



**DEPARTMENT OF PHYSICAL THERAPY
STUDENT HANDBOOK**

Policies & Procedures

DPT Classes of 2008 - 2010

College of Public Health and Health Professions

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UNIVERSITY OF FLORIDA

INTRODUCTION

Welcome to the Doctor of Physical Therapy Program in the College of Public Health and Health Professions. Many of the policies and procedures you need to know are included in this manual; others are included in the UF *Student Guide* (<http://www.dso.ufl.edu/studentguide/>). Regardless of whether the policies and procedures are listed here, you are responsible for your education and behavior, which includes understanding all University and College policies and procedures that affect your academic progress and use of University and College resources.

If you ever have questions regarding the DPT program or any other aspect of University life, please do not hesitate to contact a physical therapy faculty member, the college dean's office, or the appropriate University office. We are glad you have selected the Department of Physical Therapy and College of Public Health and Health Professions at the University of Florida to complete your Professional education, and we will assist you in whatever way we can to help you to be successful. We hope that you find your college experience enriching, both personally and academically.

College of Public Health & Health Professions

Mission

The mission of the College of Public Health and Health Professions is to preserve, promote, and improve the health and well being of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.

Goals

Consistent with our mission, the College has three primary goals:

- Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities, and individuals
- Conduct quality research and disseminate findings that are responsive to priority health needs
- Serve as active participants and leaders in University, public health, health practice, and health services communities through collaborative approaches to intervention, professional practice, and policy

Department of Physical Therapy

Mission

In concert with the mission of the College of Public Health and Health Professions and the University of Florida, the Department of Physical Therapy is dedicated to excellence in education, research, and service. The Physical Therapy Department supports this overall mission **by educating entry-level students to become practitioners of evidence-based physical therapy, ready for autonomous practice through collaboration with other health professionals**, engaging in and educating doctoral of philosophy students to perform basic science and clinical research, and through participation in professional and community service.

Philosophy of Education

We believe in the right of each individual to have ready access to health care. We endorse promotion of health, preventative health care, and rehabilitation as major roles in physical therapy. We believe in the human right of each patient, student, and faculty member to access the best evidence based practice as a reflection of academic and clinical truth.

We believe that the search for the best evidence based practice should occur in an environment that fosters growth of the individual, personally and professionally. We believe that learning is a life-long, on-going activity and we strive to instill in the students responsibility for their education. We support the faculty in teaching the knowledge and skills necessary for entry into the physical therapy profession using techniques that stimulate intellectual development. We support the sharing of ideas, values, and philosophies between patients, students, and faculty. We seek to provide an environment for the achievement of quality in human actions and the attainment of self-actualization.

Scientific research is recognized as an absolute necessity in our profession to give credence to the content of physical therapy and to provide the best evidence for clinically based practice. The responsibility for advancing professional knowledge through research and creative endeavors should permeate faculty activities and attitudes in such a manner that it is conveyed to the entry-level and post-professional students through daily classroom and clinical activities.

We support the profession of physical therapy through involvement in its professional organizations. We believe in serving as guardians; observing, contributing, and shaping the growth of the profession in its organizational, legislative and societal responsibilities. We strongly advocate faculty and student participation in patient care, inclusive of pro bono services, and as contributing members of the health care team. Through serving as role models, the didactic and clinical faculties strive to help students develop these values and to nurture their desires to be contributing members of society.

Objectives – Entry Level Program

STUDENTS

Goal #1: To enroll entry-level students who meet high standards in the areas of academic aptitude, leadership potential and commitment to a career in physical therapy.

Objective 1a. To recruit an annual pool of not less than 100 qualified applicants.

Objective 1b. To recruit a diverse student pool in terms of life experience, career goals and prior education.

Objective 1c. To admit students who meet at least the following minimum standards for admission: overall undergraduate GPA and GPA in pre-requisite courses of 3.0, GRE score of 1000, demonstrated leadership potential and a strong commitment to a career in physical therapy.

Objective 1d. To enroll 55 qualified students into the program each year

CURRICULUM

Goal #2. To offer a comprehensive, well-integrated and up-to-date entry-level curriculum that prepares students to become physical therapists capable of providing excellent services in any physical therapy environment.

Objective 2a. To provide students with theoretical and clinical education in each of the major areas of current physical therapy practice.

Objective 2b. To provide students with clinical internships that reflect the teaching mission of the Department of Physical Therapy.

Objective 2c. To foster a perspective of life-long learning through an emphasis on evidence-based clinical practice and involvement in rehabilitation research seminars and clinical seminars.

Objective 2d. To review the entry-level curriculum concurrently, by semester, and annually, and, as needed, revise the curriculum and/or individual courses to ensure that they remain relevant, well-integrated and consistent with current standards of excellence

FACULTY

Goal #3: To recruit and retain highly regarded and productive faculty who have a mix of credentials and skills appropriate to the Program's mission.

Objective 3a. To have faculty with diverse backgrounds that teach in their area of content expertise.

Objective 3b. To selectively appoint adjunct faculty to augment courses offered by Departmental faculty and to enhance students' exposure to the field of practice.

Objective 3c. To ensure that faculty meet standards of teaching excellence.

Objective 3d. To have faculty who routinely publish articles in top-level refereed journals and other relevant scholarly venues.

Objective 3e. To have faculty who lead and participate extensively in externally funded rehabilitation research projects.

Objective 3f. To support and develop faculty achievement by creating a scholarly environment, and through individual mentoring, provision of appropriate resources and annual performance evaluations.

GRADUATES

Goal #4: To prepare entry-level graduates to meet the dynamic needs of physical therapy healthcare consumers.

Objective 4a. To prepare graduates to be autonomous practitioners and the authoritative practitioner in the diagnosis and treatment of movement disorders.

Objective 4b. To prepare graduates to be physical therapists that address the unique physical and psychosocial characteristics of each individual client.

Objective 4c. To prepare graduates to be physical therapists that adhere to state and professional ethical and legal regulations.

Objective 4d. To prepare graduates to be physical therapists capable of providing safe and effective physical therapy services in a variety of clinical settings.

Objective 4e. To prepare graduates to be independent problem-solvers and critical thinkers as evidenced in the classroom and during clinical internships.

ALUMNI

Goal #5: To develop and maintain mutually supportive relationships with alumni of the entry-level program.

Objective 5a. To establish effective means for distributing information to alumni regarding program activities and opportunities for involvement.

Objective 5b. To include alumni in program activities including, but not limited to, continuing education, research projects and pro bono services.

Objective 5c. To provide alumni with opportunities for professional growth through participation in clinical or classroom education, inclusive of transitional DPT.

Objective 5d. To obtain alumni perspectives regarding curriculum content by means of alumni input in the annual curriculum review, periodic alumni surveys, and ongoing informal dialogue.

OTHER COMMUNITY AND PROFESSIONAL RELATIONSHIPS

Goal #6: To be active participants and leaders in the University, rehabilitation research and physical therapy professional communities.

Objective 6a. To play an active role in the University through participation in Department, College and University activities such as committees and governance.

Objective 6b. To participate in service activities related to the rehabilitation research and physical therapy professional communities.

Objective 6c. To foster in our students the value of active involvement in community and professional service organizations.

Objective 6d. To actively involve local physical therapists in the physical therapy curriculum, as guest lecturers and consultants, and in Department activities such as rehabilitation research seminars.

**UNIVERSITY OF FLORIDA
COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS
DEPARTMENT OF PHYSICAL THERAPY**

STANDARDS

1. The program provides educational experiences based on University policy regarding:
 - a) tuition
 - b) course credit necessary to achieve the educational objectives
 - c) scheduled class time and course work

In doing so, the department considers:

 - 1) appropriateness of cost to student
 - 2) fairness in relating course credit to classwork hours
 - 3) effective and efficient assignment of faculty input
2. Mechanisms for withdrawal and refunds are available to students in compliance with University policies.
3. Students have recourse through Petition and Appeal Committees in the event that they feel any unfairness exists in the assignment of final grades.
4. The University Honor Code is applied to all departmental procedures.
5. The department adheres to all safety and health codes and maintains concern for the welfare of visitors, patients, students and personnel.

**DEPARTMENT OF PHYSICAL THERAPY
COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS**

I. GENERAL INFORMATION

A. Health Science Center and College of Public Health and Health Professions Organization

The J. Hillis Miller Health Science Center (HSC) at the University of Florida is composed of six colleges, the UF Clinics, and the UF Dental Clinic.

University, College and Health Center Administration

J. Bernard Machen, DDS, Ph.D. UF President

Janie Fouke, Ph.D., Provost

Michael G. Perri, Ph.D., Interim Dean, College of Public Health and Health Professions

Timothy Goldfarb, Chief Executive Officer, Shands Hospital

The College of Public Health and Health Professions is composed of six units, the Chairpersons of these units are:

Department of Physical Therapy	Krista Vandenborne, PT, Ph.D. Associate Professor and Chair
Department of Communicative Disorders	John C. Rosenbek, Ph.D. Clinical Professor and Chair
Department of Clinical and Health Psychology	Russell M. Bauer, Ph.D. Professor and Chair
Department of Occupational Therapy	William C. Mann, OTR, Ph.D. Professor and Chair
Department of Public Health	Mary Peoples-Sheps, Ph.D. Associate Professor and Director of PH Programs
Department of Behavioral Science & Community Health	Linda R. Shaw, Ph.D., CRC, LHMC Associate Professor & Acting Chair
Department of Health Services Research, Management & Policy	Paul Duncan, Ph.D. Professor and Chair
Department of Rehabilitation Science	William C. Mann, OTR, Ph.D. Director

Department of Physical Therapy Core Faculty (alphabetical order): Further information regarding faculty specialization and research interests can be found at the Departmental web site: <http://pt.phhp.ufl.edu/faculty.html>

A. Faculty

<u>Name</u>	<u>Education</u>
Behrman, Andrea, PT, Ph.D. Associate Professor Specialization: Neuro Rehabilitation	B.S. - Furman University M.S. PT- Duke University Ph.D. Motor Control - University of Florida
Bishop, Mark, PT, Ph.D. Assistant Professor Specialization: Orthopedics, Biomechanics	B.S., PT – Queensland University, Australia M.H.S. – University of Florida Ph.D. – University of Florida
Chmielewski, Terese, PT, Ph.D. Assistant Professor Specialization: Biomechanics, Orthopedics	M.A., PT – College of St. Scholastica, MN Ph.D. Biomechanics and Movement Science - University of Delaware
Creel, Gwenda ,PT, M.H.S. Lecturer & ACCE Specialization: Clinical Education, Management, Adult Neuro	B.S., PT- University of Florida M.H.S. PT- University of Florida
Day, Jane A., PT, Ph.D. Clinical Associate Professor/Assistant Chair Specialization: Education, Pediatrics, Prosthetics	B.S.- University of Alabama M.A.- University of Alabama at Birmingham Ph.D.- University of Florida
Fuller, David, Ph.D. Assistant Professor Specialization: Neurophysiology Respiratory physiology	B.S. – Miami University of Ohio M.S. – University of Arizona Ph.D. – University of Arizona
George, Steve, PT, Ph.D. Assistant Professor Specialization: Orthopedics/Lumbar	B.S., PT -West Virginia University M.S. Orthopedic Physical Therapy – University of Pittsburgh Ph.D.Rehabilitation Science – University of Pittsburgh
Kautz, Steve, Ph.D. Associate Professor & RSD Program Coord. Specialization: Biomechanics/Neurophysiology	B.S. - Geophysics - Michigan State University M.A. - Geophysics - University of Texas - Austin Ph.D. - Biomedical Engineering – University of California
Light, Kathye, PT, Ph.D. Associate Professor Specialization: Adult Neuro Rehab, Geriatrics	B.S. PT-University of Missouri M.S. PT- Medical College of Virginia Ph.D. - Kinesiological Studies & Motor Control- University of Texas
Martin, Daniel, PT, Ph.D. Professor Specialization: Exercise Physiology, Cardiac Rehabilitation	B.S. PE- University of Tennessee B.S. PT- University of Tennessee Ph.D. - Exercise Physiology-University of Tennessee
Miller, Gloria, PT, MA, M.H.S., NCS Lecturer/Curriculum Coordinator Specialization: Clinical Education, Adult Neuro, General Assessment	B.S. PT- Russell Sage College M.A. Exercise Physiology - University of Central Florida M.H.S. Neurology - University of Florida
Patten,Carolynn, PT, Ph.D. Associate Professor Specialization: Motor Control, Therapeutic Interventions	B.S. – University of Washington M.S. PT – Boston University Ph.D. – Exercise Science – University of Massachusetts
Senesac, Claudia, PT, Ph.D., PCS Clinical Assistant Professor, Kids on the Move – Co-owner Specialization: Pediatrics & Anatomy	B.S. PT – University of Florida M.H.S – University of Florida Ph.D. Rehabilitation Science – University of Florida

