



PHYSICAL THERAPIST ASSISTANT PROGRAM

Student Handbook

2026-2027

Accreditation Statement

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states. Candidacy is considered to be an accredited status, as such the credits and degree earned from a program with Candidacy status are considered, by CAPTE, to be from an accredited program. Therefore, students in the charter (first) class should be eligible to take the licensure exam even if CAPTE withholds accreditation at the end of the candidacy period. That said, it is up to each state licensing agency, not CAPTE, to determine who is eligible for licensure. Information on licensing requirements should be directed to the Federation of State Boards of Physical Therapy (FSBPT; www.fsbpt.org) or specific state boards (a list of state boards and contact information is available on FSBPT's website).

Utah Valley University is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on November 1, 2025. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Welcome to UVU PTA Program

Congratulations on your acceptance into the Physical Therapist Assistant (PTA) Program at Utah Valley University (UVU). You are entering a dynamic and meaningful profession dedicated to improving the health and quality of life of others. We are honored that you have chosen UVU to begin your journey toward becoming a physical therapist assistant.

Over the next two years, you will engage in rigorous academic coursework and clinical education designed to prepare you for entry-level practice. This Student Handbook serves as a vital resource, outlining program-specific policies, procedures, expectations, and helpful information to guide your success.

In addition to this handbook, we strongly encourage you to become familiar with broader UVU student policies, which can be accessed here: [UVU Student Policies and Procedures](#).

We encourage you to contact us if you have any questions, concerns, or difficulties that are interfering with your performance in the program. We will also be looking to you for feedback as we continually work to develop and improve the program.

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I. Academic Information and Standards

1.1 Institutional History and Accreditation

Utah Valley University (UVU), located in Orem, Utah, was established in 1941 as Central Utah Vocational School to provide war production training during World War II. Over time, the institution evolved to meet the educational and workforce needs of the region, transitioning through several phases: Utah Technical College, Utah Valley Community College, and Utah Valley State College.

In 2008, the institution gained university status and became Utah Valley University. Today, UVU is Utah's largest public university, serving over 46,000 students and offering certificates, associate, bachelor's, and select graduate degrees. UVU's unique **dual-mission model** combines the rigor of university-level academics with the accessibility of a teaching-focused institution.

UVU is accredited by the **Northwest Commission on Colleges and Universities (NWCCU)** and is committed to student success, workforce development, and inclusive access to higher education.

To learn more, visit: <https://www.uvu.edu/about/>

The PTA Program received approval to submit for candidacy from CAPTE in October of 2023.

1.2 Program Summary

The Physical Therapist Assistant (PTA) Program at Utah Valley University requires completion of **two semesters of prerequisite and general education coursework** prior to admission into the program. Once admitted, students complete an additional **four consecutive semesters** of rigorous professional PTA courses and clinical education.

In total, students should anticipate **approximately three years (six semesters)** of study: two semesters of prerequisites and general education, followed by four semesters of PTA program coursework.

Upon successful completion of all requirements, graduates are awarded a **Specialized Associate of Science in Physical Therapist Assistant**.

The curriculum integrates foundational science courses with comprehensive technical instruction in physical therapy practice. A strong emphasis is placed on **clinical education** to ensure students are well prepared for real-world patient care settings.

Students will participate in two full-time clinical practicums:

- The first occurs during the **second block of the spring semester**.
- The final one takes place during the **second block of the final fall semester**.

These supervised clinical practicums are essential components of the program, offering students the opportunity to apply classroom knowledge and develop hands-on skills in a variety of physical therapy environments.

1.3 Statement of Nondiscrimination

Utah Valley University is committed to maintaining an inclusive, respectful, and equitable environment for all students, faculty, staff, and visitors. In accordance with university policy and federal and state laws, UVU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, disability, veteran status, genetic information, or any other legally protected status.

This commitment to nondiscrimination applies to all aspects of the University's operations, including admissions, access to programs and activities, academic policies, employment, and educational services. (See UVU policies 152, 162, 165)

For more information or to report concerns, please contact UVU's Office of Equal Opportunity and Title IX at:

Office of Equal Opportunity & Title IX

Phone: (801) 863-5704

Email: titleix@uvu.edu

Website: <https://www.uvu.edu/title-ix/>

UVU Policy 165 - Discrimination, Harassment, and Affirmative Action:

<https://policy.uvu.edu/getDisplayFile/5f5a5285a1743c4d5fa76428>

1.4 Program Mission Statement

The Physical Therapist Assistant Program at Utah Valley University is dedicated to educating compassionate, competent, and collaborative entry-level physical therapist assistants who provide high-quality, patient-centered care within their communities.

1.5 Program Goals

1. Graduates will provide high-quality, patient-centered care as entry-level physical therapist assistants under the direction and supervision of a physical therapist. (PLO 1)
2. Graduates will demonstrate appropriate professional conduct and behaviors reflecting the highest standards of the physical therapy profession. (PLO 2)
3. Graduates will collaborate as members of the physical therapy profession and healthcare team through effective communication, critical thinking, and problem-solving skills. (PLO 3)
4. Students will develop the knowledge, skills, and clinical reasoning necessary to deliver safe and effective interventions under the supervision of a physical therapist.
5. Students will demonstrate professionalism, effective communication, and collaboration within the academic and clinical learning environments.
6. Faculty will foster a dynamic and inclusive learning environment by modeling professionalism, engaging in continuous professional development, and promoting student growth and success.
7. The PTA Program will offer a comprehensive, rigorous academic curriculum that drives student success and positively impacts the community.
8. The PTA Program will promote the importance of professional development and lifelong learning.

1.6 Program Curriculum

Each student must successfully complete all required coursework as scheduled, and as set forth in the course syllabi, in order to proceed within the program. Prerequisite education coursework may be taken in any order of sequence but must be completed fully by the time of admission into the program.

Courses	Semester Credits
Pre-Requisite Coursework	
ENGL 1010 Introduction to Academic Writing or ENGL 1005 Foundations of Academic Writing	3
STAT 1040 Intro to Statistics or STAT 1045 Intro to Statistics with Algebra, MATH 1050 College Algebra or MATH 1055 College Algebra with Preliminaries	3
HLSC 1300 Medical Terminology	3
ZOOL 2320 Human Anatomy	3
ZOOL 2325 Human Anatomy Lab	1
COMM 1020 Public Speaking	3
PSY 1010 General Psychology or PSY 1100 Human Development Life Span	3
	19 Credits
Admission to PTA Program Required for all PTA Technical Courses	
Year One, Semester I, Technical: Fall	
PTA 1010 Introduction to Physical Therapy	2
PTA 2010 Essentials of Physiology for the PTA	3
PTA 2015 Essentials of Physiology for the PTA Lab	1
PTA 2100 Clinical Kinesiology	3
PTA 2105 Clinical Kinesiology Lab	1
PTA 2400 Clinical Pathophysiology	3
	13 Credits
Year One, Semester II, Technical: Spring	
PTA 2200 Foundations of Therapeutic Interventions I	2
PTA 2205 Foundations of Therapeutic Interventions I Lab	1
PTA 2300 Therapeutic Procedures	2
PTA 2305 Therapeutic Procedures Lab	1
PTA 2500 Health Systems and Services for the PTA	2
PTA 3810 Clinical Practicum I	5
	13 Credits
Year One, Semester III, Technical: Summer	
PTA 3100 Foundations of Therapeutic Interventions II	3
PTA 3105 Foundations of Therapeutic Interventions II Lab	1

PTA 3200 Orthopedic Rehabilitation	3
PTA 3205 Orthopedic Rehabilitation Lab	1
PTA 3500 Neurological Rehabilitation	3
PTA 3505 Neurological Rehabilitation Lab	1
PTA 3700 PTA Seminar	2
	14 Credits
Year Two, Semester IV, Technical: Fall	
PTA 3300 Cardiopulmonary Rehabilitation	2
PTA 3305 Cardiopulmonary Rehabilitation Lab	1
PTA 3600 Specialty Populations in PT	2
PTA 3605 Specialty Populations in PT Lab	1
PTA 3800 Capstone	2
PTA 3820 Clinical Practicum II	5
	13 Credits
Total Credits: 72 (19 Pre-requisite, 53 Technical)	

1.7 PTA Course Description

PTA 1010 Introduction to Physical Therapy

Introduces the field of physical therapy through the history and definition of the profession. Includes medical terminology and documentation. Introduces health care for a diverse population. Explores the field of PTA.

PTA 2010 Essentials of Physiology for the Physical Therapist Assistant

Explores foundational human physiology with an emphasis on its direct application to physical therapist assistant practice. Focuses on the function and interaction of major body systems—including the musculoskeletal, nervous, cardiovascular, and respiratory systems—in relation to movement, exercise, and rehabilitation. Emphasizes how physiological processes influence functional mobility, healing, and clinical decision-making in physical therapy interventions.

PTA 2015 Essentials of Physiology for the Physical Therapist Assistant Lab

Explores human physiology with direct application to physical therapist assistant practice. Reinforces concepts from the lecture course through interactive activities focused on major body systems—including the musculoskeletal, nervous, cardiovascular, and respiratory systems. Emphasizes the role of physiological processes in movement, healing, and rehabilitation through laboratory experiences that support clinical reasoning and application of therapeutic interventions.

PTA 2100 Clinical Kinesiology

Identifies anatomical landmarks and symmetry along with joint mechanics and function. Introduces posture, gait, and motor control. Teaches how to assess movement using tools common to physical therapy practice. Includes goniometry, manual muscle testing, posture, and gait cycle. Instructs in the role and scope of the PTA in regard to these measures. Emphasizes patient progress and accurate reporting

PTA 2105 Clinical Kinesiology Lab

Develops competencies for identifying anatomical landmarks and symmetry, and joint mechanics and function. Demonstrates techniques for assessing posture, gait, and motor control. Provides opportunity to assess movement using tools common to physical therapy practice. Includes palpation, goniometry, manual muscle testing, posture, and gait cycle. Instructs in the role and scope of the PTA in regard to these measures.

PTA 2200 Foundations of Therapeutic Interventions I

Provides a foundational understanding of therapeutic modalities and exercise-based interventions within rehabilitation settings. Develops an understanding of heat, cold, electrotherapy, and soft tissue mobilization guided by evidence-based practice. Covers the body's response to exercise, biomechanical principles, and therapeutic goals for various patient populations across the lifespan, while increasing confidence in foundational therapeutic exercise concepts aimed at improving strength, flexibility, and functional mobility.

PTA 2205 Foundations of Therapeutic Interventions I Lab

Provides hands-on training in the application of therapeutic modalities and exercise-based interventions within a physical therapy setting. Teaches correct application of modalities such as heat, cold, electrotherapy, and soft tissue mobilization, based on patient presentation of indications and contraindications. Covers the skills necessary to effectively implement exercise-based interventions in various rehabilitation settings based on responses to exercise, biomechanical principles, and therapeutic goals for diverse patient populations aimed at improving strength, flexibility, and functional mobility.

PTA 2300 Therapeutic Procedures

Includes fundamental skills required for successful patient treatment and care. Teaches patient draping and preparation, vital signs, body mechanics, bed mobility, transfers, gait training, wheelchair fitting and repair, activities of daily living, architectural barriers, documentation, basic skills for patient/family education, safety, cultural sensitivity, and age-related considerations.

PTA 2305 Therapeutic Procedures Lab

Applies skills required for successful patient treatment and care. Teaches patient draping and preparation, vital signs, body mechanics, bed mobility, transfers, gait training, wheelchair fitting and repair, activities of daily living, architectural barriers, documentation, basic skills for patient/family education, safety, cultural sensitivity, and age-related considerations.

PTA 2400 Clinical Pathophysiology

Introduces common pathologies of each system of the human body. Focuses on the signs and symptoms of each of these diseases as well as diagnosis, etiology, prevention, prognosis, treatment, and physical therapy considerations of each condition.

