



**University of Nebraska
Medical CenterSM**

COLLEGE OF ALLIED HEALTH PROFESSIONS

**DIVISION OF
PHYSICAL THERAPY
EDUCATION**

**STUDENT HANDBOOK
2018-2019**

DATE: July, 2018

TO: Physical Therapy Students

FROM: The Division of Physical Therapy Education

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 Division 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 this Division of Physical Therapy Education Student Handbook.

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

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PROGRAM OVERVIEW

Program History

The Division of Physical Therapy Education is organizationally located within the College of Allied Health Professions of the University of Nebraska Medical Center (UNMC). It 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 DPT curriculum requires completion of a minimum of 123 semester hours, including 34 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.

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Mission

The mission of the Division of Physical Therapy Education at the University of Nebraska Medical Center is to improve the health of Nebraska by:

- Preparing physical therapists and other healthcare professionals to deliver evidence-based, patient-centered care as members of an interprofessional team.
- Conducting scholarly activities that contribute to the evidence and influence change in clinical and educational practice.
- Providing professional service including outreach to underserved populations.

The mission of the Division 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 Division of Physical Therapy Education 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;
- 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).

Expected Student/Graduate Outcomes

The seven (7) student outcomes expected at the completion of the program are listed below. Upon completion of the entry-level program, the graduate will be able to:

1. Demonstrate the ability to competently apply the International Classification of Functioning, Disability and Health Enablement and Patient/Client Management models in the delivery of physical therapy services.
2. Function competently in the major practice areas (musculoskeletal, neurological, cardiopulmonary and integumentary) for readiness to practice in variety of physical therapy settings upon entry into practice.
3. Provide culturally competent physical therapy services for prevention, health promotion, fitness and wellness to individuals, groups, and communities.
4. Demonstrate ability to provide appropriate patient-centered care, interpreted as practicing ethically and professionally, with cultural competence/sensitivity, with age specific competencies, cost effectively and safely.
5. Demonstrate effectiveness while working as a member of an interprofessional team by demonstrating the following characteristics: flexibility and adaptability, effective interpersonal relationships and communication, self-direction and responsibility, dependability/reliability, initiative and cooperation, giving and receiving constructive criticism.
6. Demonstrate ability to critically evaluate and apply evidence as the basis for physical therapy practice.
7. Demonstrate commitment to professional development and service by involvement and willingness to participate in professional activities outside the work environment and to maintain competency.

Program Summary

Specific to its graduates, the Division of Physical Therapy Education 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 generic abilities 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.

Program Goals

1. Upon completion of the entry-level DPT program, the students/graduates will be successfully prepared for entry-level employment as licensed physical therapists.
2. Upon completion of the entry-level program, the students/graduates will be prepared to successfully provide evidence-based, patient-centered care as members of an interprofessional team.
3. Upon completion of the entry-level DPT program, the students/graduates will demonstrate commitment to professional development and service, including outreach to underserved populations.
4. The faculty will conduct scholarly activities that contribute to the evidence and influence change in clinical and educational practice.
5. The faculty will participate in a variety of professional service activities consistent with the expectations of faculty within the College of Allied Health Professions (CAHP) and University.
6. The program provides 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 competently apply the International Classification of Functioning, Disability and Health Enablement (ICFDH) and Patient/Client Management models in the delivery of physical therapy services.**

Outcomes:

- 1.1 The mean score of a class of graduates will be equal to or exceed 95% of the national average scores on the Federation of State Boards in Physical Therapy licensure examination in each of the Content Areas/System Specifications (e.g. Exam, Eval, Diff diagnosis, Interventions).
- 1.2 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area. [See Division survey items 2.1 to 2.6]
- 1.3 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area. [See Division survey items 2.1 to 2.6]

2. Function competently in the four major practice areas (musculoskeletal, neurological, cardiopulmonary and integumentary) for readiness to practice in variety of physical therapy settings upon entry into practice.

Outcomes:

- 2.1 The mean score of a of a class of graduates will be equal to or exceed 95% of the national average scores on the Federation of State Boards in Physical Therapy licensure examination in each of the Content Areas/System Specifications (e.g. musculoskeletal, neurological, cardiopulmonary and other systems).
- 2.2 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area. [See Division survey items 3.1 to 3.4 and 4.1 to 4.4]
- 2.3 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area. [See Division survey items 3.1 to 3.4 and 4.1 to 4.4]

3. Provide appropriate physical therapy services for prevention, health promotion, fitness and wellness to individuals, groups, and communities.

Outcomes:

- 3.1 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area. [See Division survey items 5.2 and 5.3]
- 3.2 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area. [See Division survey items 5.2 and 5.3]
- 3.3 90% of students will receive entry-level scores on the PHYT 752 CPI. [CPI Item #13 Procedural Interventions and #14 Educational Interventions]

4. Demonstrate the ability to provide appropriate patient-centered care (practicing ethically and professionally, with cultural competence/sensitivity, with age specific competencies, cost effectively and safely).