Thigpen, Mary, PT, Ph.D.
Clinical Assistant Professor
Specialization: Neurorehabilitation,
Motor Behavior, Geriatrics

Krista Vandenborne, PT, Ph.D.
Associate Professor & Chair
Specialization: Muscle Physiology,
Magnetic Imaging, Gene Therapy

B. Clinical/Adjunct Faculty

Chiara, Toni, Ph.D., M.H.S., MSPT
Adjunct Faculty
Specialization: Cardiopulmonary PT

Franceschi, Amy, PT
Adjunct Faculty
Specialization: Cardiopulmonary/Medical
Surgical Disorders

Gilliam, Jeff, PT, OCS
Adjunct Faculty
Specialization: Type 2 diabetes, obesity,
and exercise

Gray, Debra, DPT
Adjunct Faculty
Specialization: Management

Gregory, Chris, PT, Ph.D.
Research Assistant Professor
Specialization: Exercise

McDonald, Genné
Clinical Lecturer
Specialization: Women's Health PT, Oncology

Miles, Philip, Ph.D.
Visiting Professor
Specialization: Physiology

Paterson, Cathy, Ph.D.
Adjunct Faculty
Specialization: Pharmacology

Pettie, Christina, PT
Adjunct Faculty
Specialization: Orthopedics

C. Tacachale/Adjunct Faculty

Arneus, Antonine, PT
Associate in Physical Therapy/Tacachale
Specialization: Geriatrics

Ellison, Debra, PT
Lecturer in Physical Therapy/Tacachale

B.S. PT – Medical College of Georgia
M.H.S. Neurology-University of Florida
Ph.D. Health & Human Performance - University of
Florida

Licentiate Physical Therapy and Motoric Revalidation
Free University of Brussels, Brussels, Belgium
Ph.D. Physical Therapy
Free University of Brussels, Brussels, Belgium

B.S.-Biology – California State University
M.S.-Physical Therapy – University of Southern California
M.S.-Health Science – University of Florida
Ph.D.-Rehabilitation Science – University of Florida

B.S. PT – University of Florida

B.S. Physical Therapy – East Carolina University
M.H.S. – University of Florida

B.S. Physical Therapy – Wayne State University
M.A. Education – University of Wisconsin
DPT – Simmons College

B.S. Chemistry/Exercise Science – University of Georgia
M.A. Exercise Physiology – University of Georgia
M.S. Physical Therapy – Texas Woman's University
Ph.D. Physiology – University of Georgia

B.S. PT – Oakland University

B.S. Biology – Juniata College
M.S. Physiology and Biophysics – West Virginia
University
Ph.D. Physiology and Biophysics – West Virginia
University

B.S. Zoology – University of Southern Mississippi
M.S. Zoology – University of Southern Mississippi
Ph.D. Pharmacodynamics – University of Florida

B.S. Rehabilitation Services – University of Florida
B.S. Physical Therapy – University of Florida
M.H.S. Health Administration – University of Florida

B.H.S M.P.T – University of Florida

Certificate in Physical Therapy – Northwestern University
B.S., Secondary Education, Math

Fueyo, Eugene, PT
Associate in Physical Therapy/Tacachale
Specialization: Orthopedics

B.S. B.H.S., M.P.T. – University of Florida
B.S. Zoology

Leslie, Tim, PT
Assistant Program Director/Tacachale

B.H.S. PT – University of Florida

Oren, Jodi, PT
Director of Physical Therapy/Tacachale
Specialization: Pediatrics

B.S. Physical Therapy – Boston University
M.A. Pathokinesiology/Developmental Disabilities - NYU

Victorian, Karen, PT
Assistant in Physical Therapy
Specialization: Adult Neuro

B.S. Physical Therapy – University of South Alabama

Emeritus Faculty

Finley, Claudette, M.S., PT
Associate Professor
Specialization: Gross Anatomy,
Injury & Repair-Joint Tissues

Certificate in PT-Baylor University
B.A.-Stetson University
M.S. - Speech Pathology & Audiology- Vanderbilt
University

Fisher, Norma P., PT, MA.
Associate Professor
Specialization: Kinesiology

Certificate in PT-University of Pennsylvania
B.S.-Skidmore College
M.A. - Education-University of Florida

Wroe, Martha, PT, MA, FAPTA.
Professor
Specialization: Neuro Rehabilitation

Certificate in PT-University of Wisconsin
B.S.- Western State College
M.A.- PT-Stanford University

D. Department of Physical Therapy Staff

NAME

Ellen Esparolini
Coordinator, Research Programs

SPECIALTIES

Admissions processes for RSD program
Administrative contact for Department

Danielle Sevier
Coordinator, Admin Svcs.

Budget
Departmental Administration

Open
Coordinator, Academic Support Svcs.

Student Admissions & Academic Support

Laurie Bialosky
Events, Information Specialist

Organizes Academic Symposia, Educational Special
and Research Seminars

Cindy Brent
Office Assistant

Departmental payroll and hiring of personnel

Kathleen Conture
Program Assistant

Coordinates Chair's calendar and travel
Assists with admissions process for RSD program

Carol Davis
Program Assistant

Manages Clinical Affiliations Database
Coordinates Immunization Records
Assists with Student Services

Gisella Gonzales
Program Assistant

DPT student records and registration
Assists with Student Services

Karen Jaye
PeopleSoft Travel Assistant

Departmental Travel

Karen Pulkkinen
Grants Specialist

Grants Management

Robert Zettlemyer
Senior Fiscal Assistant

Purchasing and Payables
Department property records

Student Assistants
Michelle Ditto
Amina Ellison
Courtney Trombetta
Yolanda White

Front Desk

E. Student Physical Therapy Association Officers-Class of 2009

<u>POSITION</u>	<u>NAME</u>	<u>EMAIL</u>
President	Lucas VanEtten	vanette1@ufl.edu
Vice President	Lindsey Waddell	lwaddell@ufl.edu
Secretary	Diane Jett	djett06@ufl.edu
Treasurer	Sara Zajac	szajac@ufl.edu

F. Building Designation

The Health Center is composed of six Colleges and the Shands Hospital and Clinics. The abbreviations used to designate buildings and rooms are:

HPNP- Public Health and Health Professions, Nursing, Pharmacy

CG- Communicore (Bio-Media Services) -north of MSB

MSB- Medical Science Bldg, located on north side of complex (Stetson Hall)

M- Main section building

C- East Wing

SH- Shands Hospital and Clinics, located on Archer Road (south side)

H- Main section of Hospital and connecting wing on MSB

A- Ambulant wing of hospital

D- Dental Sciences Building

Room Designation: The letter preceding the room indicates the building; two numbers indicate the room if on the ground floor; in a three-number designation, the first number indicates the floor, i.e., H611 Hospital main section, sixth floor, M-228, Medical Science Building, second floor.

SECURITY

You will be provided access to a locker but will need to purchase a combination lock. Please keep your valuables with you, or in your locker.

The Departmental offices and classrooms are locked from 5:00 p.m. until 7:30 a.m. The HPNP Building is locked from 7:00 p.m. to 7:00 a.m. Building doors are not to be propped open.

Access to the building/lab rooms outside of regular hours: Students may access the building with their GatorOne card. To have access to the PT rooms, students will fill out a form stating reason for room opening (e.g. study for lab practical in soft tissue), any materials necessary for study sessions (e.g. goniometers), requested hours. This form is given to the Curriculum Coordinator, Ms. Gloria Miller. Once this is approved, the form goes to the Curriculum Coordinator who documents use of lab rooms/conference room for the weekend. Students will need to make arrangements to have lab opened with Teaching Assistant assigned to course.

The Health Center has limited access from 7:00 p.m. until 7:00 a.m. Six entrances will remain open all times:

1. Main entrance to the hospital
2. Stetson Hall (Medical Science Building)
3. Dental building doors to west parking lot
4. Emergency Room
5. West loading dock to west parking lot
6. West entrance to Communicore building

During normal working hours, all other doors will be accessible.

Requests for police assistance, escort service, lost or stolen property should be reported to the Control Center, 392-1111.

G. HEALTH CENTER FACILITIES AVAILABLE TO STUDENTS

1. The Health Center Library is one of the largest medical libraries in the United States. It is located on the first, second and third floors of the Learning Resources Center. When using the library, you must have your student I.D. card available since the library is usually limited to use of Health Center personnel and students. Books and audio-visual instructional materials on reserve for the various professional courses are in this library and should be requested from the librarian at the reserve desk.

Director:	Faith Meakin
Hours:	Monday through Thurs. - 7:30 a.m. - Midnight
	Friday - 7:30 a.m. - 7:00 p.m.
	Saturday - 8:00 a.m. - 5:00 p.m.
	Sunday - 1:00 p.m. - Midnight

Holiday hours may vary. For an up-to-date schedule, check the library's website at: <http://www.library.health.ufl.edu/information/hours.htm>

2. Health Center Campus Shop and Bookstore

The Campus Shop and Bookstore for the Health Center is located in the Medical Science Building, ground floor (next to the Post Office). This bookstore carries all the texts for PHT courses, and other student supplies. The Bookstore is also capable of ordering any texts that are "recommended" but not required by Course Instructors. Title, author, publishing company, and ISBN# are helpful information in ordering additional texts.

Hours: Monday through Friday - 7:30 a.m. to 5:30 p.m.

3. Eating Facilities

The Hospital Cafeteria, located on the first floor of the Shands Hospital, is open to the staff, students, patients and visitors. Located next to the cafeteria is a "Fast Food" area, which features Wendy's and Pizza Inn. The Sun Terrace is located on the open-air plaza between the Medical Science Building and Communicore on the first floor and includes sandwiches, salad bar, Chick-fil-A. The hours for Sun Terrace are 7:00 a.m. to 4:00 p.m. Vending machines are located in various areas throughout the Health Center. The HPNP building has a large open area below the main auditorium for both indoor and outdoor eating and meeting. Vending machines and the Java Hut are available. Eating in these buildings is limited to the designated areas identified above. **No eating or drinking is allowed in the HPNP classrooms.**

4. Smoking

Except in designated areas, the HPNP Building, Shands Hospital and the Health Science Center are non-smoking areas.

