



**University of Nebraska
Medical CenterSM**

COLLEGE OF ALLIED HEALTH PROFESSIONS

**PHYSICAL
THERAPY
PROGRAM**

**STUDENT HANDBOOK
2023-2024**

August 2023

Dear Physical Therapy Students,

Congratulations! Welcome to the Physical Therapy Program in the College of Allied Health Professions Department of Health and Rehabilitation Sciences at the University of Nebraska Medical Center. It is my pleasure to welcome you as a student into the physical therapy profession.

In selecting UNMC for your training, you made an outstanding decision. Our program has an excellent reputation for training physical therapists with a foundation in evidence-based practice with strong clinical reasoning skills that will prepare you to work on interprofessional teams. The faculty, who will guide you through the next three years, are eager to see you succeed. They are experienced researchers and clinicians who will bring that expertise to the classroom and lab. Together, we will help you develop your professional identity.

On behalf of the Program faculty and staff, we extend a warm welcome and best wishes as you begin your training to become a Doctor of Physical Therapy.

Sincerely,

Betsy J. Becker

Betsy J. Becker, PT, DPT, PhD, CLT-LANA
Associate Professor
Director, Physical Therapy Program
Chair, Department of Health and Rehabilitation Sciences



**Physical Therapy
Program
Faculty & Staff Welcome
You!**

Students in the University of Nebraska Medical Center's Doctor of Physical Therapy Program are expected to follow the policies and procedures established by the University of Nebraska Medical Center (UNMC) as published in the UNMC Student Handbook and the College of Allied Health Professions-Student Handbook.

These handbooks along with this Program student handbook can be found at the following url: <https://www.unmc.edu/alliedhealth/currentstudents/policies.html>. All students, regardless of their year of enrollment, are responsible for knowing and abiding by the policies specific to the Doctor of Physical Therapy (DPT) program that are identified within the Physical Therapy Program Student Handbook.

It is our hope that this handbook will clarify the mission and goals of the Physical Therapy Program and inform you of the policies and procedures affecting students in the DPT program.

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PROGRAM OVERVIEW

Program History

The Physical Therapy Program is organizationally located within the Department of Health and Rehabilitation Sciences in the College of Allied Health Professions of the University of Nebraska Medical Center (UNMC). The Program was established through funding by the Nebraska Unicameral in 1969. The first class of students was accepted in 1970 and graduated in 1972. The baccalaureate curriculum was initially accredited in 1972 and was reevaluated and granted continued accreditation by the Commission on Accreditation for Physical Therapy Education (CAPTE) in 1978, 1983 and in 1988. The program is also approved by the Nebraska Coordinating Commission for Postsecondary Education. Students graduating from the program from its inception through 1990 received a Bachelor of Science degree in Physical Therapy.

Interim accreditation was granted in 1990 for a Master of Physical Therapy program with full accreditation being received in 1993. Accreditation was granted for the Doctor of Physical Therapy (DPT) program in May 2000, 2004, and 2014 from the Commission on Accreditation in Physical Therapy Education. The UNMC's College of Allied Health Professions opened a second campus site in 2016, located in Kearney, NE, 185 miles from the main campus and the urban corridor of the state. The Doctor of Physical Therapy (DPT) program (and other allied health professions) modified traditional course delivery to create a synchronous learning environment, with core and adjunct faculty members actively engaged on both campuses.

The DPT curriculum requires completion of a minimum of 123 semester hours, including 33 weeks of clinical practice. Graduates are awarded a Doctor of Physical Therapy degree.

UNMC is fully accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440 or
<http://www.hlcommission.org/>

The Physical Therapy Program at UNMC is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703.706.3245; e-mail: accreditation@apta.org. website: www.capteonline.org.

Mission

The mission of the Physical Therapy Program is to advance health for all by optimizing movement through education, research, and service.

We fulfill our mission by preparing physical therapists and other healthcare professionals, students of other health professions programs, graduate students, or members of non-healthcare professions such as engineers or statisticians to:

- Deliver ethical, evidence-based, person-centered¹ care as members of an interprofessional team.
 - Conduct innovative research that translates to clinical and educational practice.
 - Engage in professional service² at the local, state, national and international levels.
 - Promote health and wellness³ for individuals, organizations, and society.
 - Contribute to diversity, equity, inclusion and belonging efforts.
- Our involvement with these other individuals may be in the form of interprofessional education of students, continued education, service opportunities, or research mentoring and collaboration.

Operational Definitions

1. Person-centered care means treating patients as individuals and as equal partners in the business of healing; it is personalized, coordinated, and enabling. It is not a medical model and should be regarded as multidisciplinary.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6465833/>
2. Engage in professional service means active engagement including, but not limited to contributing regularly or moderating an electronic forum, leading a conference program committee, task force or working group, active participation (beyond paying dues) in a professional association, community engagement and hosting campus visits, and community service as a consultant or board member (Sources: Golden, C. Chapter 6: The Profession Needs You: Engagement as Professional Development (2006) and CAHP Promotion and Tenure Guidelines)
3. According to the National Center for Complementary and Integrative Health at the National Institutes of Health (2018), wellness has several dimensions, including emotional well-being (coping effectively with life and creating satisfying relationships) and physical well-being (recognizing the need for physical activity, healthy foods, and sleep). The term wellness is congruent with what we teach students and APTA received recognition from Health and Human Services for Leadership in Health and Wellness. (Sources: American Physical Therapy Association: <https://www.apta.org/news/2023/01/20/healthy-people-recognition>, <https://www.apta.org/patient-care/public-health-population-care/prevention-and-wellness>, National Center for Complementary and Integrative Health at the National Institutes of Health: <https://www.nccih.nih.gov/health/wellness-and-well-being>).

The mission of the Program is best accomplished by a faculty who, as a whole:

- take responsibility for developing and implementing the curriculum and have the governing authority to ensure that program policies are adhered to;
- provide effective and innovative instruction using a variety of methods;
- demonstrate competency in teaching content areas;
- value collaboration, team teaching and mentorship among faculty;
- actively contribute to evidence and influence change in clinical and educational practice through scholarly activities;
- participate in professional service at the University, local, regional and national levels, including outreach to underserved populations and involvement in interprofessional activities and associations; and
- provide instruction to students from other disciplines and programs.

PROGRAM PHILOSOPHY STATEMENT

The UNMC Physical Therapy Program Philosophy Statement is the formal overarching statement that speaks to faculty principles and values about the practice of physical therapy, the curriculum (education and learning), and roles of the faculty. The philosophy, including principles and values of the program is as follows:

Program Philosophy, Principles, and Values (Approved 10/31/2013)

The faculty of the Physical Therapy Program affirm and support the missions of the University of Nebraska Medical Center and the College of Allied Health Professions to improve the health of Nebraska. There is an expectation that all faculty, students and graduates will pursue performance excellence in an ethical manner; foster an environment of learning and communication; respect individuals for their cultures, contributions and points of view; and accept individual accountability for performance and professional development.

Physical therapists promote health, function, and optimize movement of patients/clients using evidence-based practice as part of an interprofessional team of providers who:

- cultivate an environment of communication and respect;
- advocate for the health care, health promotion, and disease prevention needs of patients/clients taking into account access to care and support within the context of community and society;
- may function as primary care providers within the scope of physical therapy practice; and
- serve in a variety of roles including consultation, education, critical inquiry, and/or administration.

The Doctor of Physical Therapist education is best met by a curriculum that:

- is founded on the four structural elements of foundational sciences, clinical sciences, practice management and professional practice behaviors;
- includes explicit curricular themes of focus:
 1. Evidence Based
 2. Team Based
 3. Physical Therapy in Society
 4. Clinical Reasoning
- is developmental and progressive in nature, taking into account that a successful learner builds problem-solving and critical thinking skills over time with support and instructional guidance from faculty;
- incorporates the principles of learner-centered education that:
 - acknowledges that each student has a unique background, life experience and approach to learning and applying the curricular content;
 - utilizes a variety of learning opportunities and methods for students;
 - promotes individual responsibility for learning and ongoing professional development;
 - includes purposeful instruction related to developing interprofessional skills needed to work as a team member; and incorporates clinical education experiences throughout the curriculum, including caring for underserved population(s).

Program Summary

Specific to its graduates, the Physical Therapy Program will produce knowledgeable, ethical, and professional practitioners of physical therapy capable of using a highly rigorous scientific background in clinical decision making. Although the graduates are primarily educated as entry-level generalist practitioners, they do receive the basic instruction to assume supervisory, educational, administrative, and research roles, thus ensuring their ability to practice physical therapy in accordance with the American Physical Therapy Association (APTA) Standards of Practice for Physical Therapy (available on the APTA website www.apta.org). Graduates utilize effective professional behaviors in the practice of physical therapy (Appendix A). The program supports an understanding of evidence-based practice and the continued pursuit of learning as the key to maintaining the integrity, growth and development of physical therapy practice. The successful transition from student to professional requires students to demonstrate dedication, integrity, and a lifelong commitment to learning. The Program Curriculum is available in Appendix B.

Program Goals related to Students/graduates

Upon completion of the entry-level DPT program, the students/graduates will:

1. be prepared for entry-level employment as licensed physical therapists.
2. be prepared to provide evidence-based, person-centered care as members of an interprofessional team.
3. demonstrate commitment to professional development and service, including outreach to underserved populations.

Program Goals Related to faculty

The faculty will:

1. conduct scholarly activities that contribute to the evidence and influence change in clinical and educational practice.
2. participate in a variety of professional service activities consistent with the expectations of faculty within the College of Allied Health Professions and University of Nebraska Medical Center.

Program Goal Related to the Program

The Program will:

1. provide educational and professional development opportunities beyond the entry-level degree curriculum to a variety of audiences.

Curriculum Goals

Upon completion of the entry-level program, the graduate will be able to:

1. Demonstrate the ability to integrate the best available research, clinical expertise and patient values and circumstances as the basis for physical therapy practice.
2. Demonstrate effectiveness while working as a member of an interprofessional team. (Values ethics, communication, professional roles and responsibilities, teamwork, collaboration, patient centered).
3. Demonstrate readiness for initial physical therapy practice in variety of settings. The practice areas include musculoskeletal, neuromuscular, cardiopulmonary, integumentary, lymphatic, metabolic and endocrine, gastrointestinal, genitourinary. (Patient-centered, safe, legal, ethical, professional, cost-effective).
4. Demonstrate professional responsibility and social awareness through participation in service, professional development and advocacy for the healthcare needs of society, including underserved populations.
5. Promote health and well-being at the individual, organizational and societal level.

Curricular Themes



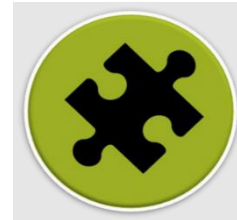
Evidence Based



Team Based



Physical Therapy in Society



Clinical Reasoning



Evidence Based Practice



Team Based Care

Evidence Based Practice includes the integration of best available research, clinical expertise, and patient values and circumstances related to patient and client management, practice management, and health policy decision-making.