Outcomes:

- 4.1 85% or more of students at exit interview indicate that they met immediate practice requirements in this area. [See Division Survey items 1.1, 2.4 and 5.1]
- 4.2 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area. [See CAHP survey item 2]
- 4.3 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area. [See CAHP survey items 2]
- 4.4 90% of students will receive entry-level scores on the PHYT 752 CPI. [CPI Item #5 Cultural Competency, #12 plan-of-care safety and patient-centered]

5. Demonstrate effectiveness while working as a member of an interprofessional team (flexibility and adaptability, effective interpersonal relationships and communication, self-direction and responsibility, dependability/reliability, initiative and cooperation, gives and receives constructive criticism).

Outcomes:

- 5.1 85% or more of students at exit interview indicate that they met immediate practice requirements in this area. [See Division Survey items 1.2, 2.3 and 2.5]
- 5.2 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area. [See CAHP survey items 3, 4]
- 5.3 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area. [See CAHP survey items 3, 4]
- 5.4 90% of students will receive entry-level scores on the PHYT 752 CPI. [CPI Item #4 Communication]

6. Demonstrate the ability to critically evaluate and apply evidence as the basis for physical therapy practice (critically review published literature, utilize clinical research, use information technology).

Outcomes:

- 6.1 85% or more of students at exit interview indicate that they met immediate practice requirements in this area. [See Division Survey item 1.3]
- 6.2 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area. [See CAHP survey item 8]
- 6.3 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area. [See CAHP survey item 8]
- 6.4. 90% of students will receive entry-level scores on the PHYT 752 CPI [CPI Item #7 clinical reasoning]

7. Demonstrate commitment to professional development and service, including outreach to underserved populations.

Outcomes:

- 7.1 100% of students will receive a pass score in PHYT 750 Clinical Education IV for participation in community service and attendance at professional meetings.
- 7.2 80% or more of graduate respondents surveyed 1-year post-graduation indicate that they met immediate practice requirements in this area, by involvement/willingness to participate in professional activities outside the work environment and to maintain competency. [See CAHP survey item 5]
- 7.3. 80% or more of employer respondents surveyed 1-year post-graduation indicate that graduates met immediate practice requirements in this area, by involvement/willingness to participate in professional activities outside the work environment and to maintain competency. [See CAHP survey item 5]

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 Division of Physical Therapy Education 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), Division of Physical Therapy Education and clinical site policies and procedures
- have a personal computing device for exam taking which is compatible with the specified exam software

Graduation

In order to graduate, students must meet the following requirements:

- Receive grades of "C-" or better in all courses within the curriculum and maintain an overall grade point average (GPA) of 2.33 or better at the time of graduation.
- Pass all laboratory practical exams and clinical education experiences
- Document attendance for required professional meetings
- Document participation in community service activity
- 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 and adjunct/associated faculty.

Core academic faculty have primary appointments in the Division of Physical Therapy Education, 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**, our **adjunct faculty** and **associated faculty**.

Staff

In addition to other assigned responsibilities within the College of Allied Health Professions, our staff assist the Physical Therapy Education program in the following ways:

Division of Physical Therapy Education staff

Kerissa Hanson, *Education Program Coordinator*, assists the Program Director by coordinating the day-to-day activities needed to ensure the smooth operation of the Division of Physical Therapy Education. This includes support for accreditation, admissions and recruitment, curriculum development and delivery, 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.

Patti Jones, *Office Associate*, is the first point of contact for student inquiries and directs them to the appropriate faculty or staff member, and provides support for the Division of Physical Therapy Education and its faculty members.

Mary Wood, *Office Associate*, coordinates the master schedule and booklists, keeps records of current student information, assists faculty members with a variety of tasks, including ExamSoft, and assists the other office associate.

Additional College of Allied Health Professions staff

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.

Diane Landon, *CAHP Academic and Student Affairs Specialist*, is responsible for coordinating recruitment, orientation, PT Education admissions, student affairs, and record keeping for students in the CAHP.

Liz Stout, *Education Program and Admissions Coordinator, Kearney campus*, works with Academic 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.

Cyndie Talarico, *Office Associate, Kearney campus*, supports all of the programs offered on the Kearney Campus.

ACADEMIC CALENDAR

Please go to: <https://www.unmc.edu/student-services/academic-records/2018-2019-academic-calendar.pdf>

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 Performance Evaluation Committee and may be cause for dismissal.

Minimum Grade Requirements

To make satisfactory academic progress within the Division of Physical Therapy Education, students must:

- receive a passing grade of "C-" or better or "PASS" in all courses required in the physical therapy curriculum, regardless of the Division, school, or college offering the course;
- maintain an overall grade point average (GPA) of 2.33 (C+) or better in each semester of the program and cumulatively throughout the curriculum (See Evaluation 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. 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](#)). 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.

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 *Generic Abilities* as specified in Appendix A.

Safety Standards

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

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 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 personal computing device 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.”
- Not leave the examination room (e.g., to take a bathroom break) while the examination is in progress.