PTA 2500 Health Systems and Services for the PTA

Examines the health care team, the rehabilitation-specific team, the roles and scopes of practice of the physical therapist and the physical therapist assistant, and the physical therapist/assistant interaction. Investigates patient care settings, reimbursement, the "Patient's Bill of Rights," HIPAA, Standards of Practice for Physical Therapy, and communication in health care. Reviews the "Ethics & Jurisprudence" of physical therapist assistant practice.

PTA 3100 Foundations of Therapeutic Interventions II

Adds upon the knowledge gained in Foundations of Therapeutic Interventions I. Develops competence in the use of intermittent compression, traction, ultrasound, instrument assisted soft tissue mobilization, and hydrotherapies. Addresses implementation of exercise-based interventions to increase confidence in exercise, biomechanical principles, improving strength, flexibility, endurance, balance, coordination, and functional mobility to address therapeutic goals as set forth by the supervising therapist.

PTA 3105 Foundations of Therapeutic Interventions II Lab

Builds upon skills in Foundations of Therapeutic Interventions lab I. Teaches effective implementation of exercise-based interventions and appropriate application of physical agents discussed in lecture, within various rehabilitation settings. Teaches correct application of additional physical agents such as intermittent compression, traction, ultrasound, instrument assisted soft tissue mobilization, and hydrotherapies, as well as effective implementation of exercise-based interventions.

PTA 3200 Orthopedic Rehabilitation

Investigates the principles and practices involved in the assessment, treatment, and management of orthopedic disorders across the lifespan. Includes the anatomy, biomechanics, and pathophysiology of common orthopedic conditions, including fractures, sprains, strains, osteoarthritis, and post-operative rehabilitation following orthopedic surgeries. Focuses on implementing therapeutic interventions, such as manual therapy techniques, therapeutic exercise programs, modalities, and patient education strategies, to promote optimal recovery, restore function, and prevent re-injury. Teaches collaboration with physical therapists and other healthcare professionals in delivering comprehensive orthopedic rehabilitation services in diverse clinical settings.

PTA 3205 Orthopedic Rehabilitation Lab

Demonstrates the principles and practices involved in the assessment, treatment, and management of orthopedic disorders across the lifespan. Teaches therapeutic interventions, such as manual therapy techniques, therapeutic exercise programs, modalities, and patient education strategies, to promote optimal recovery, restore function, and prevent re-injury. Integrates collaboration with physical therapists and other healthcare professionals in delivering comprehensive orthopedic rehabilitation services in diverse clinical settings.

PTA 3300 Cardiopulmonary Rehabilitation

Investigates therapeutic principles to treat patients with cardiopulmonary disorders. Focuses on the physiological responses to exercise, respiratory mechanics, and cardiovascular adaptations to training. Examines collaborative treatment with physical therapists and other healthcare professionals to deliver comprehensive care to individuals with cardiopulmonary conditions across various healthcare settings.

PTA 3305 Cardiopulmonary Rehabilitation Lab

Applies therapeutic principles to treat patients with cardiopulmonary disorders. Analyzes the physiological responses to exercise, respiratory mechanics, and cardiovascular adaptations to training.

PTA 3500 Neurological Rehabilitation

Provides an overview of the neuroanatomy of the central nervous system and peripheral nervous system as they relate to the treatment of patients with associated dysfunctions. Focuses on the structure and function of the nervous system, neurophysiology, human growth and development, as well as neurological dysfunctions.

PTA 3505 Neurological Rehabilitation Lab

Applies evidenced-based rehabilitation techniques to patients with neurologic dysfunctions. Includes structure and function of the nervous system, neurophysiology, human growth and development, as well as neurological dysfunctions.

PTA 3600 Specialty Populations in Physical Therapy

Introduces the therapeutic principles underlying the treatment of patients with burns, amputations, women's health issues, and a variety of other specialized treatment areas and selected age-specific disorders.

PTA 3605 Specialty Populations in Physical Therapy Lab

Presents orthotic and prosthetic devices, rationale for their use, fitting, and adjustments. Teaches physical therapy techniques for women's health and a variety of other specialized treatment areas and age-related pathologies.

PTA 3700 Physical Therapist Assistant Seminar

Investigates an array of topics within healthcare including psychosocial considerations of treatment, caregiver self-care, assertive communication, and clinical burnout. Introduces emotional intelligence and what part it plays in physical therapy. Introduces management techniques, fiscal considerations, continuous quality assurance, voluntary accreditation, and other relevant topics related to the business and delivery of physical therapy care. Provides the opportunity to create a descriptive resume, practice interview strategies, and discuss other topics in preparation for entering the physical therapy workplace.

PTA 3800 Capstone

Focuses on preparing for the National Physical Therapy Exam (NPTE) for Physical Therapist Assistants, which is required for licensed Physical Therapist Assistants. Investigates a variety of education techniques including group work, study skills, and exam preparation. Includes mock exams, to be used as a learning tool.

PTA 3810 Clinical Practicum I

Focuses on the application of practical skills learned throughout the curriculum. Teaches critical thinking skills in a clinical setting. Focuses on evaluations, progress summaries, and plans of care (POC) written by the physical therapist. Implements POC and suggests modifications as needed. Emphasizes timeliness, efficiency, and productivity.

PTA 3820 Clinical Practicum II

Builds upon practical skills learned throughout the curriculum and Clinical Practicum I. Integrates critical thinking skills in a clinical setting. Reviews evaluations, progress summaries, and plans of care (POC) written by the physical therapist. Implements POC and suggests modifications as needed. Emphasizes timeliness, efficiency, and productivity.

1.8 Knowledge of Program and College Policies and Procedures

The Physical Therapist Assistant (PTA) Program at Utah Valley University adheres fully to all university policies and procedures governing student conduct, rights, and responsibilities. As a student in the PTA program, you are expected to uphold the standards outlined in the **UVU Student Code of Conduct**, including academic integrity, professional behavior, and respectful engagement within the university and clinical settings.

In addition, the PTA Program aligns with the principles established by UVU's **Office of Student Rights & Accountability**, which promotes a fair, supportive, and educational approach to student conduct and conflict resolution.

All PTA students are responsible for familiarizing themselves and complying with the following:

- **UVU Student Code of Conduct**
<https://catalog.uvu.edu/student-code-conduct/>
- **Office of Student Rights & Accountability**
<https://www.uvu.edu/studentconduct/students.html>
- **UVU Policies and Procedures**
<https://www.uvu.edu/policies/>

Failure to adhere to university or program-specific policies may result in disciplinary action, up to and including dismissal from the PTA program. The PTA faculty and staff are committed to supporting academic and professional success while upholding the values and expectations of Utah Valley University.

The PTA Student Handbook is reviewed and revised annually by program faculty. Program faculty will consider input for manual revisions from students, college administration, PTA Program advisory board members, and college staff. When changes are made after the initial publication of each year's Guideline and Procedure Manual, PTA students and Utah Valley University administration will be notified of the updates. The manual available on the program website will also be updated.

All students are required to sign an acknowledgment form confirming that they have reviewed, understood, and agree to abide by all program policies, guidelines, and procedures. This signed statement will be kept on file and remains in effect for the duration of the student's enrollment in the PTA Program.

1.9 Course Grading

All lecture/lab and clinical education courses must be taken in sequence. A minimum grade of "C" is required in all general education and technical courses within the PTA Program curriculum. GPA calculation is consistent with Utah Valley University policy. The grading scale that will be used in the PTA Program is as follows:

Grade	Number Grade	Percentage Range
A	4.0	97.00 – 100.00%
A–	3.7	93.00 – 96.99%
B+	3.4	89.00 – 92.99%
B	3.0	85.00 – 88.99%
B–	2.7	81.00 – 84.99%
C+	2.4	78.00 – 80.99%
C	2.0	75.00 – 77.99%
C–	1.7	72.00 – 74.99%
D+	1.4	69.00 – 71.99%
D	1.0	66.00 – 68.99%
D–	0.7	65.00 – 65.99%
E	0.0	0.00 – 64.99%

For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades.

For the two clinical practicum courses within the program curriculum, pass (P) or no pass (NP) grades are given. Please refer to the Clinical Education Handbook regarding grading for these courses.

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

Students are encouraged to develop critical thinking, communication, and professional writing skills essential for success as a physical therapist assistant. The appropriate use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Google Bard) is permitted in this program for idea generation, outlining, grammar review, and refining research questions. However, AI tools **must not be used** to write assignments, impersonate a student in classroom discussions, or complete work

assigned individually or by a group unless specifically authorized.

Students are responsible for verifying the accuracy of AI-generated content and must cite its use when applicable. Misuse of AI may be considered a violation of the UVU Student Code of Conduct and academic honesty policy.

1.10 Criteria for PTA Program Dismissal

A student enrolled in the Physical Therapist Assistant (PTA) Program at Utah Valley University may be subject to dismissal for failure to meet academic, professional, or behavioral expectations as outlined below. Dismissal decisions are made by the program director in consultation with PTA faculty, based on university policy, clinical performance, and program standards.

1. Academic Standing and Progress

Students must maintain satisfactory academic progress in accordance with UVU's institutional policy. This includes:

- Maintaining a cumulative GPA of **3.0 or higher**.
- Earning a **minimum grade of "C" (75%)** in all PTA Program courses.
- Successfully passing clinical practicums.

Failure to meet these requirements may result in academic warning, probation, or dismissal from the PTA program. Refer to UVU's academic policies:

<https://catalog.uvu.edu/academic-policies-standards/>

2. Professional and Ethical Conduct

Students are expected to exhibit professional, ethical, and responsible behavior at all times.

Dismissal may result from:

- Possession or use of alcohol or controlled substances on campus or at clinical sites, including attending class or clinicals while under the influence.
- Unexcused or excessive absences, falsification of time records, or violation of the PTA program's attendance guideline.
- Grossly unethical, dishonest, or unprofessional behavior, including:
 - Cheating, plagiarism, or theft.
 - Breach of patient confidentiality or inappropriate disclosure of information related to clinical education sites or personnel.
 - Carelessness or unsafe conduct that endangers patients, peers, or instructors.

3. Violation of UVU Student Code of Conduct

All students must comply with the UVU Student Code of Conduct. Behaviors that violate these standards—including but not limited to harassment, discrimination, or disruptive behavior—will be addressed according to university disciplinary procedures and may result in dismissal. See: UVU Student Code of Conduct <https://catalog.uvu.edu/student-code-conduct/>

4. Failure to Demonstrate Professional Behaviors

Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional behaviors,

or failure to meet the specific behavior levels by the defined target dates (outlined in section 3.1) will result in program dismissal.

1.11 Disciplinary Procedure

The Physical Therapist Assistant Program at Utah Valley University follows a progressive and student-centered approach to disciplinary action. The intent is to support professional growth while upholding the standards of academic integrity, clinical safety, and ethical behavior.

Step 1: Informal Warning

- Upon determination of inappropriate or unprofessional conduct, the involved faculty member will meet with the student to address the concern and outline the specific behavior in question.
- An **oral warning** will be issued, and the discussion will be documented in writing and placed in the student's program file.

Step 2: Written Warning

- If the behavior continues or a new concern arises, the faculty member will meet again with the student and issue a **formal written warning**, including:
 - Specific details of the concern
 - Expected actions for improvement
 - A deadline by which measurable progress must be demonstrated
- A copy of the warning will be placed in the student's program file and forwarded to the College of Health and Public Service dean's office.

Step 3: Program Dismissal

- If the student fails to demonstrate satisfactory improvement by the established deadline or if additional violations occur, the **PTA Program director may initiate dismissal** from the program.
- The student will be notified in writing and informed of their right to appeal the decision, in accordance with UVU Policy 541 (Student Rights and Responsibilities) and Policy 601 (Student Code of Conduct Procedures).