Team based care is collaboration as health care professionals assuming complementary roles and cooperatively working together, sharing responsibility for problem-solving and making decisions to formulate and carry out plans for patient care.



Physical Therapy in Society



Clinical Reasoning

Physical Therapy in Society encompasses quality patient-centered care including outreach to underserved populations for access/equity, advocacy and innovation. This merges professionalism, leadership, a moral obligation to place patient and client needs ahead of personal needs and advocacy for the healthcare needs of society.

Clinical reasoning is a nonlinear, recursive cognitive process in which the physical therapist synthesizes information collaboratively with the patient, caregivers, and the health care team in the context of the task and the setting. The physical therapist reflectively integrates information with previous knowledge and best available evidence to take deliberate action. (Christensen N, Black L, Furze J, et al. K. Clinical reasoning: survey of teaching methods, integration, and assessment in entry-level physical therapist academic education. *Phys Ther* 97(2):175-186).

Expectations and Requirements of the DPT Program

General

Students are expected to:

- attend and actively participate in all classes, labs and clinical education.
- attend and actively participate in Physical Therapy Program professional and service-related experiences.
- complete all assignments on time.
- demonstrate consistent professional and ethical conduct.
- conform to the policies of UNMC, College of Allied Health Professions (CAHP), Physical Therapy Program and clinical site policies and procedures.
- have a computer for exam taking which is compatible with the specified exam software.

Graduation

Students must meet the following requirements to graduate:

- Receive grades of "C" or better in all courses within the curriculum and maintain an overall grade point average (GPA) of 2.5 or better at the time of graduation.
- Pass all clinical laboratory skills assessments and clinical education experiences.
- Document attendance for required professional meetings.
- Document participation in community service activity
- Document participation in EASE weekend
- Consistently demonstrate professional and ethical conduct
- Discharge all indebtedness to the University of Nebraska

FACULTY AND STAFF ROLES

Faculty

Program faculty include core academic faculty, clinical education faculty, adjunct, and associated faculty.

Core academic faculty have primary appointments in the Physical Therapy Program, including the Program Director, the Director of Clinical Education and other faculty who report to the Program Director. While these faculty have significant teaching responsibilities, they also participate in clinical practice, research/scholarly activity, and service to the University and community.

The program benefits greatly from other additional faculty, including the **clinical education faculty, adjunct faculty** and **associated faculty**.

Physical Therapy Program staff

Marcela Williams, *Department Operations Manager*, assists the Program Director by coordinating the day-to-day activities needed to ensure the smooth operation of the Physical Therapy Program. This includes support for accreditation, admissions and recruitment, curriculum development and delivery, student accommodations, events, and communication.

Michelle Hawkins, *Clinical Education Associate*, assists the Director of Clinical Education, schedules clinical education experiences, maintains affiliation agreements, and serves as the SUN-APTA liaison.

Megan Krenzer, *Associate Education Program Coordinator*, provides the day- to- day coordination of program specific activities to support the faculty and students and manages the PT Education email, directing communication to faculty.

Mary Wood, *Office Associate II*, coordinates the master schedule and booklists, keeps records of current student information, assists faculty members with a variety of administrative tasks.

College of Allied Health Professions staff that assist the Physical Therapy Program

Fran Higgins, *CAHP Marketing/Communications Specialist*, is responsible for the coordination of communication, social media, and web support activities, as well as marketing and branding, including branding of apparel and fliers.

Liz Stout, *Education Program and Admissions Coordinator, Kearney campus*, works with Enrollment Management and Student Affairs to support CAHP education programs. She is also responsible for organization of CAHP events in the HSEC-Kearney and provides assistance to the Assistant Dean of the HSEC.

Kim Rehtus, *Office Associate II*, Kearney campus, supports all CAHP programs offered on the Kearney Campus.

Jessica Chairez Escalante, *Occupational Therapy Education Program Coordinator*, provides assistance to program staff and faculty as needed.

See Appendix B for the core faculty and staff office map and phone numbers.

ACADEMIC CALENDAR

Please go to: <http://catalog.unmc.edu/general-information/academic-calendar/>

ACADEMIC POLICIES AND PROCEDURES

Students in the DPT program are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress includes: meeting minimum grade requirements, demonstrating academic integrity, exhibiting appropriate professional conduct and adhering to safety standards. Failure to comply with these standards will result in the student appearing before the Student Success and Performance Evaluation Committee (SSPEC) and may be cause for dismissal.

Minimum Grade Requirements

To make satisfactory academic progress within the Physical Therapy Program, students must:

- receive a passing grade of "C" or better or "PASS" in all courses required in the physical therapy curriculum, regardless of the college, department, or program offering the course;
- maintain a minimum cumulative grade point average (GPA) of 2.50 in each semester of the program.

(See PT Student Handbook >Academic Policies and Procedures)

Academic Integrity

Students must abide by the policies of the University of Nebraska Medical Center with regard to "Academic Integrity and Professional Conduct," as outlined in the UNMC Student Handbook – (handbooks can be found [here](#)). Failure to do so may be cause for dismissal. Infractions include, but are not limited to, the following areas:

- Cheating. (Defined as the use or attempted use of unauthorized materials or information for an academic exercise).
- Academic Misconduct. (Defined as the falsification of official documents and/or obtaining records, examinations, or documents without authorization.)
- Fabrication. (Defined as the forgery or falsification of information for an academic exercise.)
- Plagiarism. (Defined as the stealing and passing off of the ideas or words of another as one's own; to use a created production without crediting the source; to commit literary theft.)
- Sharing of old examinations: There is to be no sharing of sample and/or completed examinations between students. Violation of this policy can lead to disciplinary action. If students are interested in examples of test questions, they are encouraged to ask professors to distribute sample questions to all members of the class.

Students who wish to appeal charges of violations of academic integrity and/ or proposed disciplinary action may do so under the provisions of Section 5.4 of the Bylaws of the Board of Regents (see [UNMC Student Handbook](#)).

Rounding up Grades

Grades are not rounded up in PHYT courses. For courses outside the Program, rounding up grades is the decision of the course coordinator. Refer to the course syllabus for information on the grading scale.

Professional Conduct

Professional conduct is an academic requirement and is expected from students in all educational and professional settings. Professional conduct is demonstrated by:

- behavior consistent with the APTA's *Code of Ethics and Guidelines for Professional Conduct* (available on the APTA web site).
- ongoing demonstration of appropriate Professional Behaviors (previously called *Generic Abilities*) as specified in Appendix A.
- students at the University of Nebraska are members of an academic community in which academic integrity and responsible conduct are essential for the community to function. To ensure that students know what is expected of them, the University has adopted the Standards of Academic Integrity and Responsible Conduct ("Standards").

Standards for Safe Practice

The safe practice of physical therapy is required in all educational and professional settings. Safe practice entails minimizing risk to patients, self, and others.

Training on safety is a requirement of the Program and is provided to students through UNMC, the College, and the Program. See section on Online Training and Certification Requirements.

Temporary Program policies and procedures may be implemented to remain in alignment with current UNMC health policies and directives.

EVALUATION POLICIES AND PROCEDURES

Evaluation Methods

Examinations

Examinations will not be administered prior to the scheduled class time for that examination. If a student must miss an examination for any reason, one make-up examination for that course will be scheduled during the week of final examinations. The make-up examination may be comprehensive and cover material from the entire course. Only one make-up examination is permitted per course.

An exception to this procedure may occur if the student has an excused absence from the exam for the purpose of meeting other educational requirements, such as giving a presentation at a national meeting. In order for a student to receive an excused absence from an exam, the individual must:

- Receive Program Director (or designee) approval for making a submission to present at a meeting
- Provide documentation of acceptance of the submission to the Program Director (or

designee)

- Keep the appropriate faculty member (course coordinator) informed throughout the process

In this case, the timing and content of the exam will be at the discretion of the course coordinator.

Examinations will be proctored by the course coordinator or designee. The proctor of the exam, under the direction of the course coordinator, has the discretion to determine whether to answer questions from students during the examination period.

Exams and some quizzes and assignments will be taken using an online secure system using specified software (i.e., ExamSoft and Examplify). Students are required to have a computer which is compatible with the software (see “Requirements” section). Students are responsible for downloading exams by the deadline and maintaining their device(s) to be exam ready. The course coordinator has the autonomy to establish examination and exam review procedures. The course coordinator (or designated proctor) has the responsibility for clarifying examination procedures prior to the start of an examination. The course coordinator/instructor will announce when the exam will be available for download and the deadline for download. If the exam is not downloaded by the given deadline, those students will be required to take the comprehensive exam at the end of the semester. The course coordinator may also request that students:

- Put at least one empty desk space between each student unless room space prohibits this distribution.
- Keep their eyes on their own exam in all testing situations.
- Place all non-examination materials (e.g., books, book bags, caps, phones, smart watches) on the floor. Course coordinators may specify what constitutes “non-examination materials.”
- Do not leave the examination room (e.g., to take a bathroom break) while the examination is in progress.

Laboratory Assessments

For laboratory assessments (also known as a skills competency assessment or an integrated clinical readiness assessment), students are evaluated on a scale of "PASS" or "FAIL" based on their ability to demonstrate the entry level skills required. Students are allowed a maximum of three trials to obtain a grade of "PASS" on the assessment. Missing a scheduled assessment for any reason will be counted as one “FAIL.” Failure to obtain a grade of "PASS" following three trials will result in a failing grade for the entire course.

For all courses that have lab assessments, a student must pass them to pass the course. Lab assessments and retakes are explicitly scheduled on the master and course schedules. The third attempt does not have to fall within the confines of the semester; however, students must have taken the lab assessment for the third time, and passed it, prior to the beginning of the subsequent clinical experiences.

Clinical Education

Students will be evaluated during each clinical education experience. Clinical Education course syllabi outline performance expectations. The Director of Clinical Education assigns a grade for a clinical education course based on information provided by the Clinical Instructor(s), the student, and the documentation contained in the clinical education assessment tool such as the Clinical Performance Instrument (CPI) and other clinical education evaluation tools.

Professional Conduct

Professional conduct is a component of academic performance. Student conduct is regularly assessed by any program faculty using the standards outlined in the APTA's *Code of Ethics and Guidelines for Professional Conduct* which can be found on the APTA website (www.apta.org), the Professional Behaviors (previously called, *Generic Abilities*) outlined in Appendix A, and the UNMC [Student Code of Conduct](#).

Grading Scale

Letter grades are assigned based on the student's academic performance and according to Program guidelines. The majority of courses offered through the Physical Therapy Program with a "PHYT" prefix will be graded according to the percentage ranges listed below. No requests for rounding up to the next letter grade will be granted.

Grade	Percentage	Quality Points	Other Grades
A+	97.000-100	4.00	I – Incomplete
A	93.000-96.999	4.00	NR – No Report
A-	90.000-92.999	3.67	WX – Administrative withdrawal
B+	87.000-89.999	3.33	W – Withdrawal
B	83.000-86.999	3.00	P – Pass
B-	80.000-82.999	2.67	NP – No Pass
C+	77.000-79.999	2.33	
C	73.000-76.999	2.00	
C-	70.000-72.999	1.67	
D+	67.000-69.999	1.33	
D	63.000-66.999	1.00	
D-	60.000-62.999	.67	
F	00.000-59.999	0.00	

The grade earned in each course is determined by the course coordinator. Appropriate methods of evaluation may include written, oral and/or lab assessments, observation of performance and professional conduct, and evaluation of the quality of all required assignments. Specific course requirements will be included in each course syllabus.