Laboratory Examinations

For laboratory practical examinations, students are evaluated on a scale of "PASS" or "NO PASS" 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 practical examination. Missing a scheduled practical for any reason will be counted as one “NO PASS.” 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 practical exams, a student must pass the lab practical exam(s) in order to pass the course. Students are allowed three attempts to pass a lab practical exam. Lab practical exams 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 practical exam for the third time, and passed it, prior to the beginning of the subsequent semester.

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 Performance Instrument (CPI).

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), and the *Generic Abilities* outlined in Appendix A.

Grading Scale

Letter grades are assigned based on the student's academic performance and according to Division guidelines. Guidelines may vary between or within divisions. The majority of courses offered through the Division of Physical Therapy Education with a "PHYT" prefix will be graded according to the scale listed below; however, the Course Coordinators/Instructors have autonomy to publish their own scales.

Grading Scale:	A+ = 97.00-100.00	C+ = 77.00-79.99
	A = 93.00-96.99	C = 73.00-76.99
	A- = 90.00-92.99	C- = 70.00-72.99
	B+ = 87.00-89.99	D+ = 67.00-69.99
	B = 83.00-86.99	D = 63.00-66.99
	B- = 80.00-82.99	D- = 60.00-62.99
		F = 00.00-59.99

The grade earned in each course is determined by the course instructor. Appropriate methods of evaluation may include written, oral and/or practical examinations, 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 grade points assigned to letter grades are:

Grade	Grade Points	Grade	Grade Points
A+ (optional) ..	4.0	C	2.0
A	4.0	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1.0
B	3.0	D-	0.67
B-	2.67	F	0.00
C+	2.33	I	not used in calculation of GPA

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 all 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](#).

Scholarship Selection Process

Scholarship selection and awards are determined by the Division of Physical Therapy Scholarship Committee with approval from the Program Director. The philosophy of the Physical Therapy Scholarship Committee is to assist as many students as possible. Factors that are considered during selection of scholarship recipients include academic achievement, financial need, leadership, extra-curricular activities and outside funding assistance. The selection process typically occurs in mid-June, after the spring semester grades have been recorded.

Grade of Incomplete

Students may receive a grade of "Incomplete" for a course in which, due to extenuating circumstances, the student is unable to complete and submit required course assignments or obligations by the completion of the semester, but in which progress has been satisfactory. A grade of "Incomplete" cannot be used to remediate failing performance. A student who requests a grade of "Incomplete" must receive approval from the course instructor prior to the completion of the semester. The request may be reviewed by the Student Performance Evaluation Committee. If prior approval from the instructor is not obtained, all missing course work will receive a score of zero.

A division issuing a grade of "Incomplete" will indicate by division record, with a copy to the student, how the "Incomplete" is to be removed. A student must remove an "Incomplete" by obtaining a passing grade prior to the beginning of the subsequent semester to which the "Incomplete" was received or the grade will automatically be converted to an "F" (failure). The Student Performance Evaluation Committee may be permitted to make individual exceptions to this rule.

Failing Grades

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 Performance Evaluation Committee to determine a subsequent remediation plan.

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 division/department in which the failed course was originally offered and approved by the Student Performance Evaluation Committee.

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. Please refer to the [CAHP Student Handbook](#) for more information.

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.

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 designed by the Student Performance Evaluation Committee (SPEC) and approved by the Director. If the remediation plan is not successfully completed in the specified time frame, the student may be subject to the potential for further actions as determined by SPEC and approved by the Director.

Required Leave of Absence

A leave of absence may be requested by a student or may be required by the Director on the recommendation of SPEC. A required leave of absence halts 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 curriculum the following academic year at the start of the semester following the last semester successfully completed by the student or 2) under conditions determined by SPEC.

At the time a required leave of absence is imposed, SPEC may recommend or require that the student 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 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. For information regarding the student's responsibilities for notifying University and College officials of their leave and their return, please see the CAHP Student Handbook.

Students who are placed on a required leave of absence are responsible for notifying, in writing, the Director of Physical Therapy Education 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.

Termination of Enrollment and Dismissal

Dismissal is a final status mandated by the Program for unsatisfactory academic performance including infractions such as a breach of academic integrity. If dismissed, the student should refer to the CAHP Student Handbook 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 Performance Evaluation Committee (SPEC)

The Student Performance Evaluation Committee (SPEC) is a standing committee of the Division of Physical Therapy Education. It has the responsibility for evaluating student academic and professional performance and making recommendations for action to the Director.

The committee consists of several permanent members, the Associate Director(s), and the Director of Clinical Education and a minimum of two additional core faculty members appointed by the Director. Faculty members can be appointed to successive terms. One member will be appointed by the Director as committee chairperson.

Appearance before the Student Performance Evaluation Committee

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 Student Performance Evaluation Committee.

All student appearances before the SPEC 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 Manual on the Clinical Education Resources web page. (<http://www.unmc.edu/alliedhealth/education/pt/clin-ed.html>) The Clinical Education Manual is also posted in Canvas with Clinical Education courses.

ADMINISTRATIVE POLICIES AND PROCEDURES

Admissions Deferral Policy

The Division of Physical Therapy Education 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 Education 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 February 1 of the year they will enter the program.