This process is conducted in alignment with:

- UVU Student Code of Conduct: <https://catalog.uvu.edu/student-code-conduct/>
- Student Rights & Accountability: <https://www.uvu.edu/studentconduct/students.html>
- UVU Academic Policies and Standards: <https://catalog.uvu.edu/academic-policies-standards/>

1.12 Academic Integrity Policy

Utah Valley University (UVU) upholds the highest standards of academic integrity, expecting all students to engage in honest and ethical behavior in their academic pursuits. Academic integrity is fundamental to the mission of the university and the PTA program, ensuring the value of the education provided and the credibility of the degrees awarded.

Definition of Academic Misconduct

Academic misconduct at UVU includes, but is not limited to:

- **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Plagiarism:** Representing the words, ideas, or data of another as one's own in any academic submission.
- **Fabrication:** Falsifying or inventing any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty:** Helping or attempting to help another student commit an act of academic misconduct. <https://www.uvu.edu/studentconduct/students.html>.

These definitions align with UVU's Student Code of Conduct, which outlines the expectations for student behavior and the procedures for addressing violations. <https://catalog.uvu.edu/student-code-conduct/>

PTA Program Expectations

In addition to UVU's general policies, the PTA Program emphasizes the importance of academic integrity due to the professional and ethical responsibilities inherent in the field of physical therapy. Students are expected to:

- Submit original work for all assignments and assessments.
- Properly cite all sources and contributions from others.
- Maintain honesty in all clinical documentation and reporting.
- Report any observed instances of academic misconduct.
- **Use artificial intelligence (AI) tools ethically and appropriately.** AI tools (e.g., ChatGPT, Google Bard) may be used to support brainstorming, outlining, and grammar review, but not to write assignments or impersonate student work. Any AI-generated content must be cited. Misuse of AI may be considered academic misconduct.

Violations of academic integrity within the PTA Program may result in disciplinary actions, including but not limited to:

- Receiving a failing grade on the assignment or course.
- Placement on academic probation.
- Dismissal from the PTA program.
- Referral to the Office of Student Rights & Accountability for further action.

See UVU policy 541 for details: <https://policy.uvu.edu/getDisplayFile/6792bef67e549a541d38896b>

Resources and Reporting

Students seeking guidance on academic integrity or wishing to report concerns should consult the following resources.

- **UVU Student Code of Conduct:** <https://catalog.uvu.edu/student-code-conduct/>
- **Office of Student Rights & Accountability:**

Maintaining academic integrity is essential for development as a competent and ethical physical therapist assistant. The PTA Program is committed to supporting students in understanding and upholding these standards.

1.13 Satisfactory Academic Progress

To ensure students in the UVU Physical Therapist Assistant (PTA) Program develop the knowledge and clinical competency necessary for safe and effective practice, the following standards apply to all technical coursework.

1. General Academic Standards

- Students must achieve a **minimum final grade of 75% (“C”)** or higher in all PTA courses to remain in good standing.
- Any grade below 75% in a PTA course will result in **dismissal from the program**, regardless of performance in other course components.
- Students are encouraged to proactively seek academic support from instructors or university learning resources at the first sign of difficulty.
- Students who are dismissed from the program due to receiving a final grade below 75% in a PTA course will be permitted to retake the course **one time only**, during the next term in which the course is offered, pending space availability and successful petition for program readmission.

2. Written Exam Guideline and Remediation Process

- Students must maintain an **average of 75% or higher on all written exams** within a course to be eligible for a passing grade.
- If a student scores **below 75%** on any written exam, the following remediation process will apply (**remediation does not apply to the final exam**):

Remediation Process:

1. The student must **schedule a meeting** with the course instructor to review exam performance.
 2. The student must complete an **Exam Remediation Form (See Appendix)**, outlining areas of weakness and strategies for improvement.
 3. A **retake exam**, covering the same material but using different questions, will be administered within **one academic week** of the original exam.
- The **maximum score that may be recorded for the retake exam is 75%**, regardless of the student’s performance. (e.g., First attempt=60%, Retake=85%, Highest score recorded=75%)
 - **Only one retake** is allowed per written exam except for the final exam, where no retakes will be allowed. If the student fails to earn a score of 75% or higher after the retake, the student will **fail the course**.

3. Lab Practical Exam Guideline and Remediation Process

- Students must earn a **minimum score of 80%** on all lab practical exams to pass the course.
- If a student scores below 80%, the following remediation process will apply:

Remediation Process:

1. The student must **meet with the course instructor** to review areas of performance concern.
 2. The student must complete an **Exam Practical Remediation Form** describing a plan to address skill deficits.
 3. A **retake practical** will be scheduled within **one academic week** of the original assessment.
- The **highest possible score** that may be earned on a retake practical is **80%**, regardless of actual performance. (e.g., First attempt=60%, Retake=90%, Highest score recorded=80%)
 - **Only one retake** is allowed per practical exam. Failure to pass the retake will result in **course failure**.
 - Any safety violation or failure to meet critical safety and performance criteria on a practical exam that demonstrates essential competency will result in an automatic failure of the exam and may require remediation or lead to course failure.

These procedures are in place to ensure that all PTA students graduate with the necessary academic preparation and hands-on proficiency expected in professional practice.

1.14 Academic Grievance/Petitions

It is the guideline and procedure of the Physical Therapist Assistant Program at Utah Valley University to work collaboratively with students to resolve concerns in a fair, respectful, and timely manner. The program is committed to maintaining open lines of communication and ensuring that grievances, misunderstandings, or complaints—including concerns related to instruction, grading, professionalism, or discrimination—are addressed in accordance with university procedures.

Resolution Process

Students are strongly encouraged to resolve concerns at the lowest possible level through open communication:

1. **Instructor Level:** The student should first bring the concern directly to the instructor involved. Many concerns can be resolved through respectful and honest dialogue.
2. **Program Director Level:** If the issue is not resolved with the instructor, the student may bring the concern to the PTA Program director for review and discussion.
3. **Department Chair Level:** If the concern remains unresolved after discussion with both the instructor and the PTA Program Director, the student may submit a formal written summary of the issue via email to the Department Chair of the Allied Health Department at PTAFEEDBACK@uvu.edu. The email should include a clear description of the concern, the steps taken to resolve it at prior levels, and any relevant supporting documentation. The Department Chair will review the matter and respond in a timely manner, in accordance with university policy.

Formal Complaint or Grievance

If the concern is not resolved through informal channels, the student may file a **formal complaint or grievance** using UVU's official Report and Support website:

<https://www.uvu.edu/reportandsupport/>

or by contacting the **Office of Student Rights & Accountability**:

- Student Rights & Accountability: <https://www.uvu.edu/studentconduct/>
- Phone: (801) 863-5841
- Email: studentconduct@uvu.edu

Complaints will be reviewed by appropriate committees or academic leadership, depending on the nature of the issue. Students will be notified of the outcome in writing. All complaints and outcomes are documented and retained in accordance with university policy. Retaliation for filing a complaint is strictly prohibited.

Accreditation-Related Complaints

Students with concerns specifically related to the accreditation of the PTA Program may contact:

Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave., Suite 100

Alexandria, VA 22305-3085

Email: accreditation@apta.org

Website: www.capteonline.org

Note: All student complaints—whether informal or formal—are taken seriously and handled with discretion and professionalism. No adverse action or retaliation will occur as a result of filing a complaint or grievance by either the program or UVU.

Grade Appeal Policy

Students who wish to appeal a **final course grade** must follow UVU's grade appeal procedures:

1. First, discuss the disputed grade with the course instructor.
2. If unresolved, the student may submit a formal **Grade Appeal Form** to the **Registrar's Office** within **30 calendar days** of the official posting of the grade.
3. The Registrar will forward the appeal to the appropriate academic dean for review.
4. The dean will conduct an impartial review, including discussions with the student and instructor, and issue a written decision within **10 academic days**.
5. Students may further appeal the dean's decision if new, relevant information becomes available.

UVU will not change a grade unless there is **clear and convincing evidence** of bias, inconsistency with published course requirements, or unsound educational practice. For more information, refer to: UVU Academic Policies and Standards – Grade Appeals: <https://catalog.uvu.edu/academic-policies-standards/>

1.15 Withdrawal

Students considering withdrawal from the program should discuss the matter with the PTA Program

director and/or their academic advisor. Students need to follow UVU policies and procedures regarding program and course withdrawal, which can be found in the UVU Registration website: <https://www.uvu.edu/registration/index.html>

1.16 Conditions for Readmission to the PTA Program

1. Students must meet all college and program admission requirements.
2. The student must submit a written request for readmission to the program. This written request should clearly explain the circumstances surrounding their withdrawal and the reasons for seeking re-entry. The student must also demonstrate their readiness to resume the program, which may include outlining a detailed plan for academic success and strategies for overcoming prior challenges.
3. Program faculty will determine the appropriateness for readmission on a case- by-case basis, considering factors such the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels.
4. The student must follow the guidelines and procedures of the program which are consistent with the academic year /they are readmitted.
5. All technical courses in the PTA curriculum must be completed within a three year period from date of entry into the program.
6. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
7. The student is responsible for maintaining the ability to satisfactorily perform all previously learned skills. Demonstration of satisfactory performance will be required prior to readmission into the program.
8. A student is eligible for readmission into the PTA Program, provided all other readmission criteria are met and space is available in the cohort. Readmission is not guaranteed and will be evaluated by the PTA faculty based on the student's academic history, professional behavior, and readiness to re-enter the program successfully.

1.17 Graduation Criteria

Upon successful completion of the following criteria, Utah Valley University will grant a Specialized Associate of Science in Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of "C" for each course.
2. Clinical Education: Students are required to pass clinical practicum courses.
3. Comprehensive Exam: Students are required to pass a comprehensive written and practical examination during PTA 3800 Capstone. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass the exam, although a different version of the exam will be given. The interval between exam attempts will not be less than one week to allow students adequate time to prepare. Students will not be able to complete the program until the comprehensive exam is passed.
4. Students must be assessed at "Entry-level" for all ten Professional Behaviors by program

faculty.

The graduation date will be defined as the month of graduation commencement or the end of clinical practicums, whichever comes later. In order to qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.

1.18 Transfer into the PTA Program

A student may transfer from a professional physical therapy program or another PTA Program provided that the student meets the following criteria:

1. The UVU and PTA Program application and registration procedures are completed.
2. All UVU courses must be taken in their entirety even if students have successfully completed units of the course in another PT or PTA program.
3. A plan to introduce a student from a PT program to the PTA role will be developed by the UVU PTA Program faculty and the student. This plan may include self-study or an on-site visit with a PTA in the community.

1.19 Audit

Students may request to audit a PTA Program course under the following conditions and in accordance with Utah Valley University's official auditing policies:

1. Eligibility and Purpose
Auditing may be appropriate for previously enrolled PTA students seeking course review, for program graduates seeking continuing education, or for licensed PTA clinical faculty affiliated with the program
2. Approval Process
 - Any request to audit a PTA course must be submitted in writing and discussed in advance with the PTA Program director.
 - The request must include a rationale for auditing and a proposed plan for participation.
 - Approval is contingent on space availability in the course and instructor consent.
3. UVU Audit Policy Compliance
 - Students must follow UVU's official audit procedures, which include registering for the course and submitting the required Audit Request Form to the Registrar's Office by the university deadline.
 - Audited courses will appear on the transcript with a grade of "AU" and do not carry credit, satisfy prerequisites, or count toward financial aid eligibility.
4. Program-Specific Guidelines
 - Auditors must adhere to all professional behavior standards and course expectations as outlined by the instructor, including attendance, preparation, and conduct.
 - Auditing does not require completion of exams or assignments, unless mutually agreed upon with the course instructor.
5. Who May Audit
 - Former PTA students, provided they were in good standing at the time of separation.
 - Graduates of the UVU PTA Program, as a form of ongoing professional development.
 - Licensed PTA clinical faculty affiliated with the program, subject to space and relevance

- of the course.
- 6. Fees and Tuition
 - o Standard UVU tuition and fees apply to all audited courses.