Calculation of Grade Point Average (GPA)

For purposes of calculating grade point averages, the quality points assigned to letter grades are listed above.

Pass/Fail graded courses and grades of Incomplete are not included in the grade point average calculation. If the same course is repeated, the new grade will replace the previous grade in calculation of the grade point average. If a student is required to take an equivalent course to remediate a failed course, both course grades will be calculated in the grade point average.

Honors Policy

Awarding of degrees with honors will be based on grade point average for courses in the physical therapy professional program in accordance with the policies of the College of Allied Health Professions. For further information, please see the policies in the [CAHP Student Handbook](#).

CONSEQUENCES OF SUBSTANDARD PERFORMANCE

Students are expected to remain in satisfactory standing while they are in the Program. There are multiple status designations for a student who is not in satisfactory standing. Failure to meet minimum standards of performance may result in an academic performance action consisting of formal remediation, academic probation, leave of absence, withdrawal, or dismissal. For information on these status designations, please refer to the CAHP Student Handbook.

Any grade less than a “C” or Pass is considered a failing grade. Students who have failed a course will not be promoted to the succeeding semester of the program. Students receiving a failing grade in any course within the physical therapy curriculum will be required to meet with the Student Success and Performance Evaluation Committee (SSPEC) to determine a subsequent remediation plan. For clinical education courses, refer to the clinical education handbook.

Remediation includes, at a minimum, retaking and passing the failed course or a course deemed of equivalent content. The determination of equivalency must be made by the program/department in which the failed course was originally offered and approved by the SSPEC.

One example of formal remediation occurs when a student has a final course grade of “Fail.” Remediation occurs according to the following policy which is based on the minimum grade requirements stated in this Handbook:

Remediation of a Final Course Grade Policy

Remediation of a Course Grade of “Fail”

Final grades in a course are determined at the end of the semester. If a student fails to meet the Minimum Grade Requirements in a course, the student may be eligible for remediation of the failed grade. A student who chooses to remediate in an attempt to improve their final course grade from Fail must follow all guidelines and requirements described below. (Note: In this document, “exam” denotes any assessment such as written exam, lab practical, skills competency assessment, or integrated clinical readiness assessment.)

- **Within a course, students are eligible to remediate only one failed exam.**
 - The failed exam is an exam on which they scored below 73% or a “Fail” on the original exam as defined by the course syllabus. The remediation is a retake of the exam which will cover the same content in a similar format (e.g., written exam, lab practical, skills competency assessment, or integrated clinical readiness assessment).

- **The final score of the remediated exam must show that the student achieved a minimum passing grade of 73% OR a grade of C as defined by the course syllabus OR a grade of “pass” on a pass/fail exam in order to demonstrate competency.**

- **A student is allowed only one attempt per course to remediate a final course grade.**
 - If a student is retaking a course following a leave of absence and had a previous (and failed) attempt to remediate, they may no longer attempt remediation for that course upon their return.

- **If successful on the remediation exam:**
 - **The maximum grade a student may receive on the exam will reflect the minimum grade necessary to achieve a passing grade of “C” in the course.** As an example, if a student scored 90% on the exam retake and only needed a 75% to pass the course, the 75% score will be calculated into the final grade calculations resulting in a final course grade of “C”.
 - **The student is required to meet with their faculty advisor following the successful remediation attempt.** A learning plan will be developed to help the student plan for future success in the professional program.

- **If unsuccessful on the remediation exam:**
 - **The student’s final course grade will reflect the original grade prior to the remediation attempt.**
 - **The student is required to meet with the SSPEC following the unsuccessful remediation attempt.** Students who are unsuccessful on the remediation attempt will have failed to meet the Minimum Grade Requirements; the SSPEC will recommend a Required Leave of Absence for the student. See the Physical Therapy Student Handbook and the College of Allied Health Student Handbook for further details.

- **The remediation of an exam is required to take place in person on campus.** Students must be physically present on the UNMC campus in Omaha or Kearney.

Other guidelines in this remediation policy:

- A student may remediate in no more than three separate courses in the professional education curriculum.
- Students may or may not be able to remediate a course offered outside of the Physical Therapy Program. Decisions on remediation are under the purview of the respective department. (e.g., CIP, PHAR, NRSG)
- If a student returns to the program after a Required Leave of Absence, any previous remediation attempt(s) will count toward the maximum total of three attempts.
- Remediation exams must occur before the end of the first week of class of the subsequent semester.
- For concerns regarding clinical education remediation, please refer to the Program’s Clinical Education Handbook, Appendix A: Procedure on Clinical Performance.

Procedure

1. The Course Coordinator will inform the Department Operations Manager if a student qualifies for remediation.
2. The Course Coordinator or the Department Operations Manager contacts the student and his/her faculty advisor to notify them of their eligibility and the policy and procedure for remediation.
3. Student contacts the Course Coordinator no later than one week from the last day of the semester to request remediation and identify the relevant exam.

4. The course Coordinator and the student determine a date for the remediation exam which must occur before the end of the first week of class of the subsequent semester. The Department Operations Manager is notified so that a proctor and room can be scheduled, and the date confirmed.
5. If remediation is scheduled after the deadline for posting grades, a grade of Incomplete will be assigned.
6. The student should study for the remediation exam by reviewing all the required material for the exam as specified in the course syllabus. This may include watching ECHO recordings or other associated videos, working with peers, practicing in lab and reading reference texts or articles.
7. The Department Operations Manager communicates the remediation exam schedule to the SSPEC Chair of the Physical Therapy Program.
8. When the final grade is available following remediation, the Course Coordinator will update the course grade as appropriate and inform the Department Operations Manager.
9. After the remediation outcome has been determined, the student will meet with their faculty advisor or the SSPEC committee, as specified earlier in this policy.

Academic Probation

- This action may be performed for failure to meet minimum grade requirements, a breach of academic integrity, inappropriate professional conduct, or non-adherence to safety standards. A student on academic probation will be required to complete a remediation plan agreed upon and signed by both the student and the Program Director or designee. Please refer to the CAHP Student Handbook (Student Success and Academic Standing, Section III.B.2) for complete details.
- Academic probation will be allowed for only one semester during a student's course of study. Failure to successfully complete the remediation plan will result in a recommendation for Academic Dismissal.

Required Leave of Absence

A leave of absence may be required by the Program Director on the recommendation of the SSPEC. Please refer to the CAHP Student Handbook (Student Success and Academic Standing, Section III.B.3) for complete details. A required leave of absence halts progression within the curriculum while maintaining a position in the program but does not excuse the student from any course requirements. A Required Leave of Absence may be requested when:

- 1) The student has failed to satisfactorily complete the required course(s) in a single semester.
- 2) As an alternative to Dismissal or Withdrawal.

The student must: 1) resume enrollment in the program the following academic year at the start of the semester following the last semester successfully completed by the student and/or 2) under conditions determined by the SSPEC and/or the Program Director. If the student is unable to return under the conditions established by the SSPEC and/or the Program Director, academic dismissal or withdrawal from the program will be recommended or required.

At the time a required leave of absence is imposed, a remediation plan will be established by the SSPEC with approval by the CAHP Academic Success Advisory Board. The remediation plan will

specify expectations and activities for improvement, a deadline for completion of the plan, and other administrative actions that must take place. Upon re-enrollment following a leave of absence, the student will be subject to all rules and regulations which pertain to the class he or she is joining, and the student will be required to complete the designated remediation plan which may include being placed on Academic Probation during the semester of return. Students who are placed on a required leave of absence are responsible for notifying, in writing, the Program Director of their intention to return to the Program no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the Program. Re-entry into the Program would then require re-application through the usual admissions process with no guarantee of re-admission.

Academic Dismissal

Dismissal is a final status mandated by the Program and the CAHP Conduct Board for unsatisfactory academic performance and/or professional conduct including infractions such as a breach of academic integrity. If dismissed, the student should refer to the CAHP Student Handbook (Student Success and Academic Standing, Section III-IV) for a discussion of the appeals process and the UNMC Student Handbook for information regarding tuition obligations. In addition, the student should visit the Finance and Business Services Office and the Financial Aid Office to discuss the effects of dismissal on tuition, loans, and scholarships.

Student Success and Performance Evaluation Committee (SSPEC)

The SSPEC is a standing committee of the Physical Therapy Program and has the following responsibilities:

1. Facilitate meaningful advising sessions between faculty and students.
2. Assist with recommendations, development and oversight of remediation and learning plans.
3. Recommend students for scholarships and awards.
4. Evaluating student academic and professional performance and making recommendations for action to the Director.

The committee consists of several permanent members: an Associate Director and the Director of Clinical Education, and a minimum of two additional core faculty members appointed by the Director. One member will be appointed by the Director as committee chairperson. One member of the committee will be a staff member.

Appearance before the SSPEC

Students in the DPT program are expected to make satisfactory academic and professional progress toward completion of the degree requirements. Satisfactory progress includes meeting minimum grade requirements, demonstrating academic integrity, exhibiting appropriate professional conduct and adhering to safety standards. Failure to comply with these standards will result in action by the SSPEC.

All student appearances before the SSPEC will be arranged by the Chairperson and, when possible, confirmed in writing prior to the meeting. The presence of an advisor or counselor for the student is permitted if prior arrangements have been made with the Chairperson.

CLINICAL EDUCATION POLICIES AND PROCEDURES

See the Clinical Education Handbook on the Clinical Education Resources web page. (<http://www.unmc.edu/alliedhealth/education/pt/clin-ed.html>) The Clinical Education Handbook is also posted in EXXAT. The email address for clinical education related matters is ptclined@unmc.edu.

ADMINISTRATIVE POLICIES AND PROCEDURES

Admissions Deferral Policy

The Physical Therapy Program will consider requests for a deferral of admission for students with unforeseen or extraordinary extenuating circumstances. Requests for deferral may only be made by applicants who have been offered admission and have completed the prerequisites for admission by July 15 of the year they applied to enter. Applicants with an alternate status will not be considered for deferral. All deferral requests will be considered on a case-by-case basis. The Physical Therapy Program Admissions Core Committee will review all requests. Core Committee recommendations regarding deferral will be submitted to the Admissions Committee for final approval or denial.

Deferral requests must be received in writing by June 1 of the year of planned entry. Students who are granted a deferral may enter the Program without reapplication in the year following the academic year for which they were initially offered admission. Students who defer admission must confirm, in writing, their intent to matriculate by no later than January 1 of the year they will enter the program.

Student Financial Support

The PT Program utilizes tuition remission and funded scholarships to attract and retain students who have demonstrated superior academic performance, special or unique skills, need that is congruent with the mission of the CAHP, or eligibility for a specific remission program guaranteed by law or policy.