5. Gift Shop

The gift shop is located on the first floor of Shands Hospital adjacent to the main entrance.

Hours: Monday through Friday - 8:30 a.m. - 8:00 p.m.
Saturday and Sunday - 1:00 p.m. - 8:30 p.m.

6. Post Office

The Post Office is located on the ground floor of the Medical Science Building. It provides full postal service for staff and students. A mailbox for stamped mail is located outside the main entrance to the Hospital.

Hours: Monday through Friday - 8:00 a.m. - 3:00 p.m.

7. ATM Machines

One ATM machine is located in the HPNP building on the first floor of the PPHP wing. Three ATM machines are located in the Health Center. One is on the first floor near the Atrium, the second is located outside the entrance to the Health Center Credit Union on the ground floor of the hospital, and the third is located across from the Sun Terrace, near the Foundations Building.

8. Newspapers

Newspapers are located in Shands Hospital lobby, Atrium, and first floor of the Dental wing.

9. Parking

Parking facilities adjacent to the Health Center are limited. Information regarding parking privileges, regulations, and the purchase of decals can be found at www.parking.ufl.edu.

10. Lockers and public restrooms

Locker space is available for all PT students. Lockers are located on the first floor of the HPNP building in the hallway of the physical therapy department. The physical therapy department will assign lockers to students and the students are responsible for providing their own locks.

Restrooms are utilized by patients, students, faculty, and the public.

11. Name Tags

All students are required to purchase and wear photo identification tags (approximately \$12.00) for use in Shands Hospital and the Health Center. These must be worn at all times within the Health Center for purposes of security and identification. The department will notify you when and where to have your tag made after the fall term begins.

12. Bulletin Boards

Class bulletin boards are provided for student and faculty use. The student is responsible for checking these daily for special and general notices and for messages.

13. Telephones/cell phones

Department and faculty telephones are not available for student use. Public phones are available in the Health Center and Hospital lobbies. The department recognizes that cell phones are necessary for communication. Students are *required* to turn phones off during class time as professional respect for faculty, speakers, and peers.

14. Visitors

Members of your family are always welcome to visit the Department. Pre-arrangement when possible is a courtesy.

15. Advisement/Counseling

Current student issues

All students are welcome to speak directly with the Assistant Chair at any time. If the Assistant Chair is not available in the office, making an appointment via e-mail or voice mail is appropriate. *Concerns regarding individual courses should always be taken directly to the course instructor.*

The faculty is accessible to all students in the Department. Students may make an appointment with a faculty member via e-mail, voice mail, or by directly visiting the office.

Counseling

Professional counseling is available at the Student Health Center for students experiencing difficulty. The web page of www.counsel.ufl.edu lists the variety of services available. These include counseling services for a variety of problems such as study skills, stress, and test-taking skills, peer problems, marital stress, women's issues, multicultural concerns, alcohol and substance abuse, etc. The University Counseling Center is located in Peabody Hall (392-1575). Initial appointments must be made in person.

16. Participation in professional meetings

There are many opportunities for you to attend district, chapter, national and continuing education meetings of the American Physical Therapy Association with the faculty, and other students. This will allow you to start early in your career to increase your knowledge about the profession and influence decisions about the future of the profession. **Each student is required to attend one district, chapter, or national meeting of the APTA before graduation. Students will be excused from classes to attend, but are responsible for obtaining any missed classroom materials or information.**

II. STUDENT RESPONSIBILITIES

A. Class Attendance

Class attendance is considered to be an important aspect of professional behavior. Your attendance, promptness, and participation is ***mandatory*** at all lectures, labs, clinics, conferences and meetings. If you are unable to attend class or clinic due to illness or an unexpected situation, you are ***required*** to contact the curriculum office at 273-6085. Secretarial staff will in turn post this information for faculty. Students are expected to meet with individual instructors to make up assignments.

Tardiness is considered to be unprofessional and disruptive behavior. Therefore, the classroom door will be locked at the start of class. Students will not be allowed to enter a class late, even if the lecture occurs in a room with a door that cannot be locked. Tardy students will be allowed to enter the class during break times, only. It is expected that if you are tardy for any class, you will apologize to the instructor during the break or immediately after the class. In addition, individual faculty may outline additional consequences for tardiness in their course syllabi.

The following procedure is for students that wish to miss class time for a "special function" occurring during an academic semester. Examples of special functions include, but are not limited to, weddings, birth of a child, conference attendance, job interview, and family reunions. The professional committee makes the final decision in determining if an event qualifies as a special function and students should approach the committee if there is a question about an event qualifying. For example, routine appointments and family vacations are not considered special functions and should be scheduled for outside of regular class time.

It is the student's responsibility to advance their learning while absent, with the assistance of their classmates and instructors. First, the student must provide the information requested in the appropriate template form (Appendix D) to the chair of the professionalism committee at least one (1) month before the first day the student has proposed to miss class. It is the responsibility of the student to provide the information earlier if travel arrangements must be made in advance of one month.

The chair of the professionalism committee will then communicate with the appropriate faculty and professionalism committee members regarding the planned absence. Under normal circumstances, the

chair of the professionalism committee will render a decision within one (1) week of receiving the request. If the request is approved, the student must provide additional information on how missing class time will be accounted by completing the second half of the template form.

Specific guidelines for completing the student attendance template form are provided below:

- Provide brief (1-2 sentences) description of function/event the student will be attending and rationale for why student attendance warrants missing class time.
- Provide dates that student will be out of classroom.
- Provide date of return to classroom.
- If approved, provide information on the following details
 - Classes and instructors affected
 - Fellow student who will be collecting information missed in class (if appropriate)
 - How missed assignments and examination will be made up for each class and instructor
 - Instructor initial plan indicating his/her approval of the absence and the plan for making up work due to the absence

Please refer to the Appendix E for specific information on student attendance for 2008 Summer Session.

B. Policy regarding students with health and medical problems

In compliance with the Americans with Disabilities Act (ADA), accommodations will be made for students with disabilities in the classroom, the laboratories, and on internships as needed. **The student must contact the individual faculty member and specify required accommodations in writing.** Written and practical examinations will be administered in a manner to promote optimum student performance. Faculty in charge of clinical internships will make arrangements for clinical accommodations upon request of the student.

Physical therapy students must meet the essential functions and technical standards required of the majority of physical therapy positions, unless they have special considerations that the university is able to accommodate under the “reasonable accommodations” of the ADA. These requirements are necessary for both the clinical portion of academic courses and clinical internships. The requirements are as designated below:

Communication skills:

Students must be able to communicate effectively with faculty, peers, coworkers, clients, patients and other members of the healthcare team. Effective communication includes the ability to receive, interpret, utilize and disseminate information via verbal, non-verbal, and written communication in a manner that is comprehensible by colleagues, clients, and laypersons. It is required that students communicate in the English language at a level consistent with competent professional practice, verbally and in writing (manual and computer). Students must demonstrate the ability to sensitively and effectively communicate with individuals with disabilities and/or from different social and cultural backgrounds.

Observation skills:

Students must be able to accurately observe the client’s or patient’s activity and behavior during examinations and interventions as well as changes in status such as skin temperature and/or color, heart rate, facial expression, muscle tone, breath sounds, and breathing rate or pattern. Students must also be able to accurately observe and interpret demonstrations in the classroom, projected slides or overheads, x-rays, and monitor dials on equipment.

Psychomotor skills:

Students must be able to develop proficiency in motor skills required for accurate examination, evaluation, and intervention techniques. The student must demonstrate adequate locomotor ability to allow them to physically maneuver to and from and within the classroom, lab, and clinical settings in a timely manner. This includes the ability to quickly respond in emergency situations such as preventing a patient's fall. Students must be able to safely and effectively manipulate or maneuver another person's body and/or body parts to perform examination and intervention techniques and emergency procedures (e.g., transfers, gait training, positioning, mobilization, exercise, cardiopulmonary resuscitation, use of tools such as goniometer, blood pressure cuff, stethoscope, etc.). Students must be able to perform physical therapy examination and intervention procedures in a manner that is consistent with the American Physical Therapy Association's (APTA) Code of Ethics and Guidelines for Professional Practice.

Students must be able to perform the physical demands required by the majority of clinical settings in which physical therapists practice. These physical demands include the ability to:

Continuously (67-100% of workday) utilize gross and fine motor hand coordination with repetitive motions such as simple and firm grasp tasks requiring manual dexterity.

Frequently (34%-66% of workday) stand, walk, climb stairs, reach, squat, twist, bend and lift and carry items up to 30 pounds for a distance of at least 30 feet. Also, must be able to exert push/pull forces up to 24 pounds for distances up to 50 feet.

Occasionally (up to 33% of workday) kneel, crawl, and reach above shoulder level, as well as lift and carry items between 10 and 40 pounds for a distance of at least 30 feet. Also must be able to exert push/pull forces of up to 30 pounds for distances up to 50 feet.

Cognitive/Intellectual skills:

Students must be able to measure, calculate, reason, analyze, synthesize, and apply large amounts of information in a short period of time. Students must be able to understand and apply principles, theory, and research to physical therapy practice. Students must demonstrate the ability to think critically and problem-solve. Students must have the ability to accurately self-assess and reflect on their own performance.

Behavioral/Affective skills:

Students must possess and demonstrate a level of emotional health and maturity that allows the full use of their intellectual capabilities, the use of good judgment, the ability to effectively handle physically, emotionally, or intellectually stressful situations. This includes the ability to adjust and adapt to changing situations or uncertainty in the academic or clinical environment. Students must also demonstrate a commitment to working with individuals with physical and cognitive deficits from a variety of age groups, cultures, socioeconomic status, without bias.

If a student is *limited or prohibited from performing the essential functions & technical standards noted above* because of injury, illness or pregnancy, the student must request that his/her healthcare provider complete the "Health/Medical Condition Restrictions Form" outlining the student's current limitations and the expected timeframe of limitations. Each individual situation will be evaluated to determine whether the student is able to continue in the clinical/academic portion of the curriculum and whether reasonable accommodations (short term and/or permanent) can be made.

C. Financial obligations

Full-time internship and part-time clinical experience financial obligations

Students should be prepared for reasonable transportation, lodging and food costs associated with *all internships* and *half day/full day experiences*. Half-day and full-day experiences will be located within a 60-mile radius of Gainesville. Internship placements are determined by computerized matching. There is no guarantee that the student will be placed in Gainesville or the surrounding area. Approximately 60% of the placements are outside of Gainesville, with 10-20% of those out of state. Students must purchase professional liability insurance prior to their clinical experiences. The approximate cost is \$15.00 for a yearly student blanket policy. Students will need liability insurance for all three years in the PT program.

D. Health Insurance/Hospitalization/Infirmiry Services

1. Required University immunization:

All students are required to meet the immunization policy of the University of Florida in order to register. This includes measles, mumps and rubella (MMR). Although there is a record of these University required immunizations at the university infirmary, the student is required to provide duplicate documentation in our department.