For more information about university auditing policies, please visit:

<https://www.uvu.edu/registration/>

1.20 Licensure

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. All states require licensure or certification to work as a PTA.

1.21 Career Information

The UVU Career & Internship Center is committed to providing resources and career information that will assist students in selecting and preparing for a career. The goal is to connect students with employment opportunities, job seeking skills, and online resources. <https://www.uvu.edu/career-internship/about/index.html>

The PTA Program director will also email students information about open positions in the college region as they are received.

1.22 Student Retention

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 16. If a PTA student is having any difficulty academically, they are encouraged to talk to the PTA Program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. The PTA Program faculty want all students to succeed and are more than willing to help.

1.23 Program Costs (2026-2027)

<u>Non-Program Costs</u>	<u>Resident</u>		<u>Non-Resident</u>	
Books (Wolverine Access: Fall, Spring=\$250, Summer \$150)	2 Sem x \$250	\$500.00	2 Sem x \$250	\$500.00
Tuition(estimate using 2025- 2026)	2 Sem (10 credits) x \$2,550.00	\$5,100.00	2 Sem (10 credits) x \$7,747.00	\$15,494.00
UVU Student Fees (estimate using 2025-2026)	2 Sem x \$329.19	\$658.38	2 Sem x \$329.19	\$658.38
<u>Program Costs</u>				
Books (Wolverine Access: Fall, Spring=\$250, Summer \$150) Or other methods (See https://store.uvu.edu/choose-my-plan)	3 Sem x \$250, 1 sem x \$150	\$900.00	3 Sem x \$250, 1 sem x \$150	\$900.00
Tuition (estimate using 2025- 2026)	4 Sem x \$3,008.00	\$12,032.00	4 Sem x \$9,167.00	\$35,600.00
UVU Student Fees (estimate using 2025-2026)	4 Sem x \$329.19	\$1,316.76	4 Sem x \$329.19	\$1,316.76
Program Fees				
Course Fees		275.00		275.00
PhysioU	2 year plan	\$189.00	2 year plan	\$189.00
Scorebuilders: Review course and Study guide		\$356.25		\$356.25
PEAT: Mock Licensure Exam		\$79.00		\$79.00
Total Costs		\$21,406.39		\$55,368.39

II. Facilities and Services

2.1 Clinical Laboratory

Suite 110 is designated for lab instruction and practice.

Open lab times are scheduled each week and may occur with or without faculty present. These sessions are intended for students to practice PTA skills, complete peer skill checks, or conduct skill checks with faculty. Open lab hours will be posted each semester.

Important Safety Note:

Students are not permitted to operate any biophysical agents (e.g., electrical stimulation, ultrasound, or mechanical modalities) during open lab sessions when a faculty member is not physically present.

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

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

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

2.2 Lecture Rooms

UVU lecture rooms will be assigned for PTA lecture coursework each semester. At times the PTA lab may also be used for lecture.

2.3 Study Areas

There are multiple study areas in the Lehi Buildings. Primarily the 4th floor is conducive to both individual and group study. There are quite study rooms on the 1st floor near the lab. The PTA lab may be used for group study when classes are not being held and with PTA faculty permission or during open lab time. On main campus the library is a quiet place for individual or group study. Group study rooms, located in the library, may also be reserved by students.

2.4 Student Records and Exam Copies

The PTA Program maintains secure files for each student that include department forms, consent forms, waivers of liability, contracts, and relevant correspondence. These records are stored in locked file cabinets or secure digital systems to protect student confidentiality.

Each faculty member is responsible for maintaining locked files—either physical or electronic—for students enrolled in their respective courses. These files may include academic records, course assignments, and examinations. In addition to individual course files, the PTA Program Director maintains locked files for each student containing programmatic information (e.g., admission materials, academic progression, remediation documentation), while the Director of Clinical Education (DCE) maintains locked files specifically for clinical education records and evaluations.

Examinations may be stored either electronically within the university's Learning Management System (Canvas) or as hard copies in locked faculty offices. Students will not be permitted to keep copies of completed midterm or final exams. However, faculty will provide a designated, proctored exam review session before final exams during which students may review their test materials. Students may not remove any test materials from the review session.

All student files will be retained for one year following graduation to support reference requests and documentation. After that time, physical files will be securely destroyed, and electronic records will be purged according to university policy.

2.5 Student Success Center

The UVU Student Success Center is a valuable resource for students seeking to enhance their academic performance and personal development. The center offers services such as individual and group tutoring, academic advising, study skills workshops, mentorship programs, and support for first-generation students. In coordination with the Office of Accessibility Services, the center also assists students with disabilities in arranging appropriate accommodations.

Students are encouraged to contact the Student Success Center if they are experiencing academic challenges or need additional support at any point during the program.

Location: Woodbury Business Building (WB 168)

Phone: (801) 863-8376

Website: uvu.edu/success

2.6 Library

The Fulton Library at Utah Valley University provides access to a wide range of resources that support the Physical Therapist Assistant program. Students have both in-person and online access to academic journals, textbooks, reference materials, and databases relevant to physical therapy and health sciences.

The library maintains subscriptions to key physical therapy journals and offers access to research platforms such as ProQuest, PubMed, and CINAHL. In addition, select PTA Program materials—such as course textbooks, lab guides, and reference tools—may be placed on reserve for student use.

Librarians are available to assist with research, citation formatting, and locating scholarly resources. Students are encouraged to utilize the library for study, collaboration, and academic support.

Website: <https://www.uvu.edu/library>

2.7 Computer Use

Computer access is available in the library and in other computer labs throughout the college. Owning a laptop is not a requirement of the PTA program. Please refer to the UVU Policy 441 for appropriate computer use guidelines.

2.8 Resources – Written and Audiovisual

Program faculty may allow students to borrow books and other materials from their personal libraries. Students should follow borrowing procedures set up by the individual faculty member and return the materials promptly.

2.9 Accommodations

Students with documented disabilities may request reasonable accommodations to support their success in the Physical Therapist Assistant Program. To receive accommodations at Utah Valley University, students must:

Initiate a request by contacting the **Office of Accessibility Services**, located in BA 110.
Submit appropriate documentation of their disability, as outlined by Accessibility Services guidelines.

Work collaboratively with Accessibility Services to develop and follow an individualized accommodation plan.

It is the student's responsibility to communicate approved accommodations to their instructors in a timely manner. All information is kept confidential.

For more information, visit:

Website: <https://www.uvu.edu/accessibility-services/>

Phone: (801) 863-8747

Email: accessibilityservices@uvu.edu

2.10 Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location at UVU. Care of this equipment is essential, and students are requested to leave the equipment in good repair. If problems arise during the use of equipment, it should be reported immediately to a PTA Program faculty member.

Students may not remove equipment from UVU under any circumstances.

III. Program Policies, Guidelines, and Procedures

3.1 Professional Behaviors

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

1. Professional Behaviors (See Appendix)

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

Expected Professional Behavior levels are:

- a. End of Semester I: All Professional Behaviors at least beginning level
- b. End of Semester II: 50% of Professional Behaviors at intermediate level or higher
- c. End of Semester III: all Professional Behaviors at least intermediate level
- d. End of Semester IV: all Professional Behaviors at entry level.

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

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

3.2 Professional Appearance

In the interest of safety and professionalism, students are expected to adhere to the following standards of professional appearance during labs, skill checks, practical examinations, field trips, and clinical education experiences:

- 1. Hygiene and Grooming**
 - Maintain good personal hygiene with no offensive body odor.
 - Hair must be neatly groomed and kept away from the face.
 - Nails must be clean, neatly trimmed, and at a safe length for patient care.
- 2. Clothing and Attire**
 - Clothing must be neat, clean, and appropriate for the learning or clinical environment.
 - Hats are not permitted unless required for religious or medical reasons.
- 3. Jewelry and Accessories**
 - Jewelry should be minimal and professional; excessive jewelry is not permitted.
 - Visible facial or oral piercings are not allowed, except for small earrings in the ears.
 - Makeup, if worn, should be conservative and not excessive.

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

3.3 Food and Beverages

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

3.4 Attendance Guideline

Consistent attendance is essential to ensure student success and to support the development of safe, competent, and professional physical therapist assistants. Faculty within the UVU PTA Program are responsible for confirming that each student has acquired the knowledge and technical skills necessary to progress through the curriculum and to perform safely in clinical settings. Because the curriculum is designed in a sequential format—where new learning builds upon previous experiences—and because collaborative learning is a key component of professional development, attendance is both a professional and academic expectation.

Attendance Requirements

Students are expected to be present and punctual for all scheduled classes, laboratory sessions, and clinical practicums. Attendance is **required for a minimum of 90%** of each component of the course (lecture, lab, and clinical) to receive a passing grade. Excessive absences may result in failure of the course and dismissal from the program. Tardiness more than 25% of an individual class or lab period will be counted as an absence.

If a student anticipates being absent, it is their responsibility to notify the instructor in advance, either in person, by phone, or via email. In the case of emergency or unexpected events, the student should contact the instructor as soon as reasonably possible. Messages sent through other students are not considered valid notification.

Students are also expected to plan accordingly for weather and travel conditions and arrive to class or clinical sites on time. Repeated tardiness (>25% of each class/lab period) may be addressed as a professional behavior concern.

Excused and Unexcused Absences

Excused absences are typically limited to:

- Personal illness or medical emergencies
- Family emergencies or bereavement

Vacations, travel, or non-emergency obligations are not generally considered excused absences. Instructors reserve the right to determine whether an absence is excused based on the circumstances and supporting documentation, if applicable.

Missed Coursework or Exams

Students are responsible for all content, assignments, and assessments missed due to absence. If a student misses a scheduled exam, lab practical, or other graded activity, they may receive a **grade of “0”** unless prior arrangements have been made directly with the instructor. Requests for make-up assessments must be initiated by the student and approved at the discretion of the instructor. The instructor will determine the method and timing of the make-up work.

Withdrawal and Leave of Absence

If a student is unable to continue in a course due to attendance or other reasons, they must follow UVU’s official withdrawal process, which includes contacting their academic advisor and completing the appropriate university forms. Failure to do so will result in a final grade based on coursework completed to date.

Students may request a **leave of absence** from the PTA Program by submitting a formal, written request to the PTA Program Director, preferably at least **eight weeks in advance** of the anticipated leave. Approved leaves are limited to **one academic year**. Students who do not return within that timeframe must petition for readmission to the program, which is not guaranteed and is subject to space availability and curriculum progression.

3.5 Rescheduling of Classes

Occasionally, unforeseen circumstances may require a faculty member to cancel or reschedule a

class session. In accordance with UVU Policy 601 and Policy 635, faculty are expected to meet their scheduled class times and minimize disruptions to instructional time. However, when adjustments are necessary, the following procedures will be followed to ensure timely communication and student consideration:

- Faculty will make every effort to **reschedule a missed class at a time that accommodates the majority of students** in the course.
- If a class must be canceled, the faculty member is responsible for notifying the **PTA Program Director** and the assigned **UVU faculty support staff member** as soon as possible.
- The support staff will post a **cancellation notice outside the scheduled classroom**.
- If time allows, the Program Director or instructor will also notify students by **email or Canvas announcement**.
- Any make-up class or instructional activity must be coordinated by the faculty member in consultation with affected students and appropriate scheduling staff to ensure room availability and instructional continuity.

Students are expected to monitor their email and course announcements regularly and should communicate promptly with the instructor if rescheduling presents a significant conflict.