Under no circumstances will deferrals be granted for more than one academic year. Only one deferral will be allowed. Students who are granted a deferral but are unable to matriculate the following year must seek re-admission to the program through the standard admissions process.

Student Affairs

Accommodations for Students with Disabilities

Students enrolled in the DPT program are expected to meet the Essential Functions set forth by the UNMC Division of Physical Therapy Education in order to be eligible for graduation.

If you have a learning or physical disability and require accommodations, please contact the Services for Students with Disabilities, located in the Counseling and Student Development 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, please see:

<http://www.unmc.edu/alliedhealth/education/pt/admission/essential.html>

Faculty Advisors

One to two faculty advisors are assigned to each first-year student. Advisors serve as contacts for student questions or concerns. First-year students meet at least twice with their advisors during semester one of the program to review academic progress.

After year one, students may continue to seek the assistance of their initially assigned faculty advisors or seek out any faculty member(s) for ongoing advising.

Student Attendance Policy (see also Clinical Education attendance policy)

Regular attendance for all required classes, laboratory experiences and clinical education experiences is considered by the Division's faculty to be an important indicator of professional behavior (see Generic Abilities 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 manual and physical skill development. Some course work, particularly laboratory work, is structured based on the expected attendance of all students. Because of the importance of regular attendance, Physical Therapy Students are expected to attend and participate in all scheduled classes in the curriculum.

In the event that a student must miss a class, that student is required to contact the main Physical Therapy Education office (pteducation@unmc.edu or 402-559-4259) with a message as to which class or classes she/he will miss and a reason for the absence.

If the faculty perceive that a student has absences and fails to inform the office, or if a student is chronically absent, that student will be asked to meet with the Student Performance Evaluation Committee.

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 Division of Physical Therapy Education 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. This includes, but is not limited to, annual testing for tuberculosis.

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/>
- Under “Training and Certification,” click on “my requirements”
- 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.

Requirements include, but are not necessarily limited to:

- Blood borne pathogen and Tuberculosis training
- HIPPA training
- Privacy, Confidentiality and Information Security - UNMC Policy 6045
- Safety Competency Assessment

BLS (Basic Life Support for the Healthcare Provider) Certification

All students are required to demonstrate proof of BLS for the Healthcare Provider 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 Graduation Ceremony

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

Division Convocation and CAHP Hooding Convocation Ceremony

Graduating students are strongly encouraged to attend the Division Convocation Ceremony during graduation week and the CAHP Hooding Convocation Ceremony which is typically scheduled the day before graduation. Family and friends of the graduating class are invited to attend. In the event that a student cannot attend, the Director of Physical Therapy Education and the Dean of the CAHP should be informed by the student.

Class Pictures

Graduation pictures for the class composite are taken in the Fall semester of the PT 3 year. Each class is requested to contact the Physical Therapy Education Coordinator for procedures for completing the Graduate Class Composite.

Requested Leave of Absence

Students enrolled in the Division of Physical Therapy Education, for exceptional circumstances, may request a leave of absence 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 requested leave of absence by the student that is approved by the Director of Physical Therapy Education 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 resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student.

The student request for a leave of absence must be made in writing and addressed to the Director of Physical Therapy Education. 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.

Requests for a leave of absence from students who are experiencing academic failure, or who are not in good academic standing, for example a student on academic probation, or a student with failing grades on exams or clinical experiences, will be referred to the Student Performance Evaluation Committee. If that committee makes a recommendation to approve a leave of absence, it may require specific actions to be completed by the student as a condition for return to classes at a later date. The Program Director must make the final decision for the leave of absence, pending recommendations from the Student Performance Evaluation Committee.

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 Office of Student Affairs](#), [UNMC Office of Student Services](#) and the [UNMC Office of Financial Aid](#).

Students who have been granted a leave of absence are responsible for notifying the Director of Physical Therapy Education 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.

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.

At the time a leave of absence is granted, the Director and program faculty may recommend or require that the student meet additional conditions (e.g., physician's certification of need for medical leave) or physician documentation of student's limitations, if any, prior to resuming enrollment in the program.

Withdrawal

Withdrawal constitutes a formal action initiated by the student to terminate academic standing within the program. Before requesting a withdrawal the student should refer to the UNMC Student Handbook for information regarding tuition obligations. In addition, the student should visit the CAHP Office of Student Affairs, the UNMC Office of Student Services and the UNMC Financial Aid Office 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 educational program does require occasional evening and/or Saturday classes and events.

Employment within a Physical Therapy Division 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 the University of Nebraska Medical Center.
- 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.

Student Fund-Raising Activities

All physical therapy student fund-raising activities must be pre-approved by the Division of Physical Therapy Education Director or Associate Director. Requests for approval must be submitted in writing on the "Fundraising Approval Form" available from the PT Program Coordinator or the Physical Therapy Education Home Page on the Learning Management System (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 Division of Physical Therapy Education. Logos and wording used on T-shirts and other for-sale items must be approved by the Division of Physical Therapy Education Director and/or the PT Program Specific Coordinator/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 Division of Physical Therapy Education Director prior to hosting a career opportunities fair. A faculty advisor must be present during the event.