Tuition remission is one mechanism available to assist the PT Program within the CAHP in meeting its enrollment goals. Tuition remission is used strategically and in ways that are congruent with and advance the mission of the CAHP and the PT program.

Funded scholarships are another mechanism available to assist the PT Program within the CAHP in meeting its enrollment goals and provide an opportunity to leverage remissions and impact the most students while ensuring the college meets its tuition generation target as established by the Office of the President each year.

The CAHP will establish strategic enrollment goals and the Financial Support Committee will determine the distribution of tuition remission and funded scholarships among the CAHP constituent programs in support of these goals. The PT Program within the CAHP will adhere to the principles, procedures and processes outlined in the CAHP policy on Student Financial Support.

Definitions

For the purpose of this policy, tuition remissions shall be understood to be synonymous with mechanisms such as tuition waivers and scholarships that represent the reduction of tuition in meeting the mission of the academic unit for specific reasons and based on specific eligibility requirements.

For the purpose of this policy, funded scholarships shall be understood to mean scholarships managed by the University of Nebraska Foundation and distributed to the campus offices of student financial aid. The UNMC Office of Financial Aid provides a list of resources and their specific award criteria to the academic units on an annual basis.

Eligibility and Selection Criteria for Financial Support in the PT Program

- **Non-Resident Tuition Scholarships (NRTS)** are remissions for an amount up to the difference between resident and non-resident tuition that may be awarded to selected students who are not residents of Nebraska (includes international students admitted through the general admissions track). All incoming students who are non-residents and who meet the eligibility requirements outlined in the Regent Policy (RP 5.8.3) qualify for NRTS funding. All returning PT students who are in satisfactory academic standing at the time of award selection qualify for NRTS funding.
- **Board of Regents (Regents) Scholarships** are remissions awarded to Nebraska residents only, for high academic achievement. For incoming students: these scholarships are awarded competitively based on cumulative GPA at time of award selection and admission evaluation score, which includes a review of the PTCAS application materials and interview performance. To qualify for these awards, incoming PT students must have a cumulative GPA of 3.5 or higher at time of award selection. For returning students: these scholarships are awarded competitively based on cumulative program GPA. To be considered for these awards, returning PT students must be in satisfactory academic standing and have a minimum cumulative program GPA of 3.5 or higher at time of award selection in accordance with the general standards set forth in Regents Policy (RP 5.8.5).
- **Other Tuition Remission Scholarships** are awarded based on eligibility guaranteed by law or policy. For more information on specific remission programs, refer to the CAHP Student Handbook.
- **Funded scholarships** may be awarded to selected students in the PT Program based on donor specified criteria. Common criteria include high academic achievement, financial need, successful leadership experience, engagement in extracurricular activities and resident status. Funded scholarships can be used in place of or in combination with tuition remission to fulfill financial support packages.

Decelerated Students and Remission Eligibility

Students in decelerated status who are still progressing within the PT Program may still be eligible for certain tuition remissions. If a decelerated student was awarded a Regents scholarship or any merit-based scholarship and they are no longer qualified to receive it due to their decelerated status and current GPA, the scholarship may be awarded to another qualified student. If other remissions or scholarship funds are available for which the decelerated student qualifies, a replacement award amount may be available if the student is in satisfactory academic standing and has completed the scholarship application. The total amount of remission available is applied in accordance with the number of credit hours taken.

Application Procedures and Selection Processes

To receive financial support packages, all students must complete a scholarship application. Awarding of financial support packages is based on the criteria established in this policy and the CAHP Policy on Student Financial Support. Award amounts are based on the annual budget for tuition remissions as provided by the CAHP Assistant Dean for Finance and Administration, the number of eligible students in the program and/or amounts specified by the funding source. Awards are one-year scholarships, without guaranteed renewal, as funding is based on availability. The CAHP Financial Support Committee shall be responsible for filling financial support package commitments made by the PT Program with any available resources (e.g., funded scholarships, Regents scholarships, NRTS, etc.).

Student Affairs

Non-Discrimination and Harassment Policy: please see the UNMC website:
<https://catalog.unmc.edu/general-information/student-policies-procedures/non-discrimination-and-harassment/>

Accommodations for Students with Disabilities

Enrolled students are expected to meet the Essential Functions set forth by the UNMC Physical Therapy Program in order to be eligible for graduation.

If a student has a learning or physical disability and requires accommodations, please contact the Accessibility Services Center. UNMC will provide reasonable accommodations for persons with documented qualifying disabilities; however, it is the student's responsibility to request accommodations. Please contact the coordinator(s) for the course(s) within the first two weeks of the semester as considerable lead-time is required for authorized accommodations. All requests will be handled confidentially.

For more information about Essential Functions, please see:
<http://www.unmc.edu/alliedhealth/education/pt/admission/essential.html>

For more information about the Accessibility Services Center, please see:
<https://www.unmc.edu/student-success/support-services/accessibility/about.html>

Faculty Advisors

Each student is assigned a faculty advisor(s). Advisors serve as a point of contact for Seminar courses throughout the curriculum. First-year students also meet at least twice with their advisors during semester one of the Program to review academic progress and address student questions or concerns. In addition, students may seek the assistance of other faculty member(s) as needed during the Program.

Student Attendance Policy

Regular attendance for all required classes, laboratory experiences and clinical education experiences is considered by the Program's faculty to be an important indicator of professional behavior (see Professional Behaviors in Appendix A). Attendance is considered necessary for professional development in that frequent absences give the impression of a lack of commitment to learning. Attendance is also critical for communication and psychomotor (e.g. manual and physical) skill

development. Some course work, particularly laboratory work, is structured based on the expected attendance of all students. Therefore, Physical Therapy students are expected to attend and participate in all scheduled classes and class meetings, as well as other required events such as the annual Career Fair.

If a student must miss a class or required event, that student is required to a) contact the main Physical Therapy Program office (pteducation@unmc.edu or 402-559-4259) with a message as to which class, classes or event(s) she/he will miss and a reason for the absence, and b) contact individual professors with their plan to make up any required assignments or lab work. Refer to the Clinical Education Handbook for reporting clinical education related absences (<http://www.unmc.edu/alliedhealth/education/pt/clin-ed.html>). The email address for clinical education related matters is ptclined@unmc.edu.

If the faculty perceive that a student has absences and has failed to inform the office, or if a student is chronically absent, that student may be asked to meet with the SSPEC..

Student Emergency Funds Policy (College of Allied Health Professions)

Emergency funds may be available for students during an unexpected financial crisis that threatens their ability to progress in their plan of study. Students may apply for emergency funds through the Financial Support Committee of the College. For more information on application procedures, please refer to the CAHP Student Handbook and Financial Assistance [webpage](#).

Student Laboratory Consent

Informed consent will be provided to students to ensure each student is advised and aware of his or her responsibilities related to laboratory experiences as well as potential risks and discomfort associated with participation in the laboratory experiences. Students are required to have a signed informed consent form on file with the Physical Therapy Program prior to participating in the laboratory component of the curriculum.

Protection from Infectious Diseases

Students enrolled in the program must meet the requirements as listed in the [CAHP Student Handbook and the UNMC Student Handbook](#) related to protection from infectious diseases.

Online Training and Certification Requirements

Students enrolled in the program are responsible for meeting all current online training and certification requirements. Students can access their training and certification records and complete required online training by following these steps:

- Go to the "Care" site: <https://net.unmc.edu/care/>
- Click on the "Training" tab
- The next screen will show the status of your online training and certification requirements and provide links to the online training.
- You may print a certificate of completion any time you need to provide written documentation of your training and certification status.

Training requirements include, but are not necessarily limited to:

- Blood-borne pathogen and Tuberculosis training

- HIPAA training
- Privacy, Confidentiality and Information Security - UNMC Policy 6045
- Safety Competency Assessment
- BLS

BLS (Basic Life Support) Certification

All students are required to demonstrate proof of BLS certification during each clinical education course. Classes are offered through a variety of institutions, including the American Heart Association and the American Red Cross. For training offered on campus, students can go to <https://www.unmc.edu/cce/catalog/ems/index.html> for information on BLS classes offered to UNMC students for a reasonable fee. Certification is required for participation in all clinical education experiences.

Graduation

UNMC Commencement Graduation Ceremony

Attendance at the UNMC Graduation Ceremony is strongly encouraged. If a student cannot attend, the Director of Physical Therapy Program and the Dean of the CAHP should be informed by the student.

Program Ceremony and CAHP Hooding Convocation

Graduating students are strongly encouraged to attend the Program Ceremony during graduation week and the CAHP Hooding Convocation which is typically scheduled the day before commencement. If a student cannot attend, the Director of Physical Therapy Program and the Dean of the CAHP should be informed by the student.

Personal Leave of Absence

Students enrolled in the Physical Therapy Program, for exceptional circumstances, may request a leave of absence in writing from the Program Director. Any such leave of absence granted shall be solely within the discretion of UNMC based upon the merits of the request, evaluated on a case-by-case basis. A personal leave of absence by the student that is approved by the Director of the Physical Therapy Program constitutes formal permission to delay progression within the curriculum while maintaining a class position but does not excuse the student from any course requirements. The student must 1) resume enrollment in the Program the following academic year at the start of the semester following the last semester successfully completed by the student and/or 2) under conditions determined by the SSPEC. A "Proposal for Return" will be completed by the SSPEC in collaboration with the student and will include, at minimum, a required plan of study upon return to the program, a specified timeline of activities, and a deadline for satisfactory completion of the plan. The student may also be required to meet additional conditions prior to resuming enrollment in the program.

Upon re-enrollment following a leave of absence, the student will be subject to all rules and regulations that pertain to the class he or she is joining. See CAHP Student Handbook for full details (Student Success and Academic Standing, Section III.A.2).

The student request for a leave of absence must be made in writing and addressed to the Director of Physical Therapy Program. The reason for the request should be stated clearly in the letter. In most cases, the student should continue to attend classes, take examinations and fulfill any other class assignments until leave has been formally granted.

A student who is the subject of an involuntary dismissal from the program, for any reason, including but not limited to, academic performance or disciplinary action, is not eligible to invoke the procedures contained in this policy.

The student is responsible for initiating determination of the financial consequences of taking a leave of absence. Students should review financial arrangements with the [CAHP Enrollment Management & Student Affairs office](#), the [UNMC Office of Student Support Services](#) and the [UNMC Office of Financial Aid](#).

Students who have been granted a leave of absence are responsible for notifying the Director of the Physical Therapy Program in writing of their intention to return to classes. The written notification can be no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the class. Re-entry into the Physical Therapy Program would require re-application through the usual admissions process of the program with no guarantee of re-admission.

Withdrawal

Withdrawal constitutes a formal action initiated by the student to terminate academic standing within the Program. The student must request a withdrawal in writing to the Program Director and the CAHP Director of Enrollment Management. Withdrawn is a final status. Before requesting a withdrawal, the student should refer to the UNMC Student Handbook for information regarding tuition obligations. In addition, the student should visit with the CAHP Enrollment Management & Student Affairs, UNMC Office of Student Support Services, and UNMC Office of Financial Aid to discuss the effects of withdrawal on tuition and on any loans or scholarships for which the student has applied or has in place.