3.6 Lab Protocol

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts. Students will be given time at the end of class to dress.
2. Changing areas are the respective Men's/Women's restrooms located near the PTA Program Lab on the 1st floor, and shared locker room space on the 2nd floor.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of loose-fitting shorts and shirts for men; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for women. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role play either patients or PTAs during practice sessions. **STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA.** Privacy will be respected, and modesty will be retained as appropriate using draping methods.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
6. The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.
7. Students who know that they will miss a lab section must contact the course instructor in advance. The student should also make arrangements to make up work with a lab partner.
8. No food or beverages are allowed in the PTA Program Laboratory, during class or during open lab time except for closeable beverage containers.

3.7 Program Safety and Security

1. All classroom and lab equipment is property of Utah Valley University and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.
2. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that piece of equipment.
4. All lab equipment and supplies must be returned to their proper place of storage after use. No equipment may leave the lab without faculty approval.
5. PTA Program students must maintain up-to-date adult, child, and infant CPR certification for health care providers prior to the start of the second semester of the program. Students must submit a two-sided copy of their CPR certification card to the PTA Program DCE. This copy must include the expiration date, the student's name, student's signature and instructor's signature. PTA Program faculty will also maintain current adult, child, and infant CPR.
6. Students will follow college policies in the event of a building evacuation. These policies can be found in the UVU Emergency Operations Plan (EOP). A copy of this plan will be kept in the PTA Program Laboratory, and is found online at www.uvu.edu/emergencymanagement/docs/incident-plans/uvueop-evacuation-2024.pdf
7. PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical education practicums) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during the time they are enrolled in the PTA Program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.
8. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education practicums, and service learning projects, are the responsibility of the student.
9. Equipment user manuals are kept in the PTA Program Laboratory.

3.8 Skill Checks

Skill checks are structured assessments designed to verify a student's competency in specific physical therapist assistant techniques and procedures. Each designated skill must be successfully performed in a progressive format that includes both peer and faculty evaluations.

Students are required to complete **ONE peer skill check**. Peer assessments must be documented on the appropriate skill check form and reviewed by the student to identify areas for improvement. These practice-based checks are meant to reinforce learning through repetition, feedback, and collaborative refinement of technique.

When a student completes a peer skill check, the peer providing the sign-off is affirming that they have observed the skill performed in accordance with program expectations, including all required safety and performance criteria. By signing the peer skill check form, the peer acknowledges that the student has demonstrated sufficient competence and is adequately prepared for faculty evaluation.

Students are expected to take this responsibility seriously. Signing off on a peer skill check without observing appropriate performance undermines the integrity of the learning process and may be considered a breach of professional conduct and may result in loss of professionalism points.

Once the peer skill check is completed, the student must demonstrate the skill during a **faculty-observed skill check**. Faculty skill checks will typically be conducted during scheduled lab sessions or approved open lab hours, based on faculty availability.

Each skill check includes **critical safety** and **critical performance elements** that must be met in full. Failure to demonstrate any of these required elements will result in an unsuccessful attempt. The skill must be remediated and retested before the student can advance.

All faculty skill checks must be passed prior to the corresponding **practical examination**. It is the student's responsibility to ensure that all skill checks are completed and documented before the practical exam. Failure to complete a required skill check will result in a **zero (0%) on the practical exam**. Students will then be given **One additional opportunity** to achieve a passing score on the practical.

Once a skill check is passed, the student is considered to have demonstrated entry-level competency in that area. Students are expected to **maintain this level of competency** through continued review and practice throughout the program.

3.9 Practical Exams

Practical Exams are used to assess a student's ability to effectively and safely integrate course material and perform a patient treatment following a physical therapist's plan of care. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 80% and can be retaken up to one time if an 80% score is not achieved. If a student obtains a score above 80% on a re-taken practical examination, a maximum score of 80% will be used for final grade calculation. Two PTA Program faculty members will be present for the practical exam if a practical examination retake is required. Students must demonstrate an 80% on either the initial practical exam or during an exam retake to pass the course.

If a student does not have the skill check(s) related to a practical exam completed at the scheduled time of the practical exam, the student will receive failing grade for the student's first attempt at the practical exam. Once the related skill check(s) are completed, the student can then complete up to one retake as stated above.

Students will receive detailed instructions and a score sheet at least one week prior to scheduled practical exams. Students will also be required to have been signed off on two peer skill checks and one faculty skill check prior to taking the practical exam.

Required cueing to complete a practical exam will result in a reduction in the student's score. Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam. Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

3.10 Insurance

Utah Valley University (UVU) and its affiliated clinical education sites do not provide health insurance for students. It is strongly recommended that all students maintain their own health insurance coverage throughout the duration of the PTA Program, including during full-time clinical practicums. Certain clinical sites may require proof of personal health insurance as a condition for participation in rotations at their facility.

All students enrolled in the PTA Program are covered under UVU's **professional liability insurance** for activities that fall within the scope of their educational training. This insurance provides coverage for incidents involving accidental injury to patients or others during approved on-campus and off-campus clinical and laboratory experiences. Coverage is provided through UVU's institutional insurance policy and does not require separate enrollment or payment from students. Students or clinical sites seeking verification of this coverage may request a **Certificate of Insurance** through UVU's Risk Management Office.

For more information, visit: https://www.uvu.edu/riskmanagement/certificates_of_insurance/

3.11 Immunization and Health Screening

Participation in clinical education is a required and integral component of the UVU Physical Therapist Assistant (PTA) Program. In alignment with standards set by the College of Health and Public Service (CHPS) and clinical affiliates, all students accepted into the PTA Program must complete and document specific immunizations and health screenings.

To ensure the safety of students, patients, faculty, and clinical personnel, students must submit proof of the following **prior to participation in any clinical training**:

- **Tetanus-Diphtheria-Pertussis (Tdap)**
- **Measles, Mumps, and Rubella (MMR)**
- **Hepatitis B series** (including positive antibody titer or signed declination, if permitted)
- **Varicella (chickenpox)** or proof of immunity
- **Annual Influenza vaccination**
- **Tuberculosis (TB) screening** (completed within the last 12 months)

Documentation must be submitted to DCE and must be kept up to date throughout the duration of the program. Students who do not meet these requirements will not be eligible to attend clinical placements and may be subject to removal from the program.

In accordance with university policy and clinical site requirements, **students may request a medical or religious exemption**, though clinical placement is not guaranteed in such cases. Students are responsible for any costs associated with immunizations and screenings.

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

3.12 PTA Program Equipment Testing

All electrical equipment owned and operated by the UVU Physical Therapist Assistant (PTA) Program will undergo **annual inspection and safety testing** conducted by **Travis Bennett of Rehab Specialists**. This includes verification of proper function, electrical safety compliance, and calibration as needed. Upon completion, tested equipment will be clearly labeled, and appropriate documentation will be maintained on file by the program.

The inspection typically occurs annually, with Rehab Specialists coordinating testing, labeling, documentation, and minor repair as necessary. Equipment that does not pass safety testing will be immediately removed from service until appropriate repairs or replacements are completed.

Non-electrical equipment, such as treatment tables, wheelchairs, assistive devices, and related instructional tools, will be visually inspected for wear, stability, and functionality by **PTA Program faculty each Summer semester**. Any items found to be unsafe or in poor working condition will be tagged and removed from use until repaired or replaced.

Faculty, staff, or students who identify real or potential safety concerns with any equipment at any time are expected to **report the issue immediately**. Equipment identified as unsafe will be clearly labeled and removed from service to ensure a safe learning environment.

3.13 Personal Property and Valuables

UVU and the PTA Program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly. Lockers may be available on campus for student use.

3.14 Medical Emergency in the Classroom

The safety and well-being of all students, faculty, and staff are a top priority in the UVU Physical Therapist Assistant (PTA) Program. In the event of a medical emergency occurring during classroom, laboratory, or clinical activities, the following procedures must be followed:

1. Life-Threatening Emergencies

If a medical emergency is life-threatening (e.g., unconsciousness, cardiac arrest, severe bleeding), **immediately call 911. Begin CPR** if the individual is unresponsive and not breathing. **Use an Automated External Defibrillator (AED)** if one is available and indicated. AED is located *** Do not move the individual unless they are in immediate danger. Once 911 is called, also notify **UVU Police at (801) 863-5555** to coordinate emergency response on campus.

2. **Non-Life-Threatening Injuries**

For injuries or illnesses that are not immediately life-threatening (e.g., minor cuts, sprains, dizziness), contact UVU Police at **(801) 863-5555**. Officers are trained in first aid and will provide appropriate support.

3. **Incident Reporting**

All injuries and accidents must be reported promptly. Students must complete the **UVU Injury/Accident Report Form**, available on the UVU Risk Management website: <https://www.uvu.edu/riskmanagement/> and submit it to **riskmanagement@uvu.edu**.

Faculty will assist in ensuring proper documentation is submitted.

4. **Faculty and Staff Injuries**

UVU employees injured during class, lab, or clinical teaching must report the incident to their supervisor and complete the **UVU Employee Injury Report Form**, available through the Workplace Safety page on myUVU.

3.15 Financial Aid

Utah Valley University offers a wide range of financial aid options to help students manage the cost of their education. These include federal and state grants, scholarships, work-study opportunities, and student loans.

Students interested in applying for financial aid should visit the **UVU Financial Aid and Scholarships Office**, located in the **Browning Administration Building (BA 105)**, or explore current eligibility requirements and application procedures online at: www.uvu.edu/financialaid

All students are encouraged to complete the **Free Application for Federal Student Aid (FAFSA)** as early as possible to determine their eligibility and maximize their aid opportunities.

3.16 Confidentiality/Data Privacy

In alignment with Utah Valley University's Privacy and Information Security Policies (Policy 446 and Policy 447), the Physical Therapist Assistant (PTA) Program is committed to protecting student, patient, and institutional privacy. The following practices are in place to ensure confidentiality and compliance with federal, state, and university standards:

1. **Grade Privacy**

All grades are posted through UVU's secure learning management system, **Canvas**, which requires individual login credentials. Grades are not publicly posted or shared without written consent.

2. **Return of Graded Materials**

Exams, quizzes, and assignments are returned privately in a manner that protects student identity and grade confidentiality. When assessments are distributed electronically—such as through Canvas or other secure platforms—they are accessible only by the individual student through password-protected login credentials. In cases where materials are returned in person, they will be distributed in a way that ensures student grades are not visible to others.

3. **Skill Check and Practical Feedback**

Feedback following skill checks and practical exams is provided **one-on-one** between the

student and instructor. If group feedback is deemed educationally valuable, instructors will seek student consent prior to sharing performance-related information in a group setting.

4. **Clinical Faculty Expectations**

All clinical instructors are expected to uphold UVU and PTA Program confidentiality standards and abide by the privacy policies of their respective healthcare organizations.

5. **External Requests for Student Information**

Any external requests for student data—including those from government agencies—will be referred directly to the **UVU Registrar's Office**, in accordance with FERPA and university protocol.

6. **Clinical Confidentiality Agreement**

Prior to clinical practicums, students are required to **sign a confidentiality agreement** affirming their responsibility to safeguard patient information and maintain professionalism.

7. **HIPAA Training Requirement**

During the first semester of the PTA Program, students will complete instruction in **HIPAA (Health Insurance Portability and Accountability Act)** standards. This includes online modules and a knowledge assessment, which must be successfully completed before the student can begin any clinical education coursework.

3.17 Standard Precautions

Information on “Standard Precautions” and Bloodborne pathogens is provided in the 1st semester of the program in PTA 2400 and in the 2nd semester in PTA 2300/2305, and includes content regarding:

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

All students must pass a test which includes content on standard precautions during PTA 2300/2305 Therapeutic Procedures, and pass a skill check which includes handwashing.

3.18 OSHA Regulations

In compliance with Occupational Safety and Health Administration (OSHA) regulations, all hazardous substances used in the UVU Physical Therapist Assistant (PTA) Program laboratory are documented and accessible to students and faculty.