Student Travel

Students travelling for required or optional school-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.

Division Operational Policies

Email Communication

All email communication between the program and students shall occur using the UNMC Outlook assigned email addresses. Students are responsible for checking their UNMC email and the Learning Management System (Canvas) on a regular basis.

Recording Lectures

Most lectures will be recorded using the Echo360 system and posted on the Learning Management System (Canvas) for courses in the Division of Physical Therapy Education. 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 lectures.

Class Cancellation Policy

Any official cancellation of UNMC classes (e.g., secondary to inclement weather) will be announced on radio and TV. The instructor at the site of instruction origination will make the decision to cancel a class, and he/she will inform students by calling the first contact on the class "phone tree" listing or by a posting on the class 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 via LiveStream (if available) 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.

If any lecture, lab or exam needs to be rescheduled due to inclement weather, it will be at the discretion of the course coordinator. Rescheduled sessions may occur outside of regular (8:00-5:00) classroom 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. Please reference: <https://info.unmc.edu/it/students/clusters.html> or <http://www.unk.edu/offices/its/services/labs.php>

Student Use of Facility

Telephones and Pagers

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 or audible pagers 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 SLC 1032, SLC 1034, and SLC 1041. 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 559-7254; rooms in HSEC are reserved through the CAHP Administrative Assistant, 865-8324 and other rooms on UNK campus via University Facilities, 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 and adjunct faculty and laboratory assistants within the Division of Physical Therapy Education 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 Therapy Students

The Division of Physical Therapy Education 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 in order to practice in preparation for lab practical exams 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 will be provided education and instruction in the proper use and application of all equipment required for the purposes of patient examination or intervention as a physical therapist. Instruction is provided on the safe and proper use of all equipment required for physical therapy examination and/or intervention, to include but not limited to hi-lo tables and physical agents. 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 practical exams.

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 is coordinated by a Division of Physical Therapy Education Office Associate. All items checked out by a student must be returned before a student will be cleared for graduation.

REQUIREMENTS

All-Class Meetings

In order 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 for CAPTE purposes.

Professional Meetings

The Physical Therapy Education 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 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 Nebraska Physical Therapy Association (NPTA) State meetings, and one District NPTA meeting prior to beginning their terminal clinical internships as a requirement for graduation. Attendance at a national meeting such as Combined Sections of the American Physical Therapy Association (APTA) or attendance at the APTA Student Conclave is encouraged but optional and does not substitute for the state or district meeting requirements. Each student is responsible for providing documentation of his/her attendance during the semester in which the student attended.

Proof of attendance for NPTA State meetings is the continuing education certificate. Proof of attendance for the NPTA District Meeting is a CEU certificate or by Record of Attendance (sign-in sheet at meeting).

The Professional Meeting Form to document profession attendance is posted in Canvas with Clinical Education courses. Both the Professional Meeting Form and the CEU certificate, if applicable, should be turned in to the Clinical Education Associate. Omaha campus students will turn in a hard copy of documentation to folder outside of Clinical Education Associate's office. Kearney campus students will email documentation to Clinical Education Associate.

Community Service

As part of the mission of our program, students are required to participate in a minimum of one, Division-sanctioned community-based service activity (approved by the Program Director, Associate Director, Director of Clinical Education, or SUN-APTA faculty representative). Each student is responsible for providing documentation of his/her participation to the Clinical Education Associate during the semester in which they participated. Proof of participation consists of a signed Professional Meeting Form describing the activity. The Professional Meeting Form is posted in Canvas with Clinical Education courses. Omaha campus students will turn in a hard copy of documentation to folder outside of Clinical Education Associate's office. Kearney campus students will email documentation to Clinical Education Associate

Examples of service activities include, but are not limited to: Sharing clinic, Goodlife clinic, or health fairs sponsored by UNMC student groups. Please consult with any of the faculty listed above for pre-approval if you are unsure concerning whether an activity is acceptable for meeting the requirement.

Computer Minimum System Requirements

All students are required to have a device (laptop computer/tablet) for use in the program. Financial aid is available for students who need it. Contact the UNMC Financial Aid office to request funding for the device requirement. For minimum system requirements, see: www.examssoft.com/unmcah

ORGANIZATIONS

Director's Student Advisory Council

The Director's Advisory Council is a formal mechanism to promote effective communication between the Division of Physical Therapy Education 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 and the Program Director.

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 Division of Physical Therapy Education 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 Division of Physical Therapy Education is required to become 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 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.

SUN-APTA

The Students of the University of Nebraska-American Physical Therapy Association is endorsed by the University of Nebraska. Students must belong to APTA to join SUN-APTA and participate as a member in any of the SUN-APTA activities. Bylaws for SUN-APTA can be found in Appendix D.

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 regarding any aspect of the program or the conduct of one of its faculty/students.

Individuals wishing to voice a complaint or a concern regarding the Division of Physical Therapy Education or its faculty and staff may do so by contacting the Program Director or the Director of Clinical Education at (402) 559-4259.