2. Hepatitis B:

In addition, the University requires all students working with patients to be vaccinated for Hepatitis B prior to patient contact. You must have completed the three shot series (which takes approximately 6 months) prior to the beginning of Summer term C, 2008. The cost of this immunization is approximately \$155. It is available at cost to students at the Student Infirmiry, or the Public Health Department, or you may elect to initiate the series through your local physician.

3. TB test (PPD):

Students are required to have annual TB tests. The first TB test results must be submitted to our office by the start of Summer Session, 2008. TB tests are available through the UF Infirmiry for \$15.00. Documentation of immunization/results are required prior to your first clinic assignment.

4. Health Insurance/Hospitalization:

All students must show documentation of health insurance that provides *hospitalization coverage* valid in the event of illness while on full time clinical internships. This requirement must be met prior to the first full time internship and the student must have proof of this coverage during all full time internships.

5. CPR certification:

All students are required to have basic CPR certification (for the healthcare provider) by mid term of Spring 2008. Certification must be kept current.

6. HIV/AIDS Course:

Completion of a 4 hour HIV/AIDS and OSHA Course are required prior to the first full time internship, Spring 2008. (This will be provided in your academic coursework).

7. Additional requirements:

Each clinical site may have additional criteria that the student must comply with (e.g. current medical exam, FIT test, background check). Students are reminded that while on clinical internship they **must** comply with all university and hospital or clinical policies.

- It is the student's responsibility to provide the Program Assistant (primary assignment Clinical Education) with copies of all medical requirements.

7. Chicken Pox- Must be verified **within 2 weeks** of starting the first fall term. Students must fill out a form verifying that they have had chicken pox or the vaccine. The form is located on page 45 (Appendix C).
8. HIPAA 101 – Anyone who has a UF GatorOne card must complete this online course, print the certificate and give to the clinical program assistant. Students will be given information for HIPAA training during orientation.
9. Anatomical Board Statement of Understanding – All GatorOne holders must fill out “Pledge of Respect”. This form will be presented to students during their first session of Functional Anatomy.

E. General Housekeeping and Clean-Up: participation in keeping the classrooms and labs neat and orderly, as well as participating in the laundering of linens is representative of responsibility and professional behavior.

Drinking and eating – Beverages are allowed in the classroom, and can be consumed under the following conditions: 1) beverage is in a covered container; and 2) beverage is consumed during lecture session. Food is allowed in the classroom, and can be consumed under the following conditions: 1) with explicit permission of the individual faculty during lecture session; and 2) on break time. Beverages and food are not allowed during laboratory sessions. The faculty will revoke the students’ right to have beverages and food if the classrooms are not kept clean.

General room cleaning – All students are expected to clean up after themselves in any classroom area being utilized. This includes the disposal of beverages, food, trash, newspapers, the cleaning of mats, plinths, and work areas. In addition, supplies will be provided so that the floors can be swept and the mats can be cleaned twice per week. The student responsible for ensuring supplies are maintained and duties performed will be identified in bold type on the schedule. Set-up and clean-up teams will be assigned by the laundry schedule and explicitly communicated to all students by email and/or the class syllabus. Students should take the initiative to contact the instructor and/or teaching assistant to determine set-up/clean-up needs during their assigned week(s).

Linen - All students will be assigned to assist with the laundering of linens and lab coats used in anatomy lab. Washer, dryer, and laundering materials are available in the lab.

Failure to participate in these assigned duties will negatively impact faculty assessment of student professional behavior.

G. Dress standards

1. General Information:

As a physical therapy student, each of you represents the profession of Physical Therapy. Your conduct and appearance indicate your respect for the profession and engender in others an image of physical therapy.

Professional appearance and behavior are expected at all times in the classrooms and laboratories. Faculty and staff will regularly assess students’ professional appearance and behavior with a standard instrument. The following guidelines are intentionally broad and will be interpreted and enforced in a manner determined by the faculty of the physical therapy department. Further, the faculty is free to change these guidelines without prior notice to students although every effort will be made to provide such notice.

Classes are held in the HPNP Building and the Health Science Center. This means that you will have considerable contact with patients and their families, the public and other professionals. It is your responsibility to support the high standards of the Department of Physical Therapy.

Due to the clinical nature of your education and the patient contacts that you will be making, we ask that your fingernails be clean at all times, and that they be short enough to be invisible when viewed from the palm of the hand. For the women if nail polish is worn, it should be colorless.

In addition, **when in a laboratory or clinical setting**, your hair must be of a length or styled in ways that will prevent it from falling forward over the patients or equipment or supplies. (If your hair is long, it must be securely fastened at the back of the neck, or worn up).

2. Dress Code:

The student will portray the well-groomed appearance of a responsible health professional. Hair will be clean and neat, and in the case of both men and women, will not be excessively long. Hats are not acceptable in the classrooms and laboratories. Exceptions to the dress code will only be made for religious and cultural reasons. Students not adhering to the dress code will be asked by the instructor to leave the classroom. Students are then expected to return to the classroom with proper dress, within a reasonable amount of time.

Improper attire in lecture, clinical, laboratory settings is considered unprofessional. Improper attire will be reason for exclusion from class, clinic, conferences, seminars, etc. The student will be responsible for making arrangements to make up time lost due to such an instance. Please do not place faculty or staff in the embarrassing position of having to ask you to leave due to improper attire. Disregard for the dress policy will result in documentation on the student's professional assessment, a written letter in your file, and ultimately, inability to progress in or expulsion from the physical therapy program.

Lecture Dress

Gender-specific guidelines for lecture dress are as follows:

Men: Shirts must have collars (actual or banded) and sleeves. Shirts must be tucked in unless they are specifically designed to be untucked and still remain professional in appearance (i.e., not expose inappropriate skin area at any time). Casual dress slacks are required, while jeans are not acceptable. Clean tennis or running shoes, or any other closed-toed shoes are required. Jewelry should be kept to a minimum, both in size and quantity. Nose or eyebrow rings are not acceptable.

Women: Shirts should have sleeves; however, a "professional looking" sleeveless blouse is acceptable. Shirts must be tucked in or be clearly designed to be untucked and still remain professional in appearance (i.e., not expose inappropriate skin area at any time.). Casual dress slacks are required, while jeans are not acceptable. Closed-toed shoes are required, such as clean tennis or running shoes. Heels on footwear should be kept to 2" or less. Jewelry should be kept to a minimum, both in size and quantity. Nose or eyebrow rings are not acceptable.

On days when students have anatomy lab, clean scrubs are acceptable for lecture dress, unless specifically indicated by the instructor (i.e. for a guest lecturer).

Clinical Affiliation Dress

All students are to be in clinic attire when attending clinics. Students who are participating in assigned projects in the clinic are to be in clinic attire. You are asked to refrain from visits to the clinic unless you have specific assignment there.

Most clinicians wear business casual clothes (collared shirts & slacks). You may be asked to adopt the uniform of the clinic to which you will be assigned. Clean professional closed-toe & closed-heel shoes are required (no sandals).

No jewelry except a watch, small, conservative, and non-distracting earrings, wedding ring or engagement ring is to be worn when in uniform. **No facial jewelry is allowed when in the clinic setting.** Rings should be removed and secured in a pocket as they may cause discomfort to the patient.

Excessive perfume or cologne is unacceptable. Even small amounts may be prohibited in the clinic, as it can be offensive/irritating to patients with allergies/sensitivities.

General Laboratory Dress

Laboratory dress is the same for men and women. Gym or khaki shorts are required; jean shorts or “cut-offs” are not acceptable. All shorts must have an inseam of 4 inches or more. A UF PT T-shirt (grey or blue) that allows for modesty and free movement is also required. T-shirts that are appropriate to wear in lab are only those provided by the department. Any other T-shirt is not acceptable for wear in lab, even if it has a UF, Physical Therapy or PPHP logo. Women will need to wear a sports bra, halter-top or a bathing wear top that exposes the scapulae and may be unfastened at the back.

Athletic shoes with socks are required. Nails (fingers and toes) must be kept clean and trimmed. Bathing suits may be necessary for some labs where palpation of bony landmarks is required.

Anatomy Laboratory Dress

Participation in anatomy laboratory involves exposure to preserved body parts and chemical odors. Although regular dress is acceptable, scrubs are the best alternative for anatomy laboratory. Furthermore, a laboratory coat is required for participation in anatomy laboratory. The lab coat must be worn over your regular dress or scrubs in anatomy laboratory.

Casual Days

Exceptions to the described dress code will be made for departmentally approved casual days, some of which can be “theme-based”. Students are responsible for generating requests of themes and dates for casual days through the SPTA president. Then, the chair of the professionalism committee will approve specific themes and dates for casual days after meeting with the SPTA president. This procedure must be completed within the first 2 weeks of a new semester.

There are no hard and fast rules for casual days, but all students will be expected to follow the given parameters for a given day. For example, acceptable attire may include jeans, shorts, sandals, flip-flops, and/or t-shirts depending on the day. Acceptable themes may include alumni day, games day, etc. Furthermore, students may use casual days as a way to raise nominal (less than \$6 per student) amounts of money for SPTA sponsored causes or events (i.e. Nicaragua

Project, Pitt-Marquette Challenge, etc.). Students not participating in a given casual day should adhere to the standards of the lecture and laboratory dress codes, as described in this handbook.

First year students are not eligible for casual days. Casual days are a privilege earned by students in the 2nd and 3rd year classes, only. Furthermore, students are expected to follow the basic tenets of professional dress even on casual days. Casual dress should be “casual”, but not revealing, vulgar, or shoddy. The faculty reserves the right to cancel, modify, or revoke casual days as warranted by student behavior.

Other Dress Code Guidelines

Nametags are required for all practical sessions. Dress (lecture vs. lab) for practical sessions are at the discretion of the instructor.

In instances when a class has combined sessions (i.e. lecture and lab), it is the discretion of the instructor whether lecture or lab dress is required. The instructor will provide this information to the students by class announcement and through the class syllabus.

The dress code will not be enforced during reading days and finals week.

H. Library orientation

Library orientation occurs during orientation day for new students in Physical Therapy and will be scheduled by the administrative staff.

I. UFL e-mail address

All students are **required** to have a UFL e-mail address for use with academic coursework and responsibilities. Students should go to the UF web page www.gatorlink.ufl.edu to set up their gator link account, access to UF e-mail password, and internet access. E-mail addresses must be first letter of first name and first seven letters of last name if at all possible. UF e-mail **should not** be forwarded to another account, as independent accounts frequently get full and do not allow for the addition of new e-mails. These policies exist to improve communication between faculty, staff, and students.

It is the responsibility of the student to check e-mail on a daily basis, both when in the academic program and on internships. There will be no e-mail correspondence between faculty and students later than 6 pm for requirements for the following day.

J. Computer access

Per University of Florida policy, all students should have individual computer access. Students will be expected to access computers for:

- Course websites, assignments, syllabus, communications
- Daily e-mail communication both individually and by group
- Web searches
- Additional areas as assigned

The faculty of the Department of Physical Therapy recognizes that classroom laptop use has the potential to enhance learning, as well as to distract from learning. The follow policy outlines student laptop use during class:

Students are permitted to use personal laptops for class when allowed by the course instructor. The course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, chat rooms, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. Students are permitted to use laptops during breaks and between classes for “use unrelated to course objectives”, but this use must terminate when class resumes.

