranch:

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

### Order Summary

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#### Payment Information:

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

#### Accessing Your Account:

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

#### Contact Us:

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

## XII. Medical History and Physical Examination



**Idaho State  
University**

**College of  
Technology**

### Physical Therapist Assistant Program

College: \_\_\_\_\_ Department: \_\_\_\_\_  
 921 South 8<sup>th</sup> Avenue, MS \_\_\_\_\_  
 Pocatello, Idaho 83209- \_\_\_\_\_  
 Program of Study \_\_\_\_\_  
 Fax Number: \_\_\_\_\_ ATT: \_\_\_\_\_

**STUDENTS PLEASE COMPLETE**

**BEFORE GOING TO YOUR PHYSICIAN FOR EXAMINATION**

#### REPORT OF MEDICAL HISTORY

			M/F
Last Name	First	Middle	Sex

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

#### PERSONAL HISTORY

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

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

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

\_\_\_\_\_ OF \_\_\_\_\_

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**PHYSICIAN PLEASE COMPLETE**

**REPORT OF HEALTH EVALUATION**

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

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

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

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

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

Comments:

\_\_\_\_\_  
 Physician's Signature                      Date                      Address

\_\_\_\_\_  
 Print Name                      Phone

### XIII. Laboratory/Equipment Use Waiver



**Idaho State  
University**

**College of  
Technology**

#### Physical Therapist Assistant Program

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

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

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Student's Name (Print)

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Date

---

Student's Signature

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Bengal ID Number

## XIV. Clinical Education Assumption of Risk



**Idaho State  
University**

**College of  
Technology**

### Physical Therapist Assistant Program

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

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

#### Initials

\_\_\_\_1. I will not participate in clinical education if I exhibit any signs/symptoms of infection, including but not limited to: runny nose, fever, cough, shortness of breath, head or body aches, sore throat, loss of smell, or nausea/vomiting/diarrhea. If I exhibit any of these signs/symptoms, I will notify the appropriate person(s) at my clinical site and my designated program contact person for instructions.

\_\_\_\_2. If I am exposed to COVID-19, and NOT [up to date](#) on COVID-19 vaccinations, I will immediately notify the appropriate person(s) at my clinical site and my designated program contact person and may be required to quarantine. I understand that required quarantine time will need to be made up to complete program requirements.

\_\_\_\_3. I will comply with masking and physical distancing requirements, including on lunch, breaks, or when occupying shared workspaces. I will wear facial coverings in accordance with CDC, program, and health facility policy.

\_\_\_\_4. I will comply with clinical site policies related to facial covering/glove wearing and handwashing and disinfecting procedures before and after all patient encounters and at other times as specified. I will complete any required infection control or personal protective equipment (PPE) training by my program or the clinical facility.

\_\_\_\_5. I will follow all infection control guidelines, policies, and procedures of the clinical facility, program, and/or university. Such guidelines are subject to change as more information becomes available.

\_\_\_\_6. I recognize the dangers to myself and others of acquiring infectious diseases during clinical education, including the possibility of health-related consequences of such diseases. I recognize that vaccination for COVID-19 and other infectious diseases is recommended to decrease the risk of these consequences.

\_\_\_\_7. I have the right to feel safe during clinical education. I have the ability to talk to my clinical instructor regarding any concerns I may have related to breaches in infection control measures or public health recommendations at any clinical education site.

\_\_\_\_8. I recognize I have the right not to participate in clinical education because of potential risks to myself and/or members of my household. I recognize that any missed clinical education time due to lack of participation will need to be made up to complete program requirements and may delay my graduation.

\_\_\_\_9. If I test positive for COVID-19, I will notify my program's clinical coordinator and follow their instructions.

\_\_\_\_10. I will follow all ISU or health facility-related screening requirements.