Individuals wishing to file a formal complaint may 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, 1111 North Fairfax Street, Alexandria, VA 22314-1488; Fax: 703/706-3387; or e-mailed to accreditation@apta.org.

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

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.

**Originally developed by the Physical Therapy Program, U. of Wisconsin-Madison, 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: DIVISION CONTACTS AND CURRICULUM SUMMARY

**Division of Physical Therapy Education
College of Allied Health Professions
University of Nebraska Medical Center
Omaha, Nebraska**

1. Core Faculty and Staff Office Map/Phone Numbers (see following page)
2. Curriculum Summary Table (see following pages)

Physical Therapy Education Offices Bennett Hall

Joe Norman, PT, PhD, CCS Director and Professor BTH 3014R 559-5715				
Joseph Siu, PT, PhD Associate Professor BTH 3014P 559-8464				
Dawn Venema, PT, PhD Assistant Professor BTH 3014N 559-6598				
Kathy Volkman, PT, MS, NCS Associate Professor BTH 3014M 559-5014				
Kerissa Hanson, BA Education Program Coordinator BTH 3014L 559-8836		Copy Room	Grace Johnson, PT, DPT, MS OCS Assistant Professor BTH 3014E 559-8179	
Work Room 3014J			Patti Jones, BA Office Associate BTH 3014H 559-4259	Betsy Becker, PT, DPT, CLT-LANA Assistant Professor BTH 3014D 559-5053
Community Office for visiting faculty, post-doc students, student workers BTH 3013M		Reception Area		Bob Fuchs, PT, MS, ATP, CSCS Associate Professor BTH 3014C 559-8172
Nikki Sleddens, PT, MPT, CEEAA Director of Clin. Ed. & Assistant Professor BTH 3013L 559-4625		<p>▲</p> <p>Entrance to 3014 from Hallway</p>		
Michelle Hawkins, MS Clinical Education Associate BTH 3013K 559-8173				
Chun-Kai Huang, PhD Post-Doctoral Research Associate BTH 3013J 559-5052				
Sara Bills, PT, DPT, GCS Assistant Professor BTH 3013H 559-4217				
Pat Hageman, PT, PhD Professor BTH 3013F 559-1967				
Elizabeth Wellsandt, PT, DPT, PhD, OCS Assistant Professor BTH 3013E 559-4309				
Megan Frazee, PT, DPT, OCS, MTC Assistant Professor BTH 3013D 559-1271				
BTH 3013C 559-8913				



Health Science Education Complex First Floor

- Office Assignments
- 130 Receptionist
 - 132 CON Gloria Geiselman
 - 133 CON Cathrin Carithers
 - 135 CAHP
 - 137 CAHP
 - 138 CAHP Cynthia Talario, AA**
 - 139 CON Stacy Werner
 - 141 CON
 - 142 CON Beth Atwood
 - 143 CAHP Kaylyn Rogers
 - 144 CON Diana Hines
 - 145 CAHP
 - 146 CON Denise Waibel-Ryceck
 - 147 CON Patty Ealy
 - 148 CAHP Mia Hyde
 - 149 CAHP Jannelle Reynolds
 - 150 CON Alie Melan
 - 151 CON Cindy Ference