Students will sign a statement acknowledging understanding of this policy before classroom use of laptops (see Appendix). This signed form will be kept in their file as record of understanding. Student violation of this policy will result in that individual’s loss of classroom laptop use privilege for the rest of the time spent in the program.

K. Current contact information

All students are responsible for keeping the faculty and administrative staff updated as to their current information re:

- Phone contact: local, cell, and permanent
- E-mail address
- Address: local and permanent
- Person to contact in emergency

Please give this information to Gisella Gonzales, Program Assistant. Please send directly to Ms. Gonzales at gg74@php.ufl.edu.

III. DEPARTMENT OF PHYSICAL THERAPY GRADING SYSTEM

A. Grading Scale:

Students must maintain a “B” average (3.0) during the two years of their professional PT curriculum. Students with a GPA less than a 3.00 in their major will not be able to graduate.

93-100 = A	4.00 grade point
90-92 = A-	3.67 grade point
87-89 = B+	3.33 grade point
83-86 = B	3.00 grade point
80-82 = B-	2.67 grade point
77-79 = C+	2.33 grade point
73-76 = C	2.00 grade point
70-72 = C-	1.67 grade point
67-69 = D+	1.33 grade point
63-66 = D	1.00 grade point
60-62 = D-	0.67 grade point
Below 60 = E	0 grade point

Students are expected to take ALL exams and practicals as scheduled, unless prior approval is obtained from the course instructor. In the event of extraordinary circumstances, the course instructor must be notified directly and documentation must follow before a make-up may be scheduled and/or excuses absence will be permitted.

All academic and clinical coursework must be successfully completed in sequence. Failure to complete a course in sequence may cause a student to wait a full year before resuming the program.

B. Professional Behavior:

Professional Behavior: Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. All students must attain developmentally appropriate levels of professionalism on the University of Florida’s Professionalism Development Tool (PDT). Student performance on the PDT will be determined by behaviors in the classroom and lab. Additional feedback will be provided by peers, instructors, and teaching assistants. Students will use the PDT to formally self-evaluate their professional behavior and participate in professionalism teams, with peers, faculty, and clinicians.

Students will attain a level of “beginner” professional behavior by the end of semester 2, just prior to two semesters of part-time clinical experiences; a level of “developing” professional behavior by the end of the middle of the fifth semester, just prior to first full time clinical experience, and “entry-level” professional behavior by the end of semester six, just prior to three full time internships. Failure to do so will prevent the student from advancing in the curriculum.

C. Academic Progression, Probation, and Dismissal

- **Academic Progression**

Students in the physical therapy program must demonstrate competence in both academic and clinical components of the curriculum in order to progress. Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams. Students must pass all safety requirements on practical exams by 100% in order to progress and must score at least 80% on other

requirements. If a student must repeat a practical exam for any reason, the highest grade the student may obtain for that exam is 80%. Students may repeat a practical only one time. If a student does not pass on the second attempt, the student must appeal to the Progressions Committee for a third chance. Failure on a third chance, if granted, will result in an “E” for the course.

For policy regarding clinical internship courses, please see under that heading on page 28.

- **Academic Probation**

Any student who earns less than a 3.00 cumulative GPA at the conclusion of any semester will be placed on academic probation. A student receiving academic probation at the end of the semester must meet with the Assistant Chair during the first week of the subsequent semester to discuss a plan to improve future performance. If the cumulative GPA is not a 3.0 by the end of the subsequent semester, the student will be dismissed from the program.

A student who makes a grade of “D” or “D+” in any course must repeat the course for credit the next time it is offered and will be on probation. The student must receive a grade of “C” or better to progress academically. If the student receives a grade below a “C” on retake, the student will be dismissed.

A student who makes a subsequent “D” in another course, after a first “D” has been successfully remediated, will be dismissed from the program.

Any student, who receives an “unsatisfactory” grade in a clinical course graded on an “S-U” basis, will be placed on probation. A “U” in a course graded on an “S-U” basis is equivalent to a “D”. Students may also be placed on probation in the case of inappropriate professional behavior, inclusive but not limited to attendance and submission of course assignments. The course instructor of any such student will notify the Assistant Chair who, in turn, will notify the student in writing of his/her probationary status and implications of that status.

- **Academic Dismissal**

A student will be dismissed if:

1. An “E” is received in any course
2. Two “Ds” are received
3. Failure to progress in the professional behaviors outlined in the Student Clinical Performance Instrument (SCPI), given feedback and opportunity to remediate
4. Failure to maintain a 3.0 after 2 semesters

Please see the special rules concerning clinical internship courses in the next section.

D. Professionalism Progression, Warning, Probation, and Dismissal

- **Professionalism Progression**

Students in the physical therapy program must demonstrate competence in professional behavior in order to progress through the curriculum. This is demonstrated through satisfactory performance in five core areas: responsibility, communication, stress management, critical thinking, and professional development. Students must consistently demonstrate professional behavior in each of these areas in order to progress through the physical therapy curriculum.

- **Professionalism Warning**

A letter of warning will be given to any student who does not demonstrate progression of professional behavior or entry level professional behavior at the end of any semester. The intent of the letter of warning is to notify the student of less than satisfactory progress for professional behavior, the specifics

of the behavior(s) that are ineffective, and the potential for probation in subsequent semesters. A student receiving a letter of warning must immediately meet with the Assistant Chair to discuss a plan to improve future performance.

- **Professionalism Probation**

Any student who receives 2 letters of warning for professional behavior will be placed on probation. This student must meet with the Assistant Chair, who will notify the student in writing of his/her probationary status and implications of that status.

- **Professionalism Dismissal**

A student will be dismissed from the physical therapy program if:

1. A 3rd letter of warning is issued.
2. Failure to progress in the professional behaviors outlined in the checklist has been consistently documented.

POLICIES REGARDING CLINICAL INTERNSHIP COURSES

Unsatisfactory Performance of Clinical Internship:

A student who performs unsatisfactorily on a clinical internship will be placed on probation. The Assistant Chair will be notified by the ACCE of any such student and the student will be notified in writing of the probationary status and implications of that status.

The ACCE will choose one of two ways to deal with unsatisfactory performance of a clinical internship.

If the student has limited skills that are deficient, the ACCE will recommend remediation. Examples of a limited number of deficient skills include:

- Unsatisfactory performance in **any ONE** of the five critical skills in the Clinical Performance Instrument (CPI) (1-5)
- Failure to meet minimum grading criteria on less than 10% of skills in grading criteria

Remediation will require additional reading, projects, clinical work, etc. Each remedial experience is specifically tailored to the student's individual deficiencies. During the remedial period, the student will have an Incomplete ("I") in the clinical internship. The student will take an active role in establishing a learning contract that clearly outlines satisfactory performance for this remedial period. Both the student and the ACCE will sign the learning contract as an agreement of the terms of remediation. If the remediation is completed satisfactorily during the time period designated, the student will receive an "S" in the clinical internship. If the remediation is not satisfactorily completed, the student will receive a "U".

Students may also receive a "U" (unsatisfactory) in the internship *without* recommendation for remediation. Examples of a "U" without recommendation for remediation include:

- Failure to meet minimum grading criteria on greater than 10% of skills in grading criteria
- Failure of the student to apply feedback given by both clinical instructor (CI) and Academic Coordinator of Clinical Education (ACCE) on skills identified as deficient at midterm.
- Failure to make significant progress on skills identified as deficient at midterm

A student who receives a "U" on a clinical internship will have one, and only one, opportunity to repeat the internship, provided that the student successfully completes the assigned remedial work (see remediation above). As above, the student will take an active role in establishing a learning contract that clearly outlines satisfactory performance for this remedial period. If the remediation is not completed satisfactorily and in the time period designated, the student will not have the opportunity to repeat the internship and the student will be dismissed from the program.

The faculty will recommend dismissal of a student from the program on the following grounds:

- 1) If a student receives a "U" in a repeated clinical internship.
- 2) If a student receives a "U" in a subsequent clinical internship after having remediated a prior clinical internship.
- 3) Failure to progress in the professional behaviors outlined in the Clinical Performance Instrument (CPI), given feedback and opportunity to remediate.

POLICIES REGARDING THE APPEAL PROCESS AND READMISSION

Appeal Process:

A student who is dismissed from the program for academic or professional reason may exercise the right to appeal by petition. The petition is directed to the Progression Committee of the Department and is in the form of a letter stating the reasons the student should be allowed to repeat the course or be reinstated in the class. This committee will act on the petition and give the recommendation to the Assistant Chair. The Assistant Chair may uphold the recommendation or overrule the recommendation. If the decision remains for dismissal, the student may then petition the Chair of the department. If that petition is unsuccessful, the student may appeal in writing within one week to the College Academic Progression Committee (APC), chaired by the Associate Dean of the college. The Committee will review both the Chair's decision and the student's concerns and make a determination about academic or professional probation/dismissal. In the event the APC does not reach consensus, the Associate Dean will make the decision. Both the student and Chair have the further right to appeal to the Dean, who, upon appeal, will review the case in its entirety and make a final college decision concerning academic or professional probation/dismissal.

Upon successful petition at any of the above steps, and on a space-available basis, the student will be placed on academic or professional probation and will be allowed to repeat the required course or be reinstated in the program. Following completion of this course with a grade of C or higher, the student will continue in the program. If, however, the student again receives a D+ or lower, the student will be dismissed from the Program.

In the case of professional issues, if the student receives another professional warning, the student will be dismissed from the program. If a student withdraws from a Health Professions major, the student will be offered assistance in choosing another major at the university.

FACULTY'S RESPONSIBILITY TO DETER DISHONESTY

Students are responsible for abiding by the **Code of Student Conduct** and the **Academic Honesty Guidelines** as presented in the University of Florida Student Guide.

Faculty members have been asked by the University President and the Student Court to take preventive measures to discourage academic dishonesty and the Student Court has stated, "students may also be called upon to detect academic violations".

Faculty members have been asked by both the administration and students to consider the use of proctors during examinations. Other recommendations are use of alternate key systems and assurance that physical security measures are adequate in offices and in reproduction of examination.

Students observing academic dishonesty should report to the faculty member teaching the course who, in turn, should report to the Dean for Student Judicial Affairs.

The Health Center Student Conduct Standards Committee is a Presidentially appointed committee comprised of four faculty members and one student member from each of the Health Center Colleges. Cases of academic dishonesty occurring in the Health Center Colleges are also referred by faculty members to the Dean for Student Judicial Affairs, P202 Peabody Hall, 392-1261. If, after consultation with the faculty, it is determined that a hearing is necessary to resolve the allegations against the student, the committee is convened as follows: three faculty members and one student member from the college of the accused student and one faculty member from another Health Center college.

Prior to the hearing, the student will be advised of rights and privileges under the Student Conduct Code by the Office of Student Judicial Affairs. If, after a hearing by the Health Center Student Conduct Standards Committee, the student is adjudicated guilty, the committee shall recommend one or more sanctions to the Dean for Student Services, P202 Peabody Hall, who will take final action. Sanctions can range from Reprimand and a failing grade in the course to Expulsion from the University.

For further information regarding the disciplinary process, consult The Student Guide or contact the Director of Student Judicial Affairs.

HONOR CODE: Honor Codes have been shown to be effective deterrents to cheating. The Honor Code is a pledge all students should sign on work submitted for a grade. The Code provides that on all work submitted for credit by students at the University, the following pledge is either expressed or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment".