Student Employment

Enrollment in the Physical Therapy Program is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled in the program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the Physical Therapy Program does require occasional evening and/or weekend classes and events.

Employment within Physical Therapy Program or volunteer aide opportunities:*

Students who seek regular employment in physical therapy departments and clinics as physical therapy aides or who provide service as a volunteer in the community must be aware of the legal ramifications. A physical therapy student working as a physical therapy aide, either paid or voluntarily:

- is acting as an independent agent, not as a representative of UNMC.
- may not wear a UNMC name tag.
- is not covered by the University of Nebraska liability policy.
- may not sign physical therapy notes.
- is not acting in an official capacity as a physical therapy student, but rather as a physical therapy aide.
- may provide service only to the extent allowed by state statutes, rules and regulations. For further information on the legal definition and permissible roles for a physical therapy aide, in Nebraska, refer to the State of Nebraska Statutes, Rules and Regulations relating to Physical Therapy, published by the Licensure and Credentialing Division of the Nebraska

Department of Health and Human Services.

**This excludes Program requirements such as Early Acute Student Experience (EASE).*

Student Fund-Raising Activities

All physical therapy student fund-raising activities must be pre-approved by the Physical Therapy Program Director or Associate Director. Requests for approval must be submitted in writing on the “Fundraising Approval Form” available from the Program staff or the Physical Therapy Education Home Page on Canvas. It is expected that any fund-raising activity will be consistent with physical therapy professional standards and in the best interest of the image of the profession and the Physical Therapy Program. Logos and wording used on T-shirts and other for-sale items must be approved by the Physical Therapy Program Director and CAHP Communications Coordinator in advance. A listing of student names and addresses may not be sold for the purposes of fund-raising.

Hosting Career Opportunities Fair

Students must seek approval through the Physical Therapy Program Director prior to hosting a career opportunity fair. A faculty advisor must be present during the event.

Student Travel

Students travelling for required or optional Program-related events during their matriculation will be covered by a UNMC Travel Authorization (TA). For further information on local and foreign travel policies, please see the [CAHP handbook](#). Travel for clinical education is covered under a separate UNMC student travel policy.

Program Operational Policies

Email Communication & Monitoring Announcements

All email communication between the Program and students shall occur using the UNMC Outlook assigned email addresses. Students are responsible for checking and responding to their UNMC email in a timely manner. Monitoring announcements through the Learning Management System (Canvas) on a regular basis is also required.

Recording Lectures

Most synchronous lectures will be recorded using the Echo360 system and posted on the Learning Management System (Canvas) at a later time for courses in the Physical Therapy Program. In the event of an interruption of the video conferencing software during a class, the lecture recording will provide a backup method for the viewing of the lecture from the distance site and will also serve as a tool to facilitate learning when reviewing content presented during class.

Class Cancellation Policy

Any official cancellation of UNMC classes (e.g., secondary to inclement weather) may be announced on radio, TV and/or on UNMC social media (i.e. Twitter, Facebook). The instructor at the site of instruction origination will make the decision to cancel a class and will inform students by posting an announcement on the courses’ Learning Management System (Canvas). Any examinations scheduled for that day will be rescheduled; otherwise, the make-up policy for examinations would remain in effect.

In the event of a campus closure at one site only, the following guidelines are in place:

Lecture: Students on the closed campus are responsible for viewing the lecture synchronously via videoconferencing or viewing the lecture recording on Echo360.

Lab: Lab sessions will be rescheduled for the closed campus.

Written exams: Any examinations scheduled for that day will be rescheduled at both sites.

Rescheduled sessions may occur outside of regular (8:00 a.m.-5:00 p.m.) business hours based on availability of rooms and resources.

Student Use of University Computers and Information Systems

Computer clusters are available for student use at numerous locations around campus, including the third floor of the Michael Sorrell Center on Omaha campus and Calvin T. Ryan Library on Kearney campus. For additional information see: <https://info.unmc.edu/it/students/printing.html> or http://library.unk.edu/about_us/location_guide.php

Student Use of Facility

Telephones

Only in emergency cases will attempts be made to locate a student for a message directed to the Physical Therapy Program office. Use of cellular phones during class is inappropriate unless otherwise directed by the instructor.

Photocopiers

Copy machines are available for student use in the McGoogan Library and Michael Sorrell Center (Omaha) and Health Science Education Complex and Calvin T. Ryan Library (Kearney).

Classrooms/Student Laboratories

Physical Therapy Students will have access to BTH 4016 (Omaha), HSE 204, HSE 206 and Anatomy Lab (Kearney) with their student identification badge and will be given an access code for Rooms in the Student Life Center (SLC 1032, 1034) (Omaha). Students may study in these rooms when they are not otherwise in use. Students wishing to use other rooms on campus should contact the UNMC Central Room Scheduling Office at 402- 559-7254 or through the [Library](#); rooms in HSEC are reserved through the CAHP Administrative Assistant, 308-865-8324 and other rooms on UNK campus via University Facilities, 308-865- 8692.

All students are responsible for upkeep of all classroom/laboratory areas. No food or drink is to be left in any UNMC laboratory or lecture room.

Faculty Treating Students for Physical Therapy Services

Core, associated and adjunct faculty and laboratory instructors within the Physical Therapy Program are not permitted to provide physical therapy services to students during class time or outside of a formal clinical environment. If physical therapy services are desired, a student should schedule a formal physical therapy appointment at a clinic of his/her choice.

Use of Laboratory Space and Equipment on Non-Physical Therapist Students

The Physical Therapy Program provides laboratory space and equipment necessary for students to learn the psychomotor skills necessary for physical therapists. Students are allowed to access this space during non-class times to practice in preparation for lab assessments where competency will be determined. Students are not permitted to bring guests (for example, family or friends) into the laboratory space during non-class times or to use equipment with/on guests.

Student Use of Equipment

Students are provided education and instruction in the safe and proper use and application of equipment (e.g. hi low tables, physical agents) required for the purposes of patient examination or intervention as a physical therapist. Following didactic and supervised instruction, including safety, students will have access to the lab and equipment in order to practice using the equipment for the purposes of preparing for lab assessments.

If permission is granted by the course instructor, students may check out selected physical therapy program equipment for class-related activities. Check-out and return of the equipment may be coordinated by a Physical Therapy Program staff. All items checked out by a student must be returned before a student will be cleared for graduation.

PROGRAM REQUIREMENTS

All-Class Meetings

To communicate essential information to students, specific Class and All-Class Meetings are scheduled throughout the academic year. Due to the nature of the information presented at these meetings, students who are unable to be present must demonstrate to the Program Director that they have received the information through the submission of a signed document to the Department Operations Manager.

Professional Meetings

The Physical Therapy Program is committed to professional service and recognizes the benefit of professional networks for ongoing career development. In keeping with this position, the Program requires all students to participate in professional activities. These program graduation requirements are set as a minimum expectation of a health care professional. Students are strongly encouraged to attend as many professional meetings as is feasible during their course of study.

At a minimum, students must attend one American Physical Therapy Association Nebraska (APTA Nebraska) Annual Conference & Business Meeting, and one APTA Nebraska District meeting prior to beginning their terminal clinical experience as a requirement for graduation. Attendance at a national meeting such as Combined Sections of the APTA or attendance at the APTA Student

Conclave is encouraged but is optional and does **not** substitute for the state or district meeting requirements. Each student is responsible for the cost of attendance (e.g., registration and travel) and providing documentation of their attendance during the semester in which the student attended.

Proof of attendance for APTA Nebraska Annual Conference & Business Meeting is the continuing education certificate. Proof of attendance for the APTA Nebraska District Meeting is by Record of Attendance (sign-in sheet at meeting). All documentation regarding attendance at these events will be submitted through an online platform. Instructions for documentation of professional meeting attendance will be provided on the PT Program Canvas course website.

Community Service

In alignment of the Program mission, students are required to participate in a minimum of one, Program-sanctioned community-based service activity that promotes health and well-being at the individual, organizational or societal level (approved by the Program Director, Associate Director, Director of Clinical Education, or faculty advisor).

Examples of service activities include but are not limited to: SHARING clinic in Omaha, HelpCare Clinic in Kearney, or health fairs sponsored by UNMC student groups. Please consult with any of the faculty listed above for pre-approval to ensure an activity is acceptable for meeting the requirement.

In addition to the Program-sanctioned community-based-service activity, students are also required to provide service through the Early Acute Service Experience (EASE). Students will be expected to assist in the physical therapy department at a local hospital one weekend (Saturday and Sunday) during the didactic portion of the curriculum. Details regarding this experience will be presented during Orientation and/or All Class Meetings.

Each student is responsible for providing documentation of his/her participation in a community service activity and EASE by submission of documentation through the online platform. Instructions for documentation of these service activities will be provided on the Physical Therapy Program Canvas course website. Documentation of the EASE service is due 1 week following the experience. Documentation of a community service activity is due prior to the beginning of the terminal clinical experiences.

Computer Minimum System Requirements

All students are required to have a computer (laptop or tablet) for use in the program. Financial aid may be available for students who qualify. Contact the UNMC Financial Aid office to request funding for the device requirement. For instructional technology requirements see:

<https://www.unmc.edu/alliedhealth/education/computers.html>

ORGANIZATIONS

Director's Student Advisory Council

The Director's Advisory Council is a formal mechanism to promote effective communication between the Physical Therapy Program faculty and the students. The Council meets four (4) to six (6) times annually. The council consists of two (2) elected representatives (one from each campus – Kearney and Omaha) from each of the three classes, the Program Director, a core faculty member and the Department Operations Manager or Associate Program Education Coordinator.

Class

Each class functions as a student organization. As such, each class will conduct annual elections for class officers. The offices and their responsibilities are typically as follows:

President: Act as the representative of the class in committees with the administration. The president may appoint ad hoc committees, or the class may elect positions when deemed necessary.

Vice President: Act in cooperation with the President and handle the duties of the President during his/her absence.

Secretary: Keep a record of class meetings, pick up the class mail from the Physical Therapy Program main office (Bennett Hall 3014B) and distribute to classmates.

Treasurer: Keep a record of the class finances. (one treasurer in Kearney, one treasurer in Omaha)

American Physical Therapy Association Membership

Every student in the Physical Therapy Program is **required** to be a student member of the American Physical Therapy Association (www.apta.org). Membership includes a subscription to *Physical Therapy Journal*, access to important information on the website, and allows the student to participate in APTA district, state, regional and national meetings at discounted rates. Access to the "members only" portion of the APTA website is required for obtaining documents needed in several courses within the curriculum. Students are responsible for the cost of membership and annual renewal.

SUN-APTA

The Students of the University of Nebraska-American Physical Therapy Association (SUN-APTA) is endorsed by the University of Nebraska. As APTA members, students are automatically a member of SUN-APTA. Bylaws for SUN-APTA can be found in Appendix C.