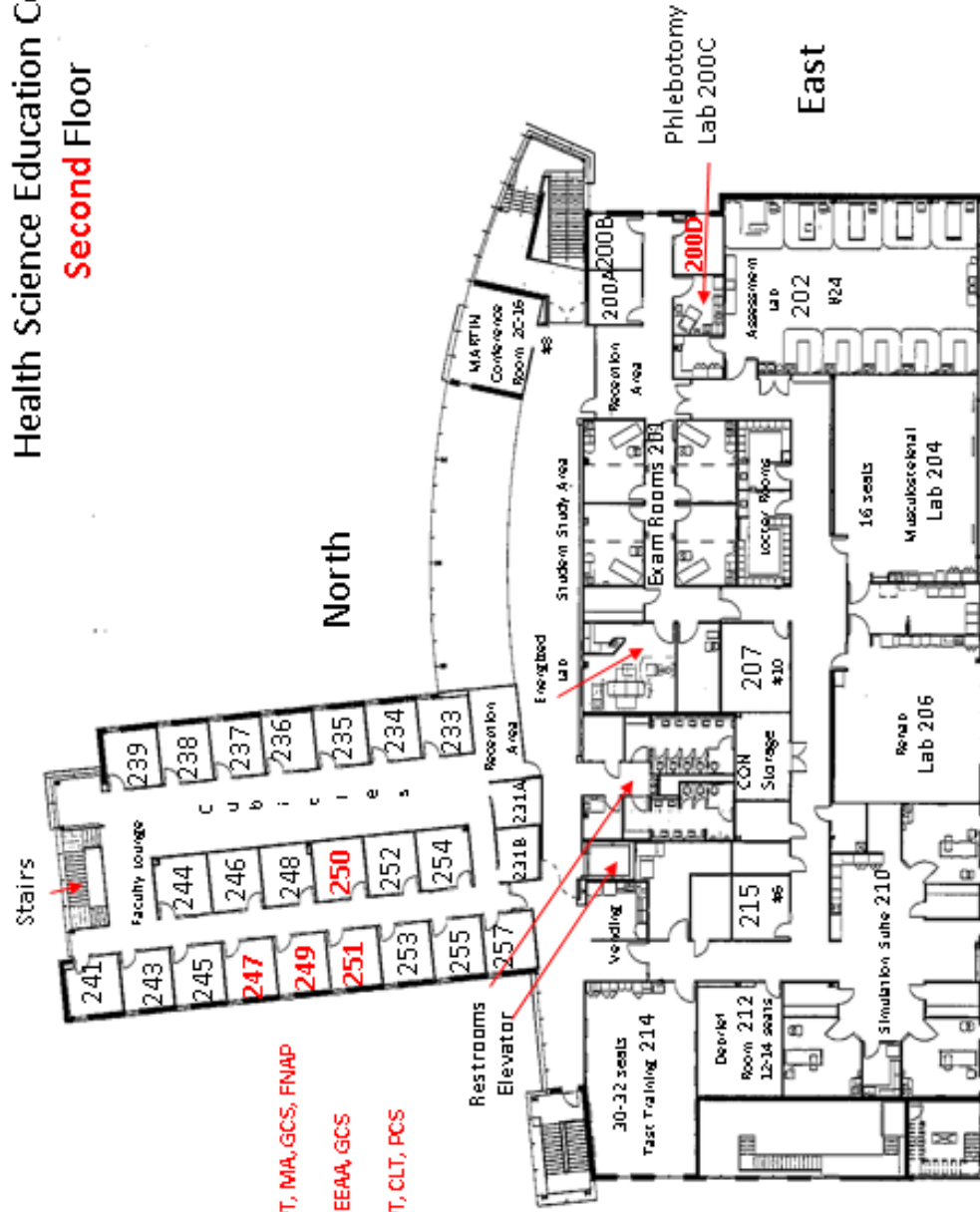
- 101 CON Cindy Taylor
- 101C CON Hilary Christa
- 101E CAHP Liz Stout, MBA**



Health Science Education Complex Second Floor

Office Assignments

- 233 CON Jill Reed
- 234 CON Nancy Stuart
- 235 CAHP Ellie Miller
- 236 CAHP Lea Lambing
- 237 CON Barb Wehrman
- 238 CON Steph Burge
- 239 CON Jo Miller
- 241 CON Michelle Ellemeyer
- 243 CON Mary Girard
- 244 CON
- 245 CON Mary Ann Mertz
- 246 CON Kathryn Wunder
- 247 CAHP ~~Teresa Cochran~~, PT, DPT, MA, GCS, FNAP
- 248 CON Carol Wahl
- 249 CAHP ~~Tessa Wells~~, PT, DPT, CEEAA, GCS
- 250 CAHP ~~Sarena Nelson~~, MS
- 251 CAHP ~~Kallie Gossman~~, PT, DPT, CLT, PCS
- 252 BECHN Office
- 253 CON Douglas Haas
- 254-BECHN Office
- 255 CON Sarah Dillon
- 257 CAHP/CON Chris Jackson
- 200B CON Diane Feldman
- 200DC AHP/CON ~~Alex Schultz~~, BS
- 200A Tech Office



**UNMC Division of Physical Therapy Education
DPT Program Outline
2018-19 Academic Year**

YEAR 1 (43 credit hours)**Semester 1 (Fall)**

	Course (planned course coordinator)	Credit Hours
GCBA 571	Structure of Human Body: Cassidy	9
CIP 606	Physiology: Boesen	6
PHYT 502	Foundations of Physical Therapy Practice: Becker	<u>3</u>
	Total:	18

Semester 2 (Spring)

PHYT 505	Musculoskeletal Physical Therapy I: Johnson	5
PHYT 511	Integumentary Physical Therapy: Bills	2
PHYT 512	Neuromuscular Physical Therapy I: Johnson	3
PHYT 550	Clinical Education I: Sleddens	2
PHYT 640	Critical Inquiry I: Venema	3
NURS 605	Advanced Pathophysiology: Black	<u>3</u>
	Total:	18

Semester 3 (Summer)

PHYT 506	Functional Mobility: Venema	2
PHYT 510	Physical Agents: Frazee	3
PHYT 522	Psychosocial Aspects of Health Care: Wells	<u>2</u>
	Total:	7

YEAR 2 (48 credit hours)**Semester 4 (Fall)**

PHYT 605	Musculoskeletal Physical Therapy II: Upper Quarter: Johnson	4
PHYT 610	Cardiopulmonary Physical Therapy: Bills	4
PHYT 615	Foundations of Exercise Progression: Fuchs	3
PHYT 616	Neuromuscular Physical Therapy II: Volkman	4
PHYT 630	Prevention and Wellness: Fuchs	2
PHAR 570	Pharmacology for Health Professionals: Oldenburg	<u>3</u>
	Total:	20

Semester 5 (Spring)