Academic Honesty Guidelines

The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines. Those adjudged to have committed such conduct shall be subject to the penalties listed in paragraph XI of the Student Conduct Code.

ALL OF THE VIOLATIONS BELOW RELATE TO COMPUTER GENERATED CLASS ASSIGNMENTS, PAPERS, AND EXAMINATIONS, AS WELL AS THOSE ASSIGNMENTS, PAPERS, AND EXAMINATIONS THAT ARE HANDWRITTEN OR TYPED.

Taking of Information - copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted.

Tendering of Information - giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; informing another person of questions that appear or have appeared on a previous exam; giving or selling a term paper or other written materials to another student.

Plagiarism - copying homework answers from your text to hand in for a grade; quoting text or other written materials submitted to a teacher when requested by the teacher to present your own work; handing in a paper as your own work which was purchased from a term paper service; retyping a friend's paper and handing it in as your own work; taking a paper from fraternity files and handing it in as your own work; copy sentences directly from a book without giving the author credit.

Conspiracy - planning with one or more persons to commit any form of academic dishonesty, including but not limited to, giving your term paper to another student who you know will plagiarize it.

Misrepresentation - having another student do your class assignment and handing it in as your own work; lying to a teacher to increase your grade; or any other act or omission with intent to deceive a teacher as to the authorship of oral or written materials submitted or presented to a teacher which would affect your grade.

Bribery - offering, giving, receiving, or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

IV. AWARDS

COLLEGE LEVEL AWARDS & SCHOLARSHIPS

Dean's Scholar Award

This award is given to the most outstanding undergraduate and graduate student scholar in the College of Public Health and Health Professions. The criteria for this award are outstanding community and university service and leadership, leadership potential as indicated by participation in professional organizations, and excelling in clinical, research, or other professionally related activities. Please note students must have completed at least one year in the program and preference is usually given to graduating students.

Shands Hospital Auxiliary Scholarship

Shands Auxiliary awards scholarships based upon availability of funds. When given, these awards are for students who have completed at least one semester in the program and will remain in the program throughout the calendar year, therefore graduating students are not eligible. Applicants must have a strong commitment to the ideals and endeavors of his/her chosen profession, demonstrate financial need, and have average or better grades.

Judson Clements Jr. Scholarship

The Judson Clements Jr. Scholarship is awarded based on available funds, therefore more than one may be awarded each year. Candidates are those College of Public Health and Health Professions students who have demonstrated strong leadership qualities through service to their community, school, church, etc. Consideration is given for demonstrated financial need and current or former residents of Duval County, Florida are given preference.

DEPARTMENTAL LEVEL AWARDS & SCHOLARSHIPS

Physical Therapy Department Outstanding Scholastic Student Award

The Department of Physical Therapy initiated an award for scholarship in 1972. This award is based on a student's grade point average in the Physical Therapy entry-level program and is presented at the Physical Therapy Department Graduation Banquet. The award consists of a certificate and check. The awardee's name is added to a master plaque that is permanently displayed in the Department of Physical Therapy.

Department of Physical Therapy Martha C. Wroe Outstanding Clinical Performance Award

Outstanding clinical performance is recognized as a highly valued achievement. The faculty recognizes a student each year that has been supported by all of the clinical preceptors as a deserving recipient. The award consists of a certificate and check. The awardee's name is added to the master plaque that is retained in the Department of Physical Therapy.

Julia Conrad Trojanowski Scholarship

A \$500 scholarship is awarded annually to an outstanding entry-level student with a GPA in physical therapy coursework of at least 3.65. Additional criteria include excellent clinical skills as demonstrated on laboratory and practical examinations. The student must also be recognized by his/her colleagues as a caring, compassionate, & highly principled person of outstanding character. The student must demonstrate financial need by completing the application form of the College of Public Health and Health Professions available at <http://www.phhp.ufl.edu/education/aid-form.html>.

Frederick Family Scholarship

Bill and Mary Ann Frederick established the Frederick Family Scholarship in Physical Therapy to endow scholarships for students in the physical therapy department. An award of up to \$1,500.00 will be given to a student in the entry-level program. The entry-level student is nominated by his/her peers during the spring semester. Criteria for selection includes treating others with positive regard, dignity, and respect, dependability when given responsibilities by peers and faculty, and showing good judgment in decisions particularly those that have an impact on peers.

The Claudette Finley Scholarship Award

The Claudette Finley Scholarship Award was established by the Class of 1999 in recognition of Ms. Finley who has taught anatomy for 35 years while a faculty member in the Department of Physical Therapy. The class initiated this recognition and in consultation with the University of Florida Foundation established the award and secured contributions from the alumni of this program prior to their graduation in the Spring of 1999. The award of up to \$500.00 will be presented to an entry-level student annually during their second year in the physical therapy program. Selection of the student will be based on criteria that include excellence as a student in the anatomy courses, willingness to teach others in the anatomy courses, demonstrated financial need, and participation in campus and/or community activities.

The Dr. Mark H. Trimble Memorial Scholarship Award

The Dr. Mark H. Trimble Memorial Scholarship Award was established in Dr. Trimble's honor following his untimely death in February of 2001. Dr. Trimble was an Assistant Professor in the Department of Physical Therapy from 1994-2001 and taught in the area of orthopedics. This scholarship recognizes a student who has demonstrated excellence and a strong commitment to the learning and development of clinical skills in orthopedics and has shown initiative and self-reliance in his or her studies, assignments, and responsibilities in the entry-level master's program. The award of up to \$500.00 will be presented annually to the student at the end of their second year in the entry-level program.

Student awards and honors are presented at the College of Public Health and Health Professions Scholarship Convocation held at the end of the spring semester.

V. GRADUATION BANQUET COMMENCEMENT AND LICENSING

GRADUATION BANQUET

The Department of Physical Therapy plans and coordinates a special graduation banquet or brunch at the completion of the program in the spring semester. At the ceremony, the Barbara C. White Lecture Award is given to the invited graduation speaker and the graduates are recognized. All scholarship and award recipients are also recognized at this time. All graduates and their guests are invited to participate.

COMMENCEMENT

The official College of Public Health and Health Professions commencement ceremony for the graduating students is held at the end of the Spring Semester. All students are encouraged to participate in the commencement exercises, which includes wearing the cap and gown and the awarding of the clinical doctoral degree by Department Chair or representative.

PHYSICAL THERAPY LICENSING EXAM

Please note that once you receive your degree, you will become eligible to take the licensure exam. It is illegal to practice physical therapy without a license, therefore, you must secure a license according to the requirements of the state in which you wish to begin practicing physical therapy. The Florida State Board of Physical Therapy regulates licensure in the state of Florida. Other specific requirements for licensure vary slightly among states. You can begin to explore the requirements for each state by reviewing information provided on the Federation of State Boards of Physical Therapy (FSBPT) website (<http://www.fsbpt.org/licensing/index.asp>). Please note that these requirements are modified frequently so you must be sure to get up to date and accurate information at the time of your graduation. The licensure exam is a computerized exam with criterion referenced scoring, which is the same for all states.

Current licensure and examination fees in the state of Florida are approximately \$870.00.

Appendices

Appendix A:

**Clinical Education
University of Florida
Department of Physical Therapy
Philosophy and Policies**

Philosophy

The clinical education opportunities at the University of Florida are integral parts of the educational process in that they provide the student with opportunities to integrate clinical practice with basic science, physical therapy theories, and critical thinking. Clinical education experiences are designed to allow students to use acquired knowledge, attitudes, psychomotor skills, and problem solving to attain professional competency. Expectations of initial and subsequent experiences are structured to build on previous knowledge.

Policy: Competency

The grading criteria, using the Clinical Performance Instrument (CPI), targets the skills to be mastered on the full time clinical education internships. The grading criteria are clearly defined to allow students to work independently towards their expectations, utilizing the opportunities available at that clinical education site. Professional competency for an entry-level therapist is defined as being effective, consistent, and safe with the skills defined as the minimum criteria. *The skills required of an entry-level therapist involve evaluation and treatment of patients across a wide spectrum of ages, diagnoses, and health care settings.* Sites for entry-level education are selected and maintained to meet the *entry-level needs* of the students. Specialization in a specific area is not an expectation or a desired outcome of entry-level education.

Policy: Clinical settings, sites, and supervision

Clinical education experiences provide the student with opportunities to practice and perform professional responsibilities with appropriate supervision, professional role modeling, and a variety of patients and learning experiences. These experiences require effective communication between clinical and academic faculty, written agreements between the academic institution and clinical centers outlining responsibilities of each party, and standardized education of clinical faculty. Clinical centers that demonstrate the aforementioned criteria are recruited and maintained. All efforts are made to keep consistent clinical centers that have demonstrated a long-term commitment to clinical education in Physical Therapy and have consistently provided superior clinical education for the University of Florida. New clinical sites are developed according to the department's needs for learning experiences and sufficient site numbers. Students are allowed to request the addition of new sites by following an outlined procedure. All requests will be reviewed by the faculty and approved or denied by the Clinical Education Committee.

Clinical Education Requirements

I. INTERNSHIP SELECTION

Each student, over the four, full time internships, must have (1) acute/subacute experience, (1) subacute/rehab experience, (1) general outpatient experience, and (1) experience in the area of their choice. Students seeking an internship in sports must have completed a general orthopedic outpatient prior to the sports internship. Students are not allowed to select internship sites in which 1) they have been employed or are well known by the staff, or 2) there are family members in employment. Through the use of patient logs, interviews with the student and the clinical instructor, and available on-site learning experiences, the ACCE works closely with the individual student to ensure learning experiences across age span and diagnoses diversity. Through the combination of these experiences, the student is able to meet the requirements for graduation as recommended by our accreditation agency (CAPTE), which is reflected in the evaluation tool that the APTA supports, the Clinical Performance Instrument (CPI).

II. CLINICAL EDUCATION SERVICE LEARNING REQUIREMENT

The current version of the “Normative Model of Physical Therapist Professional Education” and the “Clinical Performance Instrument”, both tools developed by the American Physical Therapy Association (APTA), indicate the need for students to obtain experience in areas that are sometimes difficult to achieve in the clinical setting. We have found, however, that opportunities for these types of experiences are abundant within our community and the academic setting. In order to ensure that all students in areas such as Community Health Promotion, Administrative Activities, and Clinical Research, each student is required to complete **a minimum of 20 hours of service learning in each of these three areas**. Examples of activities in these areas include (but are not limited to):

- Community Health Promotion (Community Health Screenings, Wellness Activities, Pro Bono Services, etc.)
- Administrative (Planning, budgeting, marketing, developing presentations, organizing materials, etc.)
- Research (Data Collection, Data Analysis, Preparing Poster Presentations, Writing Abstracts, etc.)

The criteria for an activity to qualify for Service Learning Hours are as follows:

- 1) Must be PT related
- 2) You cannot be paid for the service
- 3) Must be a pre-approved activity
- 4) You must have documented proof that you completed the activity (e.g., a certificate or note signed by the individual that you assisted with # of hours documented)

Students are welcome to explore and suggest other opportunities to meet these requirements; however, the activity must be approved by the Clinical Education Committee ahead of time!