A complete list of Safety Data Sheets (SDS) for these substances is maintained in a clearly labeled “**SDS Binder**” located in the PTA lab storage cabinet. This binder contains important safety, handling, and first aid information for all chemicals and materials used during lab activities.

Students are responsible for familiarizing themselves with the contents of the SDS binder and must follow all safety procedures and personal protective equipment (PPE) guidelines when handling or working near hazardous materials. Questions regarding lab safety, chemical handling, or exposure procedures should be directed to the course instructor or program director.

For additional university-wide safety policies and access to SDS documentation, visit UVU's Environmental Health & Safety resources at: <https://www.uvu.edu/safety/occupational/index.html>

3.19 Laundry Use

The UVU Physical Therapist Assistant (PTA) Program maintains an on-campus laundry process to support lab-based instruction while promoting hygiene, cost-efficiency, and environmental responsibility. All laundry associated with PTA lab activities will be completed **in the shared laundry facility located in the OTA Lab Kitchen space**.

To ensure the responsible and efficient use of program laundry resources, students are expected to follow these guidelines:

1. Soiled Laundry

- Towels, pillowcases, and sheets that have come into **direct contact with hair or skin** should be placed in the designated **dirty laundry bin** after use.
- Any linens **soiled with dirt, sweat, body fluids, mineral oil, alcohol, ultrasound gel, or electrical stimulation gel** must also be placed in the dirty laundry bin for cleaning.

2. Reusable Linens

- Towels, pillowcases, and sheets used **only for positioning** and that remain clean may be neatly **folded and returned to the clean laundry cart** for reuse during the same lab day.
- Towels used to wrap a paraffin-treated hand that was **enclosed in plastic wrap** may also be reused, provided they remain visibly clean and dry.

3. Student Responsibility

- Students are expected to assist with sorting, folding, and managing lab laundry on a rotating basis as part of their professional responsibilities in the program.
- Proper handling of linens helps **minimize waste and reduce laundry frequency**, supporting program sustainability efforts.

Faculty will review laundry expectations during lab orientation. Failure to follow laundry procedures may result in a loss of access to clean supplies and may impact lab participation.

3.20 Electronic Devices

Cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if students need one on due to child care, etc.) during lecture and lab periods. Cell phones and other electronic devices must be turned off during off campus labs and during field trips. Students will have opportunities to check their phone for messages during scheduled breaks or between classes. If students have an emergency situation where they are waiting for a call, the instructor is to be notified before class.

Calculators may be allowed for specific quizzes/tests/exams. Cell phones or other internet, recording, or messaging devices of any kind are not allowed during testing. Audio or video

recording of lectures, laboratory sessions, etc. may only be performed with the expressed permission of the instructor.

3.21 Informed Consent

Students enrolled in the UVU Physical Therapist Assistant (PTA) Program are expected to participate in hands-on practice of various physical therapy procedures during classroom and laboratory instruction. This peer-to-peer practice is a vital component of the educational process and essential to developing clinical competence.

To ensure all students understand and agree to this form of participation, each student will be required to sign consent forms called **Student Agreement for Laboratory Participation and Program Risks and Hazards Statement of Understanding and Release** at the start of the program. These forms grants permission for classmates and instructors to perform physical therapy techniques in a supervised educational setting.

The signed consents will remain in effect throughout the student's enrollment in the PTA Program and will be kept on file in the **PTA Program Director's office**. Participation in lab activities is contingent upon completion of the consent process.

3.22 Photography/Video in the Lab

During classroom and laboratory activities in the UVU Physical Therapist Assistant (PTA) Program, students may be recorded or photographed as part of simulated clinical experiences and educational demonstrations. These recordings and images are used for instructional purposes, such as performance review, skill development, and faculty feedback.

To ensure appropriate use of student images and video, **all students will be asked to sign the UVU Consent and Media Release Form** (See Appendix) at the beginning of their first semester in the PTA Program. This consent will remain in effect for the duration of the student's enrollment unless revoked in writing.

The UVU Consent and Media Release Form can be found in the **Appendix** of this handbook and is kept on file with the Program Director.

If a student wishes to photograph, record, or otherwise capture images of a **patient or client** during a clinical practicum, they must adhere strictly to the **confidentiality, privacy, and consent policies of the clinical site**. This may require additional written consent and approval from the clinical instructor and site supervisor.

Any unauthorized photography, videography, or sharing of images without proper consent will be considered a violation of program professionalism standards and may be subject to disciplinary action.

3.23 Background Checks

As a condition of acceptance into the UVU Physical Therapist Assistant (PTA) Program and participation in clinical practicums, all students are required to complete and pass a background check.

This background screening is conducted in compliance with **UVU Policy 333: Background Checks** and is necessary to ensure eligibility for placement in affiliated clinical education sites. Many clinical partners require confirmation of a clear background check as a prerequisite for student participation in patient care settings.

Key Details:

- Students must complete the background check **prior to beginning the first semester** of the PTA Program.
- The background check may include, but is not limited to: criminal history, sex offender registry check, and verification of identity.
- Students are responsible for the **cost and timely completion** of the background check through the university's designated vendor.
- A background check with disqualifying results may result in **revocation of program admission or delay/denial of clinical placement**, which may impact progression through the program.
- Clinical sites may also request an updated background check before placement. Students must comply with any additional site-specific requirements.

All background check documentation and outcomes are handled confidentially. For more information regarding UVU's background check policy, visit:

<https://policy.uvu.edu/getDisplayFile/662ac38417f6d3cd0ab7236d>

3.24 Lab Infection Control

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

1. Treatment tables, low mats, and other treatment surfaces will be cleaned using a bacteriocidal agent at least twice a week
2. Soiled linen will be placed in the linen hamper located in storage room. If a bag is full, place a new bag in the hamper.
3. The hydrocollator will be cleaned a minimum of every six months, per the hydrocollator cleaning procedure located in the Operational Manual located in the PTA lab.
4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

3.25 National Physical Therapy Exam (NPTE) Eligibility

Students enrolled in the UVU Physical Therapist Assistant Program are not permitted to register for or take the National Physical Therapy Exam (NPTE) prior to official graduation from the program. Graduation is defined as the successful completion of all didactic, laboratory, and clinical education requirements, as outlined in the program curriculum.

This policy ensures that all students are fully prepared for licensure and uphold the academic and professional standards of the program and institution. Students may begin the NPTE registration process during their final term, but testing must not occur until after the program completion date has been officially recorded.

Appendix

Standards of Ethical Conduct for the Physical Therapist Assistant



HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

Standards

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

(Core Values: Compassion and Caring, Integrity)

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

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

(Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

(Core Values: Collaboration, Duty, Excellence, Integrity)

- 3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.

- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

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

(Core Value: Integrity)

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients and clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.
- 4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
- 4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

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

(Core Values: Accountability, Duty, Social Responsibility)

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

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

(Core Value: Excellence)

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
- 6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
- 6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

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

(Core Values: Integrity, Accountability)

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
- 7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

- 7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients

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

(Core Value: Social Responsibility)

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
- 8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.
- 8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Explanation of Reference Numbers:

HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 8/12/2020

Contact: nationalgovernance@apta.org



Professional Behaviors Assessment Tool

Student Name _____ Date: _____

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

Expected Professional Behavior levels are:

- a. End of Semester I: All Professional Behaviors at least beginning level
- b. End of Semester II: 50% of Professional Behaviors at intermediate level or higher
- c. End of Semester III: all Professional Behaviors at least intermediate level
- d. End of Semester IV: all Professional Behaviors at entry level

1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.		
Beginning Level: <ul style="list-style-type: none"> ❖ Raises relevant questions ❖ Considers all available information ❖ Articulates ideas ❖ Understands the scientific method ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) ❖ Recognizes holes in knowledge base ❖ Demonstrates acceptance of limited knowledge and experience in knowledge base 	Intermediate Level: <ul style="list-style-type: none"> ❖ Feels challenged to examine ideas ❖ Critically analyzes the literature and applies it to patient management ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas ❖ Seeks alternative ideas ❖ Formulates alternative hypotheses ❖ Critiques hypotheses and ideas at a level consistent with knowledge base ❖ Acknowledges presence of contradictions 	Entry Level: <ul style="list-style-type: none"> ❖ Distinguishes relevant from irrelevant patient data ❖ Readily formulates and critiques alternative hypotheses and ideas ❖ Infers applicability of information across populations ❖ Exhibits openness to contradictory ideas ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently ❖ Justifies solutions selected
Specific Example:		Place an “x” on the visual analog scale <div style="text-align: center;">  </div>
2. Communication: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.		
Beginning Level: <ul style="list-style-type: none"> ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting ❖ Recognizes impact of non- verbal communication in self and others ❖ Recognizes the verbal and non- verbal characteristics that portray confidence ❖ Utilizes electronic communication appropriately 	Intermediate Level: <ul style="list-style-type: none"> ❖ Utilizes and modifies communication (verbal, non- verbal, written and electronic) to meet the needs of different audiences ❖ Restates, reflects and clarifies message(s) ❖ Communicates collaboratively with both individuals and groups ❖ Collects necessary information from all pertinent individuals in the patient/client management process ❖ Provides effective education (verbal, non-verbal, written and electronic) 	Entry Level: <ul style="list-style-type: none"> ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing ❖ Maintains open and constructive communication ❖ Utilizes communication technology effectively and efficiently
Specific Example:		Place an “x” on the visual analog scale <div style="text-align: center;">  </div>

3. <u>Problem Solving:</u> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
<i>Beginning Level:</i> <ul style="list-style-type: none"> ❖ Recognizes problems ❖ States problems clearly ❖ Describes known solutions to problems ❖ Identifies resources needed to develop solutions ❖ Uses technology to search for and locate resources ❖ Identifies possible solutions and probable outcomes 	<i>Intermediate Level:</i> <ul style="list-style-type: none"> ❖ Prioritizes problems ❖ Identifies contributors to problems ❖ Consults with others to clarify problems ❖ Appropriately seeks input or guidance ❖ Prioritizes resources (analysis and critique of resources) ❖ Considers consequences of possible solutions 	<i>Entry Level:</i> <ul style="list-style-type: none"> ❖ Independently locates, prioritizes and uses resources to solve problems ❖ Accepts responsibility for implementing solutions ❖ Implements solutions ❖ Reassesses solutions ❖ Evaluates outcomes ❖ Modifies solutions based on the outcome and current evidence ❖ Evaluates generalizability of current evidence to a particular problem
Specific Example:		Place an “x” on the visual analog scale <div style="text-align: center;"> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 300px; margin: 0 auto;"> B I E </div>
4. <u>Interpersonal Skills:</u> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.		
<i>Beginning Level:</i> <ul style="list-style-type: none"> ❖ Maintains professional demeanor in all interactions ❖ Demonstrates interest in patients as individuals ❖ Communicates with others in a respectful and confident manner ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons ❖ Maintains confidentiality in all interactions ❖ Recognizes the emotions and bias that one brings to all professional interactions 	<i>Intermediate Level:</i> <ul style="list-style-type: none"> ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions ❖ Establishes trust ❖ Seeks to gain input from others ❖ Respects role of others ❖ Accommodates differences in learning styles as appropriate 	<i>Entry Level:</i> <ul style="list-style-type: none"> ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action ❖ Responds effectively to unexpected situations ❖ Demonstrates ability to build partnerships ❖ Applies conflict management strategies when dealing with challenging interactions ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them
Specific Example:		Place an “x” on the visual analog scale <div style="text-align: center;"> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 300px; margin: 0 auto;"> B I E </div>