Chain Of Command for Student Issues

Students with a concern should address it as follows:

ISSUE	ADDRESS WITH:	THEN, IF NOT RESOLVED:	
Course-Related Issue (PT or non-PT)	Course Professor	Speak with your advisor. Your advisor will refer the issue as needed.	
Program-Related or Personal Issue	Advisor, Other PT Program Faculty Member, or Class Officer	The advisor or other faculty member will refer the issue as needed.	
		The class officer may refer the issue to the Director's Advisory Council.	
Emergency/Medical Issue		UNMC-Kearney	UNMC-Omaha
	Medical Emergency on Campus	911	911 and 402-559-5555
	Safety Emergency on Campus	308-865-8911 (UNK Police)	402-559-5111
	Division of Student Success (24/7/365):	402-559-7276 opt 2	402 559-7276 opt 2

REGISTERING A FORMAL COMPLAINT ABOUT THE PROGRAM

The Physical Therapy Program at the UNMC is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), a nationally recognized accrediting agency. As part of the accreditation process, the Physical Therapy Program is encouraged to provide a method by which the general public and academic community can file a formal written complaint outside of due process regarding any aspect of the Program or the conduct of one of its faculty/students without retaliation. Individuals outside of the program who want to voice a complaint or a concern regarding the Physical Therapy Program or its faculty and staff may do so by contacting the Program Director (402) 559-4259. The procedure is described on the Program [website](#).

Individuals wanting to file a formal complaint may also submit it to the Commission on Accreditation of Physical Therapy Education (CAPTE). You can provide the accrediting agency with written testimony regarding the program or file a formal complaint following the procedures detailed at the Commission on Accreditation in Physical Therapy Education's web site or by directly contacting: American Physical Therapy Association, Attention: Accreditation Department, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; Phone 800/999-2782; Fax: 703/706-3387 or e-mailed to accreditation@apta.org.

APPENDIX A: PROFESSIONAL BEHAVIORS EXPECTED OF PHYSICAL THERAPY GRADUATES (PREVIOUSLY GENERIC ABILITIES)

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional behaviors were identified through a study conducted at UW-Madison in 1991-92*. The ten abilities and definitions developed are:

Professional Behaviors	Definition
1. Critical Thinking	The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
2. Communication	The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to Learning	The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

*May, et al (1995). Model for ability-based assessment in physical therapy education. *Journal of PT Education*, 9(1), 3-6. Updated 2010.

1. CRITICAL THINKING

Behavioral Criteria

Beginning Level

- Raises relevant questions
- Considers all available information
- Articulates ideas
- Understands the scientific method
- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- Recognizes holes in knowledge base
- Demonstrates acceptance of limited knowledge and experience

Intermediate Level (builds on preceding level)

- Feels challenged to examine ideas
- Critically analyzes the literature and applies it to patient management
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas at a level consistent with knowledge base
- Acknowledges presence of contradictions

Entry Level (builds on preceding levels)

- Distinguishes relevant from irrelevant patient data
- Readily formulates and critiques alternative hypotheses and ideas
- Infers applicability of information across populations
- Exhibits openness to contradictory ideas
- Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- Justifies solutions selected

Post-Entry Level (builds on preceding levels)

- Develops new knowledge through research, professional writing and/or professional presentations
- Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- Weighs information value based on source and level of evidence
- Identifies complex patterns of associations
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically

2. COMMUNICATION

Behavioral Criteria

Beginning Level

- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- Recognizes impact of non-verbal communication in self and others
- Recognizes the verbal and non-verbal characteristics that portray confidence
- Utilizes electronic communication appropriately

Intermediate Level (builds on preceding level)

- Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- Restates, reflects and clarifies message(s)
- Communicates collaboratively with both individuals and groups
- Collects necessary information from all pertinent individuals in the patient/client management process
- Provides effective education (verbal, non-verbal, written and electronic)

Entry Level (builds on preceding level)

- Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively and efficiently

Post-Entry Level (builds on preceding level)

- Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- Effectively delivers messages capable of influencing patients, the community and society
- Provides education locally, regionally and/or nationally
- Mediates conflict

3. PROBLEM SOLVING

Behavioral Criteria

Beginning Level

- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Uses technology to search for and locate resources
- Identifies possible solutions and probable outcomes

Intermediate Level (builds on preceding level)

- Prioritizes problems
- Identifies contributors to problems
- Consults with others to clarify problems
- Appropriately seeks input or guidance
- Prioritizes resources (analysis and critique of resources)
- Considers consequences of possible solutions

Entry Level (builds on preceding levels)

- Independently locates, prioritizes and uses resources to solve problems
- Accepts responsibility for implementing solutions
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Modifies solutions based on the outcome and current evidence
- Evaluates generalizability of current evidence to a particular problem

Post-Entry Level (builds on preceding levels)

- Weighs advantages and disadvantages of a solution to a problem
- Participates in outcome studies
- Participates in formal quality assessment in work environment
- Seeks solutions to community health-related problems
- Considers second and third order effects of solutions chosen

4. INTERPERSONAL SKILLS

Behavioral Criteria

Beginning Level

- Maintains professional demeanor in all interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful and confident manner
- Respects differences in personality, lifestyle and learning styles during interactions with all persons
- Maintains confidentiality in all interactions
- Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level (builds on preceding level)

- Recognizes the non-verbal communication and emotions that others bring to professional interactions
- Establishes trust
- Seeks to gain input from others
- Respects role of others
- Accommodates differences in learning styles as appropriate

Entry Level (builds on preceding levels)

- Demonstrates active listening skills and reflects back to original concern to determine course of action
- Responds effectively to unexpected situations
- Demonstrates ability to build partnerships
- Applies conflict management strategies when dealing with challenging interactions
- Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post-Entry Level (builds on preceding levels)

- Establishes mentor relationships
- Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. RESPONSIBILITY

Behavioral Criteria

Beginning Level

- Demonstrates punctuality
- Provides a safe and secure environment for patients
- Assumes responsibility for actions
- Follows through on commitments
- Articulates limitations and readiness to learn
- Abides by all policies of academic program and clinical facility

Intermediate Level (builds on preceding level)

- Displays awareness of and sensitivity to diverse populations
- Completes projects without prompting
- Delegates tasks as needed
- Collaborates with team members, patients, and families
- Provides evidence-based patient care

Entry Level (builds on preceding levels)

- Educates patients as consumers of health care services
- Encourages patient accountability
- Directs patients to other health care professionals as needed
- Acts as a patient advocate
- Promotes evidence-based practice in health care settings
- Accepts responsibility for implementing solutions
- Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post-Entry Level (builds on preceding levels)

- Recognizes role as a leader
- Encourages and displays leadership
- Facilitates program development and modification
- Promotes clinical training for students and coworkers
- Monitors and adapts to changes in the health care system
- Promotes service to the community

6. PROFESSIONALISM

Behavioral Criteria

Beginning Level

- Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Projects professional image
- Attends professional meetings
- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level (builds on preceding level)

- Identifies positive professional role models within the academic and clinical settings
- Acts on moral commitment during all academic and clinical activities
- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- Discusses societal expectations of the profession

Entry Level (builds on preceding levels)

- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Discusses role of physical therapy within the healthcare system and in population health
- Demonstrates leadership in collaboration with both individuals and groups

Post-Entry Level (builds on preceding levels)

- Actively promotes and advocates for the profession
- Pursues leadership roles
- Supports research
- Participates in program development
- Participates in education of the community
- Demonstrates the ability to practice effectively in multiple settings
- Acts as a clinical instructor
- Advocates for the patient, the community and society

7. USE OF CONSTRUCTIVE FEEDBACK

Behavioral Criteria

Beginning Level

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

Intermediate Level (builds on preceding level)

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

Entry Level (builds on preceding levels)

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

Post-Entry Level (builds on preceding levels)

- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- Utilizes feedback when analyzing and updating professional goals

8. EFFECTIVE USE OF TIME AND RESOURCES

Behavioral Criteria

Beginning Level

- Comes prepared for the day's activities/responsibilities
- Identifies resource limitations (i.e. information, time, experience)
- Determines when and how much help/assistance is needed
- Accesses current evidence in a timely manner
- Verbalizes productivity standards and identifies barriers to meeting productivity standards
- Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level (builds on preceding level)

- Utilizes effective methods of searching for evidence for practice decisions
- Recognizes own resource contributions
- Shares knowledge and collaborates with staff to utilize best current evidence
- Discusses and implements strategies for meeting productivity standards
- Identifies need for and seeks referrals to other disciplines

Entry Level (builds on preceding levels)

- Uses current best evidence
- Collaborates with members of the team to maximize the impact of treatment available
- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- Gathers data and effectively interprets and assimilates the data to determine plan of care
- Utilizes community resources in discharge planning
- Adjusts plans, schedule etc. as patient needs and circumstances dictate
- Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post-Entry Level (builds on preceding levels)

- Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- Applies best evidence considering available resources and constraints
- Organizes and prioritizes effectively
- Prioritizes multiple demands and situations that arise on a given day
- Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. STRESS MANAGEMENT

Behavioral Criteria

Beginning Level

- Recognizes own stressors
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Intermediate Level (builds on preceding level)

- Actively employs stress management techniques
- Reconciles inconsistencies in the educational process
- Maintains balance between professional and personal life
- Accepts constructive feedback and clarifies expectations
- Establishes outlets to cope with stressors

Entry Level (builds on preceding levels)

- Demonstrates appropriate affective responses in all situations
- Responds calmly to urgent situations with reflection and debriefing as needed
- Prioritizes multiple commitments
- Reconciles inconsistencies within professional, personal and work/life environments
- Demonstrates ability to defuse potential stressors with self and others

Post-Entry Level (builds on preceding levels)

- Recognizes when problems are unsolvable
- Assists others in recognizing and managing stressors
- Demonstrates preventative approach to stress management
- Establishes support networks for self and others
- Offers solutions to the reduction of stress
- Models work/life balance through health/wellness behaviors in professional and personal life

10. COMMITMENT TO LEARNING

Behavioral Criteria

Beginning Level

- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Identifies own learning needs based on previous experiences
- Welcomes and/or seeks new learning opportunities
- Seeks out professional literature
- Plans and presents an in-service, research or cases studies

Intermediate Level (builds on preceding level)

- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice

Entry Level (builds on preceding levels)

- Respectfully questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other health professionals and physical therapists for treatment ideas

Post-Entry Level (builds on preceding levels)

- Acts as a mentor not only to other PT's, but to other health professionals
- Utilizes mentors who have knowledge available to them
- Continues to seek and review relevant literature
- Works towards clinical specialty certifications
- Seeks specialty training
- Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- Pursues participation in clinical education as an educational opportunity