University of Florida Clinical Education Policy
Responsibilities of Academic Institution, Clinical Education Center, & Student

1. Responsibilities of the Department of Physical Therapy, College of Health Professions

- a. To assign to clinical education centers those students who have satisfactorily completed the pre-clinical phase of their basic physical therapy education and prior supervised clinical education experiences.
- b. To select clinical centers that will provide good environments for learning and adequate supervision and guidance of students.
- c. To maintain effective communication between the school and the clinic to facilitate realistic and optimal pursuance of clinical education. Means of communication includes regular correspondence, telephone conversations, clinical visits, educational in-services, and consultative meetings.
- d. To offer educational opportunities to the clinical instructors that aims toward their continued improvement in clinical knowledge, supervision, and teaching.
- e. To share with the clinical instructors the general responsibilities for planning, executing, and evaluating the clinical education program. To share with students the general responsibilities for preparation for and active involvement in seeking educational experiences. The School's faculty accepts the final responsibility for clinical education.
- f. To adhere to formal conditions for agreement written in the contract.

2. Responsibilities of the Clinical Education Center

- a. To provide medical and physical therapy direction by qualified personnel.
- b. To provide guidance and supervision of students by qualified physical therapists.
- c. To orient the student(s) to the physical therapy department, specific types of patients unfamiliar to students, and a review of methods, policies, and procedures peculiar to the institution such as appropriate dress, working hours, patient schedules, record-keeping, and approaches to treatment.
- d. To provide a variety of educational experiences for the student in regards to types of patients (age, gender, diagnosis); and evaluation and treatment methods used. Educational experiences should be appropriate for the setting and in-line with student's grading criteria/level of education.
- e. To involve students in record keeping, medical record documentation, educational sessions, and supervisory opportunities as appropriate for student's level of education.
- f. To guide and supervise the student(s) in their activities according to individual needs and abilities.
- g. To provide feedback to the student by performing ongoing informal evaluations of performance. To discuss concerns with the ACCE as early as possible in the affiliation.
- h. To formally evaluate the performance of the student using the CPI at least twice (midterm and final) during the affiliation. To discuss with the student the results of these evaluations. To send the final written evaluation to the School.

- i. To encourage professional growth of staff and students.
- j. To share with the School faculty the general responsibilities for planning, executing, and evaluating the clinical education program.
- k. To adhere to formal conditions for agreement written in the contract.

3. Responsibilities of the Student Physical Therapist

- a. To review, understand, and comply with any policies and procedures of the assigned facility before reporting to assigned site. This will include all information provided to the School, which is located in the files, and/or material sent to the student by the facility.
- b. To observe all department regulations of the clinical facility and the School, inclusive of but not limited to hours, attendance, dress code, record keeping, and safety regulations.
- c. To review and comply with all medical and liability requirements required of the School and the facility. This includes PPD, immunizations (MMR & Hepatitis B), CPR, liability, current health insurance and hospitalization, and any additional requirements of the facility (e.g. 3 month PPD, recent medical exam, first aid class). To produce all documents upon the facility's request.
- d. To understand the objectives and grading criteria of the Clinical Education Experience(s) provided by the School. To seek additional assistance when clarification is needed.
- e. To avail oneself of learning experiences offered by each facility and its personnel. To seek and utilize those experiences necessary to meet grading criteria. To request additional experiences to meet grading criteria.
- f. To request guidance and assistance when needed. Students are encouraged to use appropriate chain of command when seeking assistance. Students are encouraged contact the ACCE when they have difficulties seeking guidance or assistance in the clinical setting.
- g. To review, understand, and utilize properly the evaluation tool for clinical education (CPI). To request clarification and guidance about the tool before the clinical internship. To answer questions the CI may have about the school's individual tool (CPI).
- h. To discuss performance evaluations with their supervisor (Clinical Instructor) and to improve performance by the acceptance of just criticism.
- i. To demonstrate interest in and loyalty to the clinical education facility.
- j. To maintain high quality of performance and ethical conduct befitting a professional physical therapy student.
- k. To complete and return all paperwork required by the School for satisfactory completion of internships.

Appendix B:

DPT Curriculum Overview and Course Descriptions

Semester 1: Fall Yr. 1	CR	Semester 2: Spring Yr.1	CR	Semester 3: Summer Yr.1	CR
*PHT 6935C Physiology for PT Temporary Course Number	4	PHT 6188C Functional Anatomy II	5	PHT 6770 Musculoskeletal Disorders I	2
PHT 6187C Functional Anatomy I	5	PHT 6189C Examination and Evaluation	3	PHT 6218C Therapeutic Modality Interventions in Physical Therapy	2
PHT 6605 Evidence Based Practice I	3	PHT 6168C Neuroscience in Physical Therapy	4	PHT 6860 Clinical Education I	1
PHT6024 Seminar: Professional Issues I	2	PHT 6503 Health Promotion and Wellness for Physical Therapy Practice II	1	PHT 6302C Principles of Disease	3
PHT 6502 Health Promotion and Wellness for Physical Therapy Practice I	1	PHT 6207C Basic Clinical Skills II	2	PHT 6352 Pharmacology in Physical Therapy Practice	3
PHT 6206C Basic Clinical Skills I	2	PHT 6152C Exercise Physiology	2	PHT 6186C Motor Control/ Therapeutic Exercise I	2
TOTAL	17	TOTAL	17	TOTAL	13
Semester 4: Fall Yr. 2		Semester 5: Spring Yr. 2		Semester 6: Summer Yr. 2	
PHT 6771 Musculoskeletal Disorders II	4	First 8 weeks:		PHT 6190C Motor Control/ Therapeutic Exercise II	3
PHT 6381C Cardiopulmonary Disorders in Physical Therapy	3	PHT 6762C Neurorehabilitation II	3	PHT 6322 Pediatrics in Physical Therapy	4
PHT 6070C Radiology and Diagnostic Imaging in Physical Therapy Practice	3	PHT 6527 Professional Issues II	3	PHT 6702C Prosthetics and Orthotics	2
PHT 6861Clinical Education II	1	PHT 6374 Geriatrics in Physical Therapy	2	PHT 6730 Differential Diagnosis in Physical Therapy	3
PHT 6761C Neurorehabilitation I	3	Second 8 weeks:			
PHT 6608 Evidence Based Practice II	3	PHT 6805 Clinical Education III	6		
TOTAL	17	TOTAL	14	TOTAL	12
Semester 7: Fall Yr. 3		Semester 8: Spring Yr. 3			
PHT 6807 Clinical Education IV	6	First 8 weeks:			
PHT 6817 Clinical Education V	6	PHT 6823 Clinical Education VI	6		
		Second 8 weeks:			
		PHT 6504 Health Promotion and Wellness for Physical Therapy Practice III	1		
		PHT 6530 Professional Issues III	2		
		PHT 6609 Evidence Based Practice III	2		
TOTAL	12	TOTAL	11	PROGRAM TOTAL	113

Doctor of Physical Therapy (DPT) Curriculum
Department of Physical Therapy
College of Health Professions
University of Florida

Semester 1 Fall (16 weeks)

PHT6935C: Physiology for Physical Therapy

General human physiology with systems review.

PHT 6187C: Functional Anatomy I

The purpose of this course is to provide a detailed introduction to anatomy of the human body, and the functional ramifications of that anatomy to human motion. This will include study employing lecture and laboratory sessions involving regional cadaveric dissection of the upper extremity under the supervision of instructors, and information on joint structure and function, forces that effect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy.

PHT 6605: Evidence Based Practice 1

This course reviews relevant research design and statistical issues to prepare the student to become a critical consumer of rehabilitation research. The student will be exposed to selected topics on research theory/philosophy, sampling, research design, descriptive/inferential statistics, power, error, estimation, reliability, validity, and reading a journal article.

PHT 6024: Professional Issues I

The purpose of this course is to prepare the student in professional practices that will be used throughout the curriculum and their professional career. This course provides the student with an introduction to the role of the professional in physical therapy practice. Students are educated about the application of generic skills to the profession of PT. Topics of application include communication (verbal, nonverbal, and written), individual and cultural differences, professional behavior and abilities, ethics, legal issues, and responsibility for professional development.

PHT 6502: Health Promotion and Wellness for Physical Therapy Practice I

This course is designed to initiate an interdisciplinary learning practicum for health professions, pharmacy, dental and medical students. The central theme of the course is family health over the life cycle. Students will learn to conceptualize family health beliefs and behavior from a biopsychosocial framework, and they will learn to assess family health care needs and health care access through a multidisciplinary lens.

PHT 6206C: Basic Clinical Skills I

This course is designed to prepare the student for patient care activities including communication, assessing vital signs, body mechanics awareness, patient positioning and draping, basic exercise and transfers. Students will develop these basic skills in a laboratory setting and with case studies prior to practice with patients in authentic clinical situations in semester three of the program.

Semester 2 Spring (16 weeks)

PHT 6188C: Functional Anatomy II

The purpose of this course is to provide a detailed introduction to anatomy of the human body, and the functional ramifications of that anatomy to human motion. This will include study employing lecture and laboratory sessions involving regional cadaveric dissection of the lower extremity and trunk under the supervision of instructors, and information on joint structure and function, forces that effect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy. Using this knowledge the student should be able to analyze activities regularly observed in the clinic.

PHT 6189C: Examination and Evaluation

The purpose of this course is teaching the student the basic elements of assessment that applies to all patients with a potential need for physical therapy services. Students will learn the basics of examination and evaluation, selection of appropriate tests and measures, use of validity, reliability, and best evidence to select tests and measures, and the

use of critical thinking and decision-making to determine the most appropriate intervention and outcomes for all patients

PHT 6168C: Neuroscience for Physical Therapy

Neuroanatomy, neurophysiology, basic neuroscience and evidence based practice for neurological therapeutic intervention. Course includes lecture, wet specimen anatomy laboratory, utilization of neurological case studies and review of current scientific literature.

PHT 6503: Health Promotion and Wellness for Physical Therapy Practice II

This course is the follow-up to the interdisciplinary learning practicum for health professions, pharmacy, dental and medical students, which was initiated in the prior semester. The central theme of this half of the course is developing wellness plans for individuals or families in the community. Students will learn to assess family health care needs, seek out community resources, and educate community members on specific issues related to their own health and well-being.

PHT 6207C: Basic Clinical Skills II

This course is designed to prepare the student for patient care activities including infection control, patient safety and emergency management, wheelchair and equipment management, gait training and durable medical equipment prescription. The student will obtain an overview of basic exercise training techniques (strength, flexibility, endurance, and relaxation) applicable to prevention and wellness services as well as to those populations requiring rehabilitation or restoration of function due to illness, injury, or chronic disability.

PHT 6152C: Exercise Physiology

The purpose of this course is to understand the physiological mechanisms and organ systems that allow humans to engage in physical activity and how these systems are changed by chronic activity (training) and disuse.

Semester 3 Summer (13 weeks)

PHT 6770: Musculoskeletal Disorders I

The purpose of this course is to educate students about physical therapy evaluation and treatment for musculoskeletal disorders of the lower extremity.

PHT 6218C: Therapeutic Modality Interventions in Physical Therapy

This course is an introduction to the management of pain and dysfunction using thermal, electrical and mechanical modalities used by Physical Therapists in general practice. Lectures will highlight basic scientific rationale for approaches discussed while laboratory experience and problem solving using patient case studies should enhance the student's understanding relative to direct patient care.

PHT 6860: Clinical Education I

The purpose of this course is to provide part-time clinical experiences in acute care settings, wound care, ICU, and outpatient orthopedics as a means for the student to make associations between classroom material and clinical experiences.