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

<p><i>Beginning Level:</i></p> <ul style="list-style-type: none"> ❖ Demonstrates punctuality ❖ Provides a safe and secure environment for patients ❖ Assumes responsibility for actions ❖ Follows through on commitments ❖ Articulates limitations and readiness to learn ❖ Abides by all policies of academic program and clinical facility 	<p><i>Intermediate Level:</i></p> <ul style="list-style-type: none"> ❖ Displays awareness of and sensitivity to diverse populations ❖ Completes projects without prompting ❖ Delegates tasks as needed ❖ Collaborates with team members, patients and families ❖ Provides evidence-based patient care 	<p><i>Entry Level:</i></p> <ul style="list-style-type: none"> ❖ Educates patients as consumers of health care services ❖ Encourages patient accountability ❖ Directs patients to other health care professionals as needed ❖ Acts as a patient advocate ❖ Promotes evidence-based practice in health care settings ❖ Accepts responsibility for implementing solutions ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>

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

<p><i>Beginning Level:</i></p> <ul style="list-style-type: none"> ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics ❖ Demonstrates awareness of state licensure regulations ❖ Projects professional image ❖ Attends professional meetings ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers 	<p><i>Intermediate Level:</i></p> <ul style="list-style-type: none"> ❖ Identifies positive professional role models within the academic and clinical settings ❖ Acts on moral commitment during all academic and clinical activities ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making ❖ Discusses societal expectations of the profession 	<p><i>Entry Level:</i></p> <ul style="list-style-type: none"> ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices ❖ Discusses role of physical therapy within the healthcare system and in population health ❖ Demonstrates leadership in collaboration with both individuals and groups
<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale</p> <div style="text-align: center;"> <hr style="width: 100%;"/> <p>B I E</p> </div>	

7. **Use of Constructive Feedback:** The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:

- ❖ Demonstrates active listening skills
- ❖ Assesses own performance
- ❖ Actively seeks feedback from appropriate sources
- ❖ Demonstrates receptive behavior and positive attitude toward feedback
- ❖ Incorporates specific feedback into behaviors
- ❖ Maintains two-way communication without defensiveness

Intermediate Level:

- ❖ Critiques own performance accurately
- ❖ Responds effectively to constructive feedback
- ❖ Utilizes feedback when establishing professional and patient related goals
- ❖ Develops and implements a plan of action in response to feedback
- ❖ Provides constructive and timely feedback

Entry Level:

- ❖ Independently engages in a continual process of self evaluation of skills, knowledge and abilities
- ❖ Seeks feedback from patients/clients and peers/mentors
- ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ❖ Uses multiple approaches when responding to feedback
- ❖ Reconciles differences with sensitivity
- ❖ Modifies feedback given to patients/clients according to their learning styles

Specific Example:

Place an “x” on the visual analog scale

B I E

8. <u>Effective Use of Time and Resources:</u> The ability to manage time and resources effectively to obtain the maximum possible benefit.		
<i>Beginning Level:</i> <ul style="list-style-type: none"> ❖ Comes prepared for the day's activities/responsibilities ❖ Identifies resource limitations (i.e. information, time, experience) ❖ Determines when and how much help/assistance is needed ❖ Accesses current evidence in a timely manner ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards ❖ Self-identifies and initiates learning opportunities during unscheduled time 	<i>Intermediate Level:</i> <ul style="list-style-type: none"> ❖ Utilizes effective methods of searching for evidence for practice decisions ❖ Recognizes own resource contributions ❖ Shares knowledge and collaborates with staff to utilize best current evidence ❖ Discusses and implements strategies for meeting productivity standards ❖ Identifies need for and seeks referrals to other disciplines 	<i>Entry Level:</i> <ul style="list-style-type: none"> ❖ Uses current best evidence ❖ Collaborates with members of the team to maximize the impact of treatment available ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care ❖ Utilizes community resources in discharge planning ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities
Specific Example:		Place an "x" on the visual analog scale <div style="text-align: center;"> B I E </div>

9. <u>Stress Management:</u> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.		
<i>Beginning Level:</i> <ul style="list-style-type: none"> ❖ Recognizes own stressors ❖ Recognizes distress or problems in others ❖ Seeks assistance as needed ❖ Maintains professional demeanor in all situations 	<i>Intermediate Level:</i> <ul style="list-style-type: none"> ❖ Actively employs stress management techniques ❖ Reconciles inconsistencies in the educational process ❖ Maintains balance between professional and personal life ❖ Accepts constructive feedback and clarifies expectations ❖ Establishes outlets to cope with stressors 	<i>Entry Level:</i> <ul style="list-style-type: none"> ❖ Demonstrates appropriate affective responses in all situations ❖ Responds calmly to urgent situations with reflection and debriefing as needed ❖ Prioritizes multiple commitments ❖ Reconciles inconsistencies within professional, personal and work/life environments ❖ Demonstrates ability to defuse potential stressors with self and others
Specific Example:		Place an “x” on the visual analog scale <div style="text-align: center;"> <hr style="width: 100%;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> B I E </div> </div>

10. <u>Commitment to Learning:</u> The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.		
<i>Beginning Level:</i> <ul style="list-style-type: none"> ❖ Prioritizes information needs ❖ Analyzes and subdivides large questions into components ❖ Identifies own learning needs based on previous experiences ❖ Welcomes and/or seeks new learning opportunities ❖ Seeks out professional literature ❖ Plans and presents an in- service, research or cases studies 	<i>Intermediate Level:</i> <ul style="list-style-type: none"> ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice ❖ Applies new information and re-evaluates performance ❖ Accepts that there may be more than one answer to a problem ❖ Recognizes the need to and is able to verify solutions to problems ❖ Reads articles critically and understands limits of application to professional practice 	<i>Entry Level:</i> <ul style="list-style-type: none"> ❖ Respectfully questions conventional wisdom ❖ Formulates and re- evaluates position based on available evidence ❖ Demonstrates confidence in sharing new knowledge with all staff levels ❖ Modifies programs and treatments based on newly-learned skills and considerations ❖ Consults with other health professionals and physical therapists for treatment ideas
Specific Example:		Place an “x” on the visual analog scale <div style="text-align: center;"> <hr style="width: 100%;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> B I E </div> </div>

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

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

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Utah Valley University
Physical Therapist Assistant Program
Technical Standards for Physical Therapist Assistant Students

Students applying to the Utah Valley University (UVU) Physical Therapist Assistant (PTA) Program should be aware of the essential requirements necessary for success in the classroom, laboratory, and clinical settings. The PTA is a licensed health care paraprofessional who provides interventions under the direction and supervision of a physical therapist following the therapist's evaluation and plan of care.

These standards outline the fundamental abilities expected of all UVU PTA students to ensure safe and effective participation in the program. They represent program expectations for admission, progression, and graduation and do not necessarily reflect every condition of employment after graduation.

The UVU PTA curriculum is designed to prepare graduates for safe, competent, entry-level practice across a variety of health care environments. All students are held to the minimum criteria established by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the UVU PTA Program.

The program upholds the Americans with Disabilities Act (ADA), ensuring access for qualified applicants. Students requiring accommodations must still be able to meet the essential requirements, with or without reasonable accommodations, in order to complete the program.

In adopting these standards, the UVU PTA Program affirms its responsibility to safeguard the patient's right to safe, competent, and high-quality care delivered by students and graduates.

BEHAVIOR SKILLS

Candidate must be able to exercise sound judgment, form empathetic and therapeutic relationships, and tolerate close physical contact with a wide and diverse range of individuals. This includes interaction with classmates, faculty, lab partners, patients, and families across all ages, races, socioeconomic and cultural backgrounds, as well as individuals with obesity, physical differences, chronic illness, or mental health challenges. These abilities include, but are not limited to:

1. **Demonstrating appropriate interpersonal skills** and fostering cooperative, respectful, and collegial relationships with peers, faculty, health care professionals, patients, and families—even when managing multiple individuals simultaneously.
2. **Working effectively under stress**, including with medically or emotionally unstable patients, during rapid changes in patient status, or in situations requiring CPR or other emergency responses.
3. **Managing both physical demands and emotional stressors** associated with academic, laboratory, and clinical environments.
4. **Prioritizing tasks, integrating information, and making safe and effective decisions** in fast-paced or unpredictable situations, while showing flexibility, resilience, and professional coping strategies.

COGNITIVE SKILLS

Candidate must demonstrate sufficient skills in calculation, reasoning, critical thinking, and judgment to process information and make decisions within the time frame of physical therapy sessions. They must be able to organize, prioritize, and manage responsibilities efficiently. These abilities include, but are not limited to:

1. **Collecting, interpreting, and analyzing data** from written, verbal, and observed sources related to patient status and care.
2. **Prioritizing and managing multiple tasks**, integrating information, and making sound, timely decisions in both academic and clinical settings.
3. **Observing, measuring, and interpreting patient responses**—both normal and abnormal—to physical therapy interventions, and adjusting treatment procedures as needed for safety and effectiveness.
4. **Acting in a safe, ethical, and professional manner** in the classroom, laboratory, and clinical environments.

COMMUNICATION SKILLS

Candidate must be able to use clear and effective communication in the English language with peers, faculty, patients and their families, and members of the health care team. This includes, but is not limited to:

1. **Reading ability** at a level that supports safe performance of responsibilities, such as interpreting handwritten chart notes, printed instructions, or equipment manuals.
2. **Expressing and interpreting information** accurately about a patient's condition, safety, and rehabilitation needs.
3. **Verbal and written communication** with patients, families, health care providers, community members, and reimbursement sources in a professional manner.
4. **Use of technology and electronic documentation systems** to communicate and record information effectively.
5. **Recognition and interpretation of nonverbal communication**, including body language, tone, and facial expression, and responding appropriately.

MOTOR SKILLS

Candidate must have sufficient motor capabilities and strength to execute the movements and skills required to provide safe and effective physical therapy interventions. These include, but are not limited to:

1. Coordination, speed and agility to assist and safely guard (protect) patients who are walking, exercising, or performing other rehabilitation activities.
2. **Capacity to move, lift, carry, or position patients and equipment**, including pushing or pulling as needed in the clinical environment.
 - a. Able to lift up to 60 pounds
 - b. Able to push/pull up to 50 pounds at waist level
 - c. Stand 1-6 hours with lab time blocks up to 3 hours
 - d. Sit 2-5 hours per day with lecture blocks up to 3 hours.
3. **Ability to assist, guide, resist, or provide emergency care** for patients, which may require extended periods (up to 90 minutes) of bending, standing, kneeling, sitting, walking, or crawling without rest.
4. Ability to perform—with safe and proper body mechanics—the transfer and gait training techniques used during physical therapy interventions with patients.

5. Ability and dexterity to manipulate devices and treat patients in physical therapy, which may involve adjusting gauges, dials, small nuts/bolts, equipment settings, etc.
6. Ability to administer CPR.

SENSORY SKILLS

Candidate must have the ability to observe, gather, and apply information during demonstrations and in physical measures performed on patients. This includes obtaining essential data in classroom, laboratory, and clinical settings through **observation, auscultation, palpation, and related methods**. These abilities include, but are not limited to:

1. **Visual ability** (with correction if needed) to recognize a patient's physiological status, interpret facial expressions and body language, distinguish between normal and abnormal movement patterns, read or set parameters on physical therapy equipment, identify changes in skin color, and assess the safety of the environment.
2. **Auditory ability** (with correction if needed) to understand voices, even when protective equipment is worn; respond to equipment alarms or calls for assistance within at least 10 feet; and accurately measure vital signs in a variety of clinical environments.
3. **Tactile ability** to palpate pulses and detect differences in skin texture, temperature, body contour, muscle tone, and joint mobility.
4. **Proprioceptive and balance awareness** sufficient to safely assist and guard patients while they are walking, exercising, or performing other rehabilitation activities.

CLINICAL REQUIREMENTS

The PTA Program includes supervised clinical rotations in which students provide physical therapy interventions under the direction of licensed physical therapists and/or physical therapist assistants. Students must have the capacity to complete **full-time clinical schedules**, which typically include **eight-hour days and 40-hour weeks** in a variety of practice settings.