APPENDIX B: PROGRAM CONTACTS AND CURRICULUM SUMMARY

1. Core Faculty and Staff Office Map and Phone Numbers
2. Curriculum Summary Table

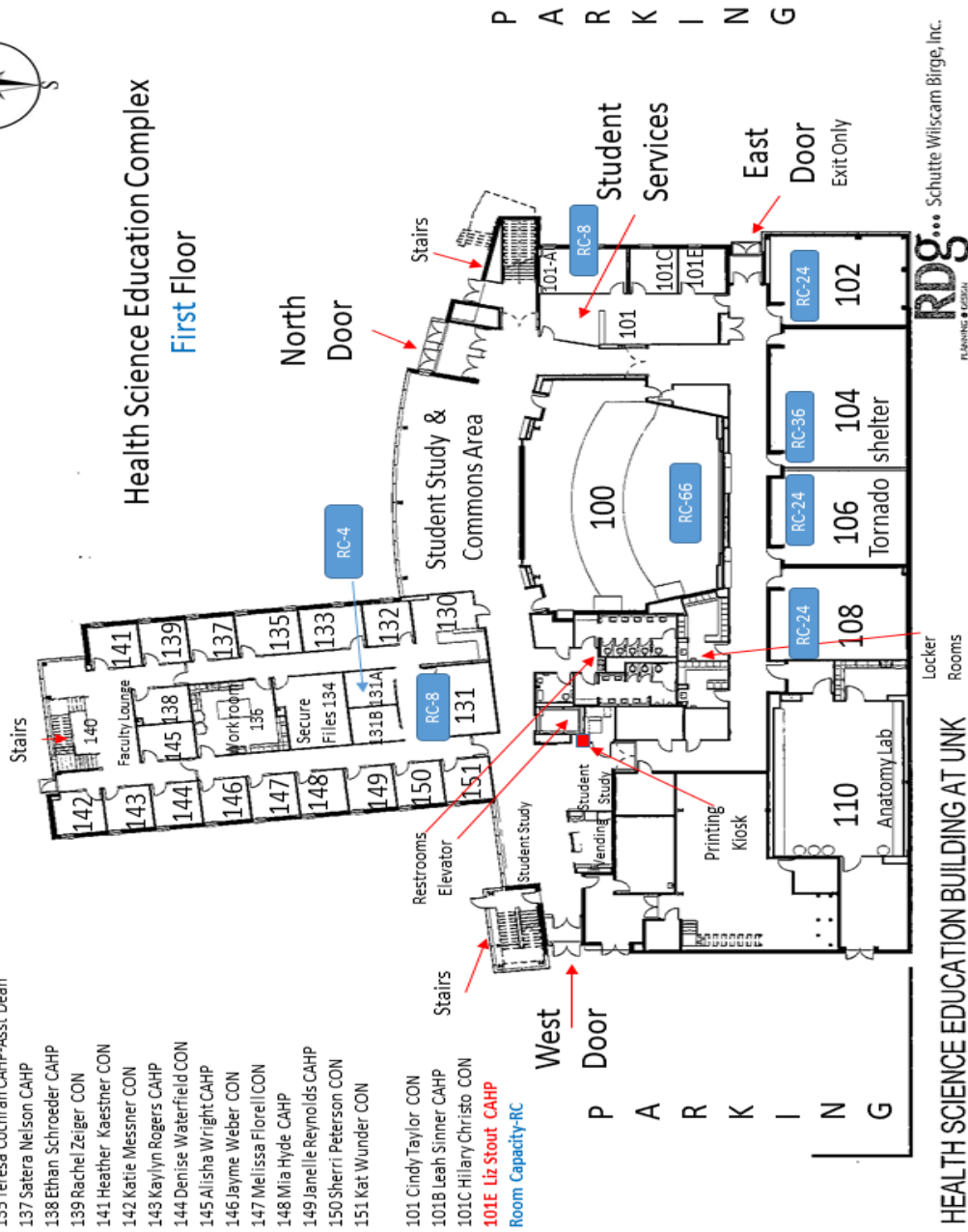
Physical Therapy Program Offices | Bennett Hall, Omaha

<p>Sara Bills, PT, DPT, GCS Assistant Professor 559-4217 <i>BTH 3014R</i></p>		<p align="center">Program Work Area</p>	
<p>Joseph Siu, PhD Associate Professor & GHOP Director 559-8464 <i>BTH 3014P</i></p>			
<p>Dawn Venema, PT, PhD Associate Professor 559-6598 <i>BTH 3014N</i></p>			
<p>Kathleen Volkman, PT, MS, NCS Associate Professor 559-5014 <i>BTH 3014M</i></p>			<p>Grace Johnson, PT, DPT, MS, OCS Assistant Professor 559-8179 <i>BTH 3014E</i></p>
<p>Marcela Williams, BHM Department Operations Manager 559-8836 <i>BTH 3014L</i></p>			<p>Kaitlyn Uwazurike, PT, DPT Assistant Professor 552-3096 <i>BTH 3014D</i></p>
<p>Work Room</p>			<p>Michael Rosenthal, PT, DSc, ATC Associate Professor 559-8172 <i>BTH 3014C</i></p>
<p align="right"><i>BTH 3014J</i></p>		<p align="center"><i>Reception Area</i> BTH 3014H</p>	<p>Mary Wood, AS Office Associate II 559-4321 <i>BTH 3014B</i></p>
<p>Megan Krenzer, BA Associate Education Program Coordinator 559-4259 <i>BTH 3013M</i></p>		<p align="center">Physical Therapy Education Faculty-Kearney Health Science Education Center (HSEC)</p> <p>Teresa Cochran, PT, DPT, MA, GCS, FNAP Assistant Dean at HSEC</p> <p>Stacie Christensen, PT, DPT, NCS Assistant Professor</p> <p>Kellie Gossman, PT, DPT, CLT, PCS Assistant Professor</p> <p>Tessa Wells, PT, DPT, CEEAA, GCS Assistant Professor Assistant Director of Clinical Education</p>	
<p>Nikki Sleddens, PT, ABD CEEAA Director of Clinical Education & Assistant Professor 559-4625 <i>BTH 3013L</i></p>			
<p>Michelle Hawkins, MS Clinical Education Associate 559-8173 <i>BTH 3013K</i></p>			
<p>Michael Wellsandt, PT, DPT, OCS Assistant Professor 559-5052 <i>BTH 3013J</i></p>			
<p align="right"><i>BTH 3013H</i></p>			
<p>Pat Hageman, PT, PhD, FAPTA Professor 559-1967 <i>BTH 3013F</i></p>			
<p>Elizabeth Wellsandt, PT, DPT, PhD, OCS Associate Professor 559-4309 <i>BTH 3013E</i></p>			
<p>Megan Frazee, PT, DPT, OCS, MTC Assistant Professor 559-1271 <i>BTH 3013D</i></p>			
<p>Betsy Becker, PT, DPT, PhD, CLT-LANA Associate Professor Program Director & Department Chair, 559-5053 <i>BTH 3013C</i></p>			
<p align="right"><i>BTH 3013B</i></p>			



Health Science Education Complex First Floor

- Office Assignments-First Floor**
- 130 Receptionist- Cyndie Talarico CAHP
 - 132 Gloria Geiselman CON
 - 133 Cathrin Carrithers CON-Asst Dean
 - 135 Teresa Cochran CAHP-Asst Dean
 - 137 Satera Nelson CAHP
 - 138 Ethan Schroeder CAHP
 - 139 Rachel Zeiger CON
 - 141 Heather Kaestner CON
 - 142 Katie Messner CON
 - 143 Kaylyn Rogers CAHP
 - 144 Denise Waterfield CON
 - 145 Alisha Wright CAHP
 - 146 Jayme Weber CON
 - 147 Melissa Florell CON
 - 148 Mia Hyde CAHP
 - 149 Janelle Reynolds CAHP
 - 150 Sherri Peterson CON
 - 151 Kat Wunder CON



RDG... Schutte Wilscam Birge, Inc.



HEALTH SCIENCE EDUCATION BUILDING AT UNK

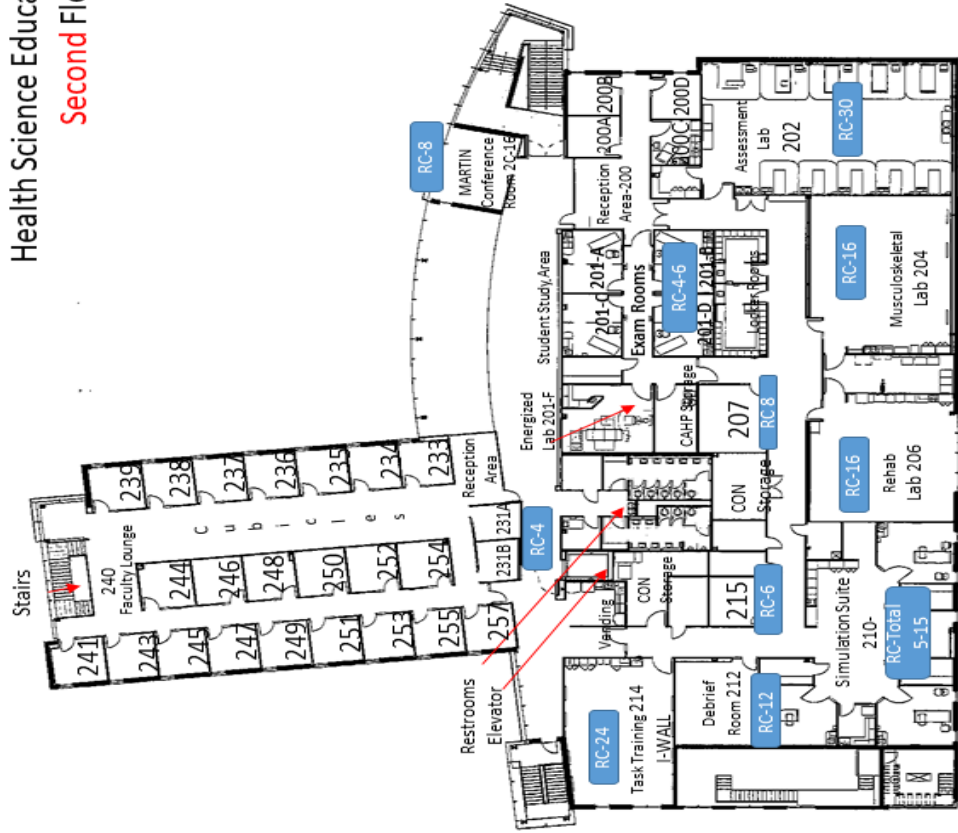
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West Center Building →

Health Science Education Complex Second Floor

Office Assignments-Second Floor

- 233 Jill Reed CON
- 234 Nancy Stuart CON
- 235 Ellie Miller CAHP
- 236 Lea Lambing CAHP
- 237 Shelly Amsberry CON
- 238 Steph Burge CON
- 239 Carol Wahl CON
- 241 Michelle Ellermeier CON
- 243 Mary Girard CON
- 244 Tiffany Eggleston CON
- 245 Kami Loeffelholz CON
- 246 Judy Moore CON
- 247 Pamela Dickey CAHP
- 248 CON
- 249 Tessa Wells CAHP
- 250 Stacie Christensen CAHP
- 251 Kellie Gossman CAHP
- 252 Leah Stadel CAHP
- 253 Douglass Haas CON
- 254 **BECHN Office**
- 255 Sarah Dillon CON
- 257 Chris Jackson CAHP/CON



- 200A Evan Paitz CON/CAHP
- 200B Diane Feldman CON
- 200D Alex Schultz CON/CAHP
- Cubicle#6 Molly Dixon CAHP