PHYT 606	Musculoskeletal Physical Therapy III: Lower Quarter: Frazee	4
PHYT 612	Pediatric Physical Therapy: Willett	4
PHYT 614	PT Management of Individuals with Chronic Health Conditions: Gossman	2
PHYT 617	Neuromuscular Physical Therapy III: Volkman	3
PHYT 622	Practice Management Skills in Physical Therapy I: Hageman	1
PHYT 624	Orthotics and Prosthetics: Fuchs	3
PHYT 740	Critical Inquiry II: Cochran	<u>3</u>
	Total:	20

Semester 6 (Summer)

PHYT 650	Clinical Education II (8 weeks): Sleddens	<u>8</u>
	Total:	8

YEAR 3 (32 credit hours)**Semester 7 (Fall)**

PHYT 742	Special Topics (elective): Becker	(1-2)
PHYT 720	Differential Diagnosis I: Cochran	2
PHYT 722	Practice Management Skills in Physical Therapy II: Hageman	2
PHYT 726	Instructional Development in Health Professions: Hageman	2
PHYT 727	Differential Screening for Physical Therapists: Johnson	2
PHYT 750	Clinical Education III (8 weeks): Sleddens	<u>8</u>
	Total:	16

Semester 8 (Spring)

PHYT 751	Clinical Education IV (8 weeks): Sleddens	8
PHYT 752	Clinical Education V (8 weeks): Sleddens	<u>8</u>
	Total:	16
	PROGRAM TOTAL:	123

APPENDIX C: SUN-APTA CONSTITUTION AND BY-LAWS

**Division of Physical Therapy Education
College of Allied Health Professions
University of Nebraska College of Medicine
Omaha, Nebraska**

SUN-APTA CONSTITUTION AND BYLAWS

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 2006

March 2008

March 2016

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:

- Develop relationships between members, clinicians, and other healthcare professionals
- Prepare members for career-long, active participation, in professional organizations
- Promote the profession of physical therapy in coordination with the NPTA and APTA
- Provide educational and professional development opportunities directed toward the unique needs of students
- 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 Division of Physical Therapy Education at the University of Nebraska College of Allied Health Professions and are student members of the APTA are eligible for membership.

ARTICLE IV

Officers and Elected Officials

Officers of the organization shall be President, Vice President, Secretary, and Treasurer. Other elected officials of the Executive Committee shall include Alumni Association Liaison, Student Senate Representative, CAHP Student Ambassador Group, Student Representatives to the Nebraska Student Special Interest Group (NSSIG), Student Liaison to the National Student Assembly, Individual Class Representatives (PT 1, PT 2, PT 3), and Committee Chairpersons. All of the above officers and other 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 selection of standing committee chairmen not elected, and formation of emergency committees.
2. Vice President: presides in the absence of the President. Serves as Editor of the student news column and co-chair of Fund Raising Committee.
3. Secretary: records minutes of both executive and SUN-APTA meetings, and maintains electronic communication to membership.
4. Treasurer: is in charge of the treasury, budget, collecting dues, and serves as co-chair of Fund Raising Committee.

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. Student Representative to the CAHP Student Ambassador Group: attend Committee meetings as a representative of SUN-APTA.
5. PT Class Representatives: act as liaisons between their class and the Executive Committee.
6. Committee Chairpersons: oversee their respective committees.
7. Alumni Association Liaison: Represent SUN-APTA to UNMC Physical Therapy Alumni Association; responsible for keeping organization updated on current Alumni Association issues.

ARTICLE V.A

Elections

Term of office shall be one year. Members of the PT 2 class will be eligible for election as "officers" (President, Vice President, Secretary, Treasurer). 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, and Student Representative to the CAHP Student Ambassador Group and Alumni Liaison. A majority vote of those members present is required for election. The PT 1 Class Representatives will be selected by majority vote of their class. Committee Chairpersons will be selected by a majority vote by the entire membership. All "officers" will be elected no later than the end of the spring semester. "Other elected officials" 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 fall semester. The transition of responsibilities between newly elected and outgoing "officers" should be complete no later than week 6 of fall semester.

ARTICLE VI

Standing committees

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

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. Also coordinating activities in support of alumni and clinical relations including assisting Vice President with writing student news column, maintaining communication with the Alumni Association Liaison, and sending clinical appreciation cards. Helps with other activities as deemed necessary.

PROFESSIONAL GROWTH/CONTINUING EDUCATION: 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.

FUNDRAISING: Group headed by Vice-President (co-chair) and Treasurer (co-chair) with the purpose of assessing need for and coordinating fundraising activities. Decisions made by committee will be presented to chapter for vote.

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. A strategic planning meeting between outgoing and newly elected officers will occur if the president(s) of faculty advisor deems one necessary. Additionally, the President or faculty advisor 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 3 members of the SUN-APTA are on affiliations, a majority of the PT 1 and PT 2 members shall constitute a quorum should matters of major importance require immediate attention. A mail vote of the PT 3 members may be required at the discretion of the officers and advisors.

Two-thirds of the members 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

Section 1: Dues will be determined by a majority vote of the members of the SUN-APTA. Dues must be paid by all members of the SUN-APTA in a timely fashion.

Section 2: 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.