Clinical education is designed as an integrative measure of a student's knowledge, skills, and professional behaviors. During these experiences, students are expected to consistently demonstrate the **abilities of an entry-level physical therapist assistant**, including safe, effective, and ethical practice in patient care.

ACCESSIBILITY

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (801) 863-6313. Individuals with disabilities may request reasonable accommodations or information by calling the UVU Accessibility Services at (801) 863-8747. Or online at: <https://www.uvu.edu/accessibility-services/accommodations/index.html>

Physical Therapist Assistant Program
Technical Standards for Physical Therapist Assistant Students

Technical Standards Student Signature Page to be Completed Before Program Entry

____ Yes ____ No I have read and I understand the Technical Standards relative to the Physical Therapist Assistant Program.

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

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (801) 863-6313. Individuals with disabilities may request reasonable accommodations or information by calling the UVU Accessibility Services at (801) 863-8747. Or online at: <https://www.uvu.edu/accessibility-services/accommodations/index.html>

Printed Name of Student

Signature of Student

Date

Nondiscrimination and Equal Opportunity Statement

In accordance with federal laws and regulations, UVU prohibits discrimination based on race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, disability, veteran status, pregnancy, childbirth, pregnancy-related conditions, citizenship, genetic information, or any other basis protected by applicable law. The requirement not to discriminate applies to participants in UVU's educational programs, activities, benefits, and services and extends to admissions and employment in accordance with Section 504, Title IX, and 34 CFR 106.

Inquiries regarding UVU's adherence to, and application of, these nondiscrimination regulations may be directed to:

Utah Valley University

Title IX Coordinator

Equity and Title IX Office

800 W. University Parkway, BA 203

Orem, UT 84058

Phone: (801) 863-7999

www.uvu.edu/legal/non-discrimination.html

Consent and Media Release Form

NAME _____ DATE _____

ADDRESS _____ STATE _____

EMAIL _____ PHONE _____

I understand that during this course or program for which I am enrolled at Utah Valley University (UVU), or as a model for a specific marketing or advertising campaign, photographs and/or video or audio recordings may be taken of my voice or image for educational or promotional purposes. I hereby grant to Utah Valley University (UVU) a non-exclusive license and right to use excerpts or completed works that may contain either an audio or video representation of myself. I agree and understand that UVU may retain full ownership and usage rights of any photographs taken of me (including digital, transparency, print and/or negative format) in still, single, multiple, moving or video format.

This release and consent includes but is not limited to the following:

1. Make and copyright text, photographs, audio and/or video recordings of my image and voice as part of UVU's educational and related purposes.
2. Use, produce, modify, distribute, and disseminate such materials and projects in any form, manner, or mode of electronic transmission for educational or related purposes.
3. In addition, I agree:
 - a) To allow the use of images of myself, or my child, if applicable, for the following purposes: advertising, promotion, marketing and packaging for any product or service.
 - b) That I have no rights to own, use, publish, inspect and/or approve the images, recordings or advertising, and all rights to the images or recordings belong to UVU University Marketing & Communications and assigns
 - c) That the images or video may be combined with other images, text and graphics in conjunction with their own or a fictitious name, and cropped, altered, edited or modified.
 - d) That I will receive no money or consideration of any kind for usage of images or video from UVU related to this consent and release, and that I will make no further claim for any reason to UVU and/or its assigns.
4. In connection with this consent and release, I discharge UVU, its agents, successors, and assigns from any and all claims and demands arising out of or in connection with the use of my work, talent, image, voice, or performances, including any and all claims for copyright infringement, defamation or invasion of privacy. This authorization and release shall inure to the benefit of the legal representatives, licensees and assigns of UVU as well as, the person(s) who took photographs, video and audio recording or other media.
5. I hereby certify and represent that I am over 18 years of age and have read the foregoing and fully understand the meaning and effect thereof. In the case of a child under the age of 18, I state that I am the parent, guardian, or otherwise legally authorized adult capable of giving consent.

Signature (if age 18 or over) _____

Signature of Parent or Guardian (if under age 18) _____

https://www.uvu.edu/chps/procedures/marketing/photography_consent_release_form.html?utm_source=chatgpt.com

Utah Valley University
Physical Therapist Assistant Program
Exam Remediation Form

Student Name: _____ Course: _____
Exam Title: _____ Date of Original Exam: _____
Original Exam Score: _____

Instructions:

In accordance with the UVU PTA Program's Academic Standards, students are allowed one opportunity to remediate a failed written or practical exam. Before a retake is permitted, the student must:

- Review the original exam with the course instructor
- Complete this remediation form thoughtfully and thoroughly
- Submit the signed form to the instructor prior to the retake

Note: The highest possible score recorded for the retake is 75% for written exams and 80% for practical exams. Final written exams are not eligible for remediation or retake.

Have you reviewed the original exam with the instructor? ☐ Yes ☐ No

Date of Review Meeting: _____

1. Reflection on Exam Performance

Briefly explain the factors that contributed to your performance on the original exam (e.g., study habits, time management, stress, content difficulty):

2. Plan for Improvement

Outline specific strategies you will use to prepare for the exam retake (e.g., peer study, tutoring, practice quizzes, additional reading):

3. Content Challenges

Identify which topics or types of questions were most difficult and why:

4. Goals for Exam Retake

What is your goal for the retake exam? How will you demonstrate improvement?

Student Signature: _____ Date: _____

Date of Scheduled Retake Exam: _____

Instructor Signature: _____ Date Reviewed: _____

Students will have up to one week to retake an exam on similar content. Students must review their original exam, meet with course instructor, and complete this form prior to retaking a written exam. Students must achieve a minimum of a 75% on the retake; but their original exam grade will be utilized for the exam grade and for determining course grade. This form must be turned into the course instructor when you retake a written exam.

**Utah Valley University
Physical Therapist Assistant (PTA) Program**

Student Agreement for Laboratory Participation

Student Name: _____ **UVU Student ID:** _____ **Date:** _____

As a student enrolled in the Physical Therapist Assistant Program at Utah Valley University, I understand that hands-on practice of physical therapy procedures is an essential component of my education and professional development. These learning experiences occur during laboratory sessions under the supervision of licensed instructors and faculty.

By signing this form, I acknowledge and agree to the following:

1. Participation

I agree to actively participate in laboratory sessions in which I will perform and receive physical therapy procedures, including but not limited to therapeutic exercises, manual therapy techniques, gait training, modalities, and patient-handling activities. This will involve physical contact with instructors and classmates as appropriate for instructional purposes.

I understand that participation may include palpation or handling of body regions commonly involved in physical therapy practice, which can include but are not limited to:

- Musculoskeletal assessment and palpation around the spine, pelvis, and gluteal regions.
- Palpation of shoulder, chest wall, and thoracic areas for anatomical landmarks and movement assessment.
- Contact with the hip, thigh, and abdominal regions as appropriate for therapeutic procedures.
- General handling of upper and lower extremities, head, and neck during treatment simulation.
- Sensitive areas will always be approached in a professional and respectful manner, consistent with educational and clinical standards. I may request clarification, adjustment, or decline participation in a given activity if I feel uncomfortable.

2. Professional Conduct

I understand that all lab interactions will be conducted in a respectful, safe, and professional manner. I will follow all lab safety procedures, hygiene standards, and dress code requirements outlined by the PTA Program.

3. Right to Refuse

I understand that I have the right to decline participation in specific procedures due to personal, medical, or religious reasons. I agree to communicate any such concerns promptly with the instructor, and I understand that alternate assignments may be provided when possible.

4. Confidentiality

I will respect the privacy and dignity of all classmates during lab participation and will not disclose personal health or performance information observed during lab sessions.

5. Duration of Consent

This consent form will remain in effect for the duration of my enrollment in the PTA Program unless revoked in writing and discussed with the Program Director.

Student Acknowledgment

I have read and understood the information above. I voluntarily agree to participate in lab activities as outlined and understand my rights and responsibilities as a student in the UVU PTA Program.

Student Signature: _____ **Date:** _____

Program Director Signature: _____ **Date:** _____

Utah Valley University

Physical Therapist Assistant Program

PTA PROGRAM STUDENT HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received and reviewed the Student Handbook for the Physical Therapist Assistant Program at Utah Valley University. I understand its content and recognize that it provides important information regarding program policies, procedures, and expectations during my tenure as a Physical Therapist Assistant student.

I further understand that the Program or the PTA Program Director reserves the right to update or modify policies, procedures, and content as necessary.

Student Name (Please Print)

Signature

Date

Program Risks and Hazards Statement of Understanding and Release

STUDENT INFORMATION

Name: _____ ("Student")

Address: _____

Phone Number: _____

EMERGENCY CONTACT INFORMATION

Name: _____

Phone Number: _____

I, _____ (Print Name), am a student at Utah Valley University who is enrolled in the **physical therapist assistant program** "the Program" on the Lehi Campus.

This Program Risks and Hazards Statement of Understanding and Release (the "Statement and Release") is entered into as of the last signature date below, by and between Utah Valley University, a body politic and corporate of the State of Utah ("UVU"), and Student.

Student acknowledges that this Statement and Release contains, among other provisions, the following contractual terms: an assumption of risk, a covenant not to sue, a release of the Student's claims, and indemnification obligations. Student represents that Student is 18 years of age or older and is fully competent and authorized to sign this agreement.

In consideration for UVU permitting Student to engage in the Program, Student, and for its respective heirs, personal representatives, and assigns, agrees as follows:

Assumption of Risk. Student represents that Student is qualified, in good health, and in proper physical condition to participate in the Program. Student acknowledges and understands that the Program may include physical activities, exertion, exposure to the elements, travel, and consumption of food or beverage. Student acknowledges and understands that Student may be exposed to certain risks that are inherent in participation in the Program, including those listed in the acknowledgments below, as well as illness, personal injury, and/or death; other risks and dangers, whether known or unknown nor reasonably foreseeable. Student knowingly and voluntarily, accepts, and assumes responsibility for each of these risks and dangers, and all other risks and dangers that could arise out of, or occur during, Student's engagement in the Program. Student acknowledges that they have been informed of the following and that they understand the following:

1. That the physical therapist assistant program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a bloodborne infection.

3. That to protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.
4. That if I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical affiliate supervisor.
5. That if such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.

Release, Covenant Not to Sue, and Indemnity: Student shall indemnify and hold harmless, covenant not to sue, and release and fully discharge UVU, including its trustees, officers, agents, and employees (Releasees), from any and all claims or causes of action that may be brought by Student, or by any other person (including but not limited to Student's estate, family, successors, heirs, representatives, administrators, and/or assigns), including all liability for damage to personal property, personal injury or loss arising out of or related to Student's engagement in the Program to the fullest extent permitted by law, excluding any loss, damage or injury caused by the sole negligence or intentional misconduct of any Releasee. This provision shall survive the termination or expiration of this agreement.

Health Insurance and Consent to Medical Treatment: Should Student require emergency medical treatment arising during the Program, Student consents to such treatment. Student acknowledges that UVU will not provide health and accident insurance for Student, and Student agrees to be financially responsible for any medical bills incurred as a result of emergency medical treatment.

Acknowledgment: I understand the legal consequences of signing this document, including (a) releasing Releasees from all liability on my behalf, (b) promising not to sue, (c) and assuming all risks of participation in this Program, including travel to, from, and during the Program. I acknowledge that UVU is a governmental entity under the Governmental Immunity Act of Utah, Utah Code Ann., Section 63G-7-101 et seq., as amended (the "**Act**"). Nothing in the agreement shall be construed as a waiver by UVU of any protections, rights, or defenses applicable to UVU under the Act, including without limitation the provisions of Section 63G-7-604 regarding limitation of judgments. I understand that I am responsible for my obligations and acts as described in this agreement. I agree to be bound by the terms of this agreement. I have read this two-page document, and I am signing it freely and voluntarily.

Student Name _____ (Please Print)

Student Signature _____ Date _____

Instructor Signature _____ Date _____