PHT 6302C: Principles of Disease

The purpose of this course is to educate the Physical Therapy student on basic pathology, presentation, signs, and symptoms related to common diseases/conditions. Conditions that will be discussed are those that may be encountered by the Physical Therapist in the acute care, sub-acute/rehab, home health care, and outpatient settings. Course will also highlight evaluation and treatment strategies for patients presenting with these conditions. The course will begin emphasis on the student's ability to recognize signs/symptoms that may help to differentially diagnose pathologic conditions from musculoskeletal conditions, and be able to make a referral to an appropriate physician source for conditions beyond the scope of Physical Therapy treatment. This course provides the foundation for the "Differential Diagnosis" course that is offered in the following semester.

PHT 6352: Pharmacology in PT Practice

This course provides a study of prescription and/or over-the-counter medications used in the management of a variety of patient conditions encountered during physical therapy management.

PHT 6186C: Motor Control/Therapeutic Exercise I

This course introduces the student to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes concepts of kinesiology, neuroscience, physiology, motor control,

and motor learning. The course will integrate theory and basic principles of motor behavior, motor development, motor control and motor learning as they relate to human motor performance across the lifespan.

Graduate Year 2

Semester 4 Fall (16 weeks)

PHT 6771: Musculoskeletal Disorders II

The purpose of this course is to educate students about physical therapy evaluation and treatment for musculoskeletal disorders of the spine and upper extremity.

PHT 6381C: Cardiopulmonary Disorders in Physical Therapy

The purpose of this course is to understand the pathophysiological mechanisms of cardiopulmonary disease, how to perform a Physical Therapy evaluation to treat these problems and design, safe and effective rehabilitation programs for patients with cardiopulmonary disorders.

PHT 6070C: Radiology and Diagnostic Imaging in Physical Therapy Practice

This course is a progression from a basic understanding of plain film principles to a systematic analysis of the spine and extremities. The student will learn a systematic method of analyzing and integrating imaging findings into the physical therapy diagnostic process. In addition, the utility of imaging in physical therapy practice will be emphasized.

PHT 6861: Clinical Education II

The purpose of this course is to provide part-time clinical experiences in outpatient orthopedics as a means for the student to make associations between classroom material and clinical experiences. Didactic material and clinical experiences are integrated with information from PHT 6771 Musculoskeletal Disorders II. Students spend a full day every other week in an outpatient orthopedic clinic.

PHT 6761C: Neurorehabilitation I

This course will provide information concerning neurologic diseases and disorders that are common to clients evaluated and treated by physical therapists in the acute care setting. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed.

PHT 6608: Evidence Based Practice II

This course will introduce the student to key concepts of evidence-based rehabilitation science. The first section of the course reviews basic principles of an evidence-based approach and subsequent sections review issues related to diagnosis, prognosis, and intervention.

Semester 5 Spring (16 weeks)

First 8 weeks

PHT 6762C: Neurorehabilitation II

This course will provide information concerning neurologic diseases and disorders that are common to clients evaluated and treated by physical therapists. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed. The role of the physical therapist will be addressed across treatment environments and across the time course or progression of the disease (acute through chronic).

PHT 6527: Professional Issues II

This course is designed to build upon the professional behaviors and skills identified in Professional Issues I. As students continue clinical visits started in Clinical Education I and continued in Clinical Education II, direct application of topics to currently encountered case studies is addressed. Topics related to skills necessary for taking responsibility for and providing health care services to the public will be explored in greater depth. This course will focus on developing skills needed to provide and bill for physical therapy services in a manner that is consistent with legal and ethical guidelines for clinical practice.

PHT 6374: Geriatrics in Physical Therapy

This course is an overview of the physical and psycho-behavioral aspects of aging in adulthood. Students are introduced to usual and pathological changes with aging and are challenged to problem solve treatment issues relevant to the types of older clients they will assist in physical therapy clinical settings. The multidimensional concerns of our older patients are emphasized, and students are encouraged to develop themselves as strong generalist physical therapists to serve the needs of our older clientele.

Second 8 weeks

PHT 6805: Clinical Education III

The purpose of this course is to provide the student with their first full time clinical experience that occurs in the settings of acute care, general orthopedics, or subacute care. This internship is mentored by one or more trained clinical instructors.

Semester 6 Summer (13 weeks)

PHT 6190C: Motor Control/Therapeutic Exercise II

The purpose of this course is to provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed on understanding normal and impaired movement through discussion of current motor control, motor learning, and motor development/lifespan theories. This course teaches examination and evaluation of and interventions for basic functional movement skills and their underlying components such as motor control/coordination (ability to plan, initiate, sequence, time and grade movements), postural control and balance, perception and sensation, muscle tone, strength, and biomechanical considerations.

PHT 6322: Pediatrics in Physical Therapy

Normal and abnormal developmental changes over the course of the maturation process with emphasis on selected medical conditions. Current motor control and motor learning theories applied to therapeutic intervention strategies for the pediatric population. Lecture and lab sessions.

PHT 6702C: Prosthetics and Orthotics

This course reviews the kinesiological principles of gait analysis. Of importance is the student's ability to detect gait deviations and compensations. An introduction to prosthetics and orthotics will be provided. Students will be expected to apply their gait analysis skills when analyzing and understanding the mechanics of gait of amputees and patients with lower extremity orthosis.

PHT 6730: Differential Diagnosis in Physical Therapy

This course is designed to assist the physical therapy student to develop into a direct access practitioner able to consider and identify the broad spectrum of conditions and pathologies represented by a musculoskeletal or neurological complaint. Additionally, patterns of referral to the appropriate healthcare providers will be discussed and role of the physical therapist as 'collaborator' in the healthcare team emphasized.

Graduate Year 3

Semester 7 Fall (16 weeks)

PHT 6807: Clinical Education IV

The purpose of this course is to provide the student with their second full time clinical experience that occurs in the settings of acute care, general OP orthopedics (which must be completed prior to a specialty in orthopedic sports), inpatient rehabilitation, pediatrics, or a combination thereof. By the end of the curriculum, students MUST have completed mandatory full time internships in acute care, general orthopedics, and inpatient rehabilitation. The fourth choice is made by the student and must be approved by the ACCEs. These internships are mentored by one or more trained clinical instructors.

PHT 6817: Clinical Education V

The purpose of this course is to provide the student with their third full time clinical experience that occurs in the settings of acute care, general OP orthopedics (which must be completed prior to a specialty in orthopedic sports), inpatient rehabilitation, pediatrics, or a combination thereof. By the end of the curriculum, students MUST have completed mandatory full time internships in acute care, general orthopedics, and inpatient rehabilitation. The

fourth choice is made by the student and must be approved by the ACCEs. These internships are mentored by one or more trained clinical instructors.

Semester 8 Spring (16 weeks)

First 8 weeks

PHT 6823: Clinical Education VI

The purpose of this course is to provide the student with their fourth and final full time clinical experience that occurs in the settings of acute care, general OP orthopedics (which must be completed prior to a specialty in orthopedic sports), inpatient rehabilitation, pediatrics, or a combination thereof. By the end of the curriculum, students MUST have completed mandatory full time internships in acute care, general orthopedics, and inpatient rehabilitation. The fourth choice is made by the student and must be approved by the ACCEs. These internships are mentored by one or more trained clinical instructors.

Second 8 weeks

PHT 6504: Health Promotion and Wellness for Physical Therapy Practice III

This course is designed to provide a framework for the student to develop and implement a plan for a community-based project directed toward improving health awareness in a specific group or population. The skills needed for identifying community needs, developing a strategic plan and securing resources are reviewed. Students must implement the plan and report the results of their program within an 8-week timeframe.

PHT 6530: Professional Issues III

This course is designed to build upon the professional behaviors and skills identified in Professional Issues I,& II. This course will focus on developing business and professional skills needed to begin practicing as a physical therapist. Topics related to skills necessary for assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services, and advocate for legislative changes to state and federal regulations related to the provision of health care services.

PHT 6609: Evidence 3

This course concludes the department's evidence based sequence by developing skills that assist students in making clinical decisions that are consistent with the professional literature. The student will gain experience searching the literature by developing clinical questions in a form compatible with electronic search engines and learning differences in available electronic databases. The student will also learn how to contribute to the rehabilitation literature as clinicians by completing modules on case reports and the peer review process.

Appendix C

VARICELLA (CHICKEN POX) CONFIRMATION FORM

I understand that, as a condition for admission to College of Health Professions at the University of Florida, I am required to have been vaccinated against chicken pox or to have a positive titre. My signature below verifies that I am certain that I have already had chicken pox or have a positive titre and do not require vaccination. I understand that falsely representing my vaccination or titre status is grounds for dismissal from the program.

Name (please print): _____

Signature: _____

Date: _____

Please check your program below:

Audiology: _____

Clinical and Health Psychology: _____

Health Administration: _____

Health Science: _____

Occupational Therapy: _____

Physical Therapy: _____

Public Health: _____

Rehabilitation Counseling: _____

Rehabilitation Science: _____

Rehabilitative Services: _____

Speech Language Pathology: _____

Appendix D

Student Petition to Miss Regularly Scheduled Class During Academic Semester

Step #1 - To the chair of the professionalism committee:

1. **Student Name:**
2. **Function or Event:**
3. **Justification for Missing Class:**
4. **Dates (Missing Class):**
5. **Return Date:**
6. **Date to Chair of Professionalism Committee:**

Student Signature _____ **Date** _____

Approved by Professionalism Committee
Chair Signature _____ **Date** _____

Not approved by Professionalism Committee
Reason _____

Step #2 - To the individual faculty members:

Student Plan While Missing Regularly Scheduled Class Time for Approved Event

Class	Instructor	Note Taker	Exams and Assignments Missed	Plan to Make up Exams and Assignments	Instructor's Initial

Appendix E:

Expectations of Class Attendance for 2008 Summer Session

Note – this is a copy of the email sent to all students from Dr. Jane Day (May 2007)

“The faculty has revised the DPT schedule for next summer and has asked that I send you the information now so that you may plan accordingly. We will not be taking the university scheduled break from June 23-27. Instead, we will be ending the semester on August 1st instead of August 8th. You will then have a 3-week break before fall classes begin. So---next summer (2008) classes will begin on May 12th and end on August 1st with no break in the middle.

Please schedule your vacations, weddings, and other special occasions etc. during this 3-week break. Thanks for putting this on your calendars now. This was done to give everyone a more meaningful break and to allow for extended summer vacations that many of you wish to take with families, etc.”

Appendix F

Physical Therapy Department Laptop Use Policy

Students are permitted to use personal laptops for class when allowed by the course instructor. The course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, chat rooms, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. Students are permitted to use laptops during breaks and between classes for “use unrelated to course objectives”, but this use must terminate when class resumes.

I have read and understand the University of Florida Department of Physical Therapy’s laptop use policy and will abide by these policies.

Student Printed Name

Student Signature

Appendix G

***Student Statement of Informed Consent
Classes of 2008 - 2010 DPT***

I, _____, have received my personal copy of the **2007-2010** "Student Handbook".
print name here

This handbook has been reviewed by me and I understand and am prepared to abide by these policies and procedures. I also understand the "Responsibilities of the Student" as outlined in Part II of the Handbook. I understand that if any changes and/or additions are made to this handbook or any other policies and procedures that affect the Classes of 2008-2010 that I will be notified either in writing or via electronic mail.

printed name

signature

date