Room Capacity-RC

Cubicles: # 1 thru 8
GA's & Guests

UNMC Physical Therapy Program

DPT Program Outline

YEAR 1 (49 credit hours)

Semester 1 (Fall)	Course (planned course coordinator)	Credit Hours
CIP 606	Physiology: Boesen	6
PHYT 574	Human Anatomy: Nelson	5
PHYT 502	Human Movement 1: Gossman	4
PHYT 560	Seminar 1: Uwazurike	1

Total: 16

Semester 2 (Spring)

NURS 605	Advanced Pathophysiology: Black	4
PHYT 500	Clinical Education 1: Sleddens	2
PHYT 505	Human Movement 2: Johnson	4
PHYT 512	Neuroscience Foundations: Volkman	3
PHYT 523	Psychosocial Aspects of Healthcare 1: Wells	2
PHYT 561	Seminar 2: Cochran	1
PHYT 575	Clinical Anatomy of Thorax/Abdomen/Perineum: Uwazurike	2
PHYT 640	Critical Inquiry: Venema	3

Total: 21

Semester 3 (Summer)

PHYT 509	Human Movement 3: Rosenthal	4
PHYT 510	Physical Agents: Uwazurike	3
PHYT 562	Seminar 3: Bills	1
PHYT 604	Musculoskeletal Physical Therapy 1: Johnson	2
PHYT 622	Practice Management for Physical Therapists 1: Hageman	2

Total: 12

YEAR 2 (45 credit hours)

Semester 4 (Fall)

PHAR 570	Pharmacology for Health Professionals: Oldenburg	3
PHYT 600	Clinical Education 2: Sleddens	6
PHYT 605	Musculoskeletal Physical Therapy 2: Johnson	2
PHYT 610	Cardiopulmonary and Integumentary Physical Therapy 1: Bills	3
PHYT 616	Neuromuscular Physical Therapy 1: Christensen	3
PHYT 623	Psychosocial Aspects of Healthcare 2: Volkman	2

Total: 19

Semester 5 (Spring)

PHYT 606	Musculoskeletal Physical Therapy 3: Frazee	4
PHYT 611	Cardiopulmonary and Integumentary Physical Therapy 2: Bills	2
PHYT 612	Pediatric Physical Therapy: Gossman	3
PHYT 617	Neuromuscular Physical Therapy 2: Volkman	4
PHYT 624	Orthotics and Prosthetics: Christensen	3
PHYT 660	Seminar 4: Johnson	1
PHYT 727	Fundamentals of Imaging for the Physical Therapist: Rosenthal	1

Total: 18

Semester 6 (Summer)

PHYT 601	Clinical Education 3: Sleddens	8
PHYT 742	<i>Special Topics in Physical Therapy Elective</i>	1

Total: 8

YEAR 3 (29 credit hours)

Semester 7 (Fall)

PHYT 700	Clinical Education 4: Sleddens	8
PHYT 720	Differential Screening for Physical Therapists: Rosenthal	2
PHYT 722	Practice Management for Physical Therapists 2: Hageman	2
PHYT 730	Health Promotion and Policy: Wells	3
PHYT 760	Seminar 5: Venema	2

Total: 17

Semester 8 (Spring)

PHYT 701	Clinical Education 5: Sleddens	10
PHYT 723	Practice Management for Physical Therapists 3: Hageman	1
PHYT 743	<i>Advanced Clinical Topics in Health & Rehabilitation Sciences Elective</i>	1

Total: 12

**APPENDIX C: SUN-APTA
CONSTITUTION AND BYLAWS
Physical Therapy Program
College of Allied Health Professions
University of Nebraska Medical Center Omaha, Nebraska**

In reviewing various constitutions, the relative inflexibility and constitutional minutiae are obvious. This constitution for the Physical Therapy Student Organization hopes to evade these problems by excluding this from its governing laws and thereby permit the student organization to function in a broader area and yet not maintain the authoritarian stature that the other constitutions portray. Changing methods of administration, changes in student attitudes and changes in the very nature of campus organizations necessitate this kind of constitution.

It is hoped that all members, present and future, will recognize the flexibility of this constitution and use it to full advantage for its stated purpose.

Amended:
June 1980
May 1983
October 1985
April 1990
March 1992
April 1992
October 1993
March 1995
October 1995
February 1998
September 2005
September 2019

SUN-APTA CONSTITUTION AND BYLAWS

ARTICLE I

Name

The name of this organization shall be the Students of the University of Nebraska - American Physical Therapy Association (SUN-APTA).

ARTICLE II

Mission

SUN-APTA is a collective body of student physical therapists at the University of Nebraska Medical Center (UNMC) whose mission is to:

1. Develop relationships between members, clinicians, and other healthcare professionals
2. Prepare members for career-long, active participation, in professional organizations
3. Promote the profession of physical therapy in coordination with the NPTA and APTA
4. Provide educational and professional development opportunities directed toward the unique needs of students
5. Perform service to positively impact the lives of people in the community

ARTICLE III

Membership

All students who are enrolled in the program of Physical Therapy of the Physical Therapy Program at the University of Nebraska College of Medicine and are student members of the APTA.

ARTICLE IV

Officers and Elected Officials

Officers of the organization shall be President, Vice President, Secretary, and Treasurers. Other elected officials of the Executive Committee shall include Alumni Association Liaison, Student Representatives to the Nebraska Student Special Interest Group (NSSIG), Student Liaison to the National Student Assembly, and Chairs of the standing committees listed below. Executive Committee members who are not elected by SUN-APTA shall include Student Senate

Representative(s), SHARING Clinic Representatives, and Joint Effort Co-Chairs. All the above officers and other elected/non-elected officials are to be considered voting members of the executive committee.

Duties of officers:

1. President: presides at executive meetings and SUN-APTA meetings. Duties include formation of emergency committees.
2. Vice President: presides in the absence of the President. Duties include planning the annual career fair.
3. Secretary: records minutes of both executive and SUN-APTA meetings, maintains electronic communication to membership, and updates SUN-APTA as needed.
4. Treasurer: is in charge of the treasury and budget.

Duties of other elected officials:

1. Student Senate Representatives: attend senate meetings as a representative of SUN-APTA.
2. Student Representatives to the Nebraska Student Special Interest Group (NSSIG): represent SUN-APTA in meetings of NSSIG and keep the organization informed of NSSIG sponsored events.
3. Student Liaison to the National Student Assembly: may represent SUN-APTA to National Student Assembly; responsible for keeping organization updated on current PT issues/issues affecting PT students.
4. Alumni Association Liaison: Represent SUN-APTA to UNMCAA CAHP Alumni Engagement Council; responsible for keeping organization updated on current Alumni Association issues.
5. SHARING Representative: speak on behalf of the SHARING clinic and be a liaison for important news updates and volunteer opportunities.

ARTICLE V.A

Elections

Term of office shall be one year. Members of the PT 2 class will be eligible for election as "officers" (Pres., Vice Pres., Sec., Treas.). Members of both the PT 1 and PT 2 classes will be eligible for election as the following "other elected officials": Student Senate Representative, Student Representatives to the Nebraska Student Special Interest Group (NSSIG), Student Liaison to the National Student Assembly. A majority vote of those members present is required for election. All "officers" will be elected no later than the end of the spring semester. "Other elected officials and Chairs of standing committees" will be elected no later than November 1st.

ARTICLE V.B

"Officers" Term

Outgoing "officers" will serve in an advisory capacity for the newly elected "officers" from spring elections until the PT2 class returns from clinical rotations in October. A strategic planning meeting between the outgoing and newly elected "officers" will happen no later than the 1st week

of May.

ARTICLE VI

Standing committees

Joint Campuses:

EXECUTIVE: Comprised of the officers and other elected officials of SUN-APTA. Oversees activities of other committees in conjunction with the aforementioned responsibilities.

The executive position of treasurer will have individual representatives on the respective campuses.

Omaha:

PHILANTHROPY: Organizes new and existing projects for the purpose of contributing time, talents, and financial support to community, state, and national organizations with a charitable cause as a means of increasing the public recognition and awareness of physical therapy and the APTA.

SOCIAL: Organizes new and existing social events for the members.

ALUMNI/PUBLIC RELATIONS: Promotes physical therapy within the community by coordinating and participating in activities including but not limited to: high school visits, health fairs, campus visits, interdisciplinary lectures and Physical Therapy Month. Responsible for creating, posting, and maintaining the SUN-APTA social medial accounts, in accordance with UNMC social media policies. Serves as a liaison for prospective community patients and students in the physical therapy program. Helps with other activities as deemed necessary.

EDUCATION COORDINATOR: Organizes guest speakers, coordinates chapter education in Robert's Rules, and increases available resources (technological/teaching aids) to foster the continuing education and professional growth of SUN-APTA members in the field of Physical Therapy.

Kearney:

PHILANTHROPY: Organizes new and existing projects for the purpose of contributing time, talents, and financial support to community, state, and national organizations with a charitable cause as a means of increasing the public recognition and awareness of physical therapy and the APTA.

SOCIAL: Organizes new and existing social events for the members.

EDUCATION COORDINATOR: Organizes guest speakers, coordinates chapter education in Robert's Rules, and increases available resources (technological/teaching aids) to foster the continuing education and professional growth of SUN-APTA members in the field of Physical Therapy.

ARTICLE VII

Advisor

The SUN-APTA shall have as its advisor a faculty member designated by the Director of the Division of Physical Therapy Education. Additionally, a Division of Physical Therapy Education staff member will serve as a technical advisor for many of the projects.

ARTICLE VIII

Meetings

The first meeting shall be before the end of the second week of the fall semester of the academic year. Subsequent meetings shall be at least monthly with the time and place arranged. The President may call emergency meetings when necessary and may cancel SUN-APTA meetings that the Executive Committee deems unnecessary.

ARTICLE IX

Parliamentary Procedure

Robert's Rules of Order shall be followed in all meetings of the SUN-APTA.

ARTICLE X

Quorum

A majority of SUN-APTA members from all three classes must be present to constitute a quorum. During such period of time that the PT 2 and/or PT 3 members of the SUN-APTA are on affiliations, a majority of the remaining class members shall constitute a quorum should matters of major importance require immediate attention. A mail/electronic vote of the PT 2 and/or PT 3 members may be required at the discretion of the officers and advisors.

Two thirds (2/3) of the Executive Committee will constitute a quorum.

ARTICLE XI

Amendments

Any amendments to this constitution must be approved by two-thirds of the members of the SUN-APTA. All amendments must be approved and discussed two weeks prior to voting and final acceptance.

ARTICLE XII

Fiscal

A base dollar amount will be kept in the SUN-APTA treasury at the end of the academic school year. The amount will be determined by the Executive Committee and passed by majority vote of the members of the SUN-APTA. This base should be to the amount that would cover expenditures for the upcoming school year.

ARTICLE XIII

Bylaw Revision

The SUN-APTA bylaws will be reviewed annually and no later than the 3rd week of the fall semester. Revisions to the bylaws will be made based on need.