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

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

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

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

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

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

### **Documenting Exemptions:**

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

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

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

**Opt-out Guidelines:**

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Printed Name

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

**Updated 5/17/23 CTO**

Reviewed by ISU General Counsel

## XV. Clinical Education Informed Consent/Release



**Idaho State  
University**

**College of  
Technology**

### For Criminal Background Investigation, Immunizations, and Drug Screening

I hereby authorize the University, any qualified agent, or clinical affiliate to receive the following in connection with my clinical education for the ISU College of Technology Physical Therapist Assistant Program (PTA): criminal background, immunization record and drug screening information including copies of my past and present law enforcement records and drug screenings. This criminal background check and drug screening are being conducted for the purpose of assisting the Physical Therapist Assistant Program and the clinical affiliate in evaluating my suitability for clinical education. The release of information pertaining to this criminal background check and drug screening is expressly authorized.

I understand that information contained in the criminal background report and drug screenings may result in my being denied a clinical assignment, and consequently, dismissal from the program. I also understand that I will be afforded the opportunity to be heard before any such withdrawal.

I understand that I have a right to review the information that the Physical Therapist Assistant Program and clinical affiliate receives in this criminal background investigation, immunization record and drug screening by putting a request in writing to Public Safety and that I may respond to the information. I understand that all reasonable efforts will be made by the University to protect the confidentiality of this information. I further understand that the results of the criminal background check, immunization record, and drug screening may be reviewed by the Program, Department, clinical affiliates, Public Safety, and General Counsel.

If negative information is contained in my reports, I understand that I will be notified by the Physical Therapist Assistant Program and will be asked to provide information in writing to the program. I understand that placement decisions made by the Physical Therapist Assistant Program or clinical facility are not subject to appeal.

I hereby give the Physical Therapist Assistant Program permission to release the criminal background, health history, and drug screening reports to agencies to which I am assigned for clinical experience prior to beginning the assignment. I understand the agencies may refuse me access to clients/patients based on information contained in the criminal background check and drug screening and that the agencies' criteria may differ from that of the program. Should the agencies require additional background check and drug screening information, I understand that the process and payment for these additional criteria are my responsibility.

I hereby release those individuals or agencies from any liability or damage in providing such information. I agree that a photocopy of this authorization may be accepted with the same authority as the original.

I hereby further release the State of Idaho, the University, its agents, officers, board, and employees from any and all claims, including but not limited to, claims of defamation, invasion of privacy, wrongful dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of this information.

I understand that I am responsible for all costs associated with this process.

---

PRINTED NAME

---

DATE

---

SIGNATURE

---

DATE OF BIRTH

---

WITNESS

---

DATE

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

## XVI. Authorization to Disclose Personally Identifiable Information from Student Records

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

### To Permit the Release of Information

I,

First Name

Middle Initial

Last Name

Student ID#

authorize ISU to disclose personally identifiable information to the following person(s):

1.

Name

Relationship

Address

Email

2.

Name

Relationship

Address

Email

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

All Records  Transcript  Disciplinary Records  Other (specify)

\_\_\_\_\_

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**To Revoke the Above Authorization Please send the following Notice to**

---

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

Name \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## XVII. Health Occupations Department Professional Email Etiquette Policy

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

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

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

### Ineffective Subject lines

### Effective Subject Lines

Question	Question about Application for XXX
Request	Recommendation Letter Request
Sick	Missing work due to Illness
Meeting	Meeting with you for extra help with evaluations
Thank you	Thank you for your help in XXXX remediation
Late	Arriving late to work, arrive at 11:00am -1:00pm
Early	Leaving work at break 10:00am

4. **The message:** Follow a proper email format.

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

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

5. **Tone of email:**

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

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

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

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

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

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

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

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

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

6. **Formatting and Other thoughts:**

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

message starts.

• **Use Standard English. Text language is unacceptable.**

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

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

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## XVIII. Communicating in the Workplace

### Proper Email Etiquette for Professionals

Additional rules for communicating in the workplace:

**1. Proofread your emails.**

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

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

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

**3. Use emojis sparingly.**

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

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

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

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

**5. Timing.**

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

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

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

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

**7. Always be kind.**

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

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