



**University of Nebraska
Medical CenterSM**

COLLEGE OF ALLIED HEALTH PROFESSIONS

**DIVISION OF
PHYSICAL THERAPY
EDUCATION**

**STUDENT HANDBOOK
2015-2016**

DATE: July, 2015

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-Policies for Students Manual. 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 Department 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 to 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) Standard 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 (eg. 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.

- 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).**
 - 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 SAHP 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 SAHP 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).**
 - 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 SAHP 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 SAHP 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).**
 - 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 SAHP 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 SAHP 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.**
 - 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 SAHP 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 SAHP survey item 5]

Expectations and Requirements of the DPT Program

General

Students are expected to:

- attend all classes
- actively participate in all laboratory experiences
- complete all assignments on time
- conform to the policies of UNMC, College of Allied Health Professions (CAHP), Division of Physical Therapy Education and clinical site policies and procedures
- demonstrate consistent professional and ethical conduct

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 in each semester of the program and cumulatively throughout the curriculum
- 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 faculty, including the **clinical education faculty** who oversee the clinical experiences of the students and the **adjunct/associated faculty** who have primary appointments in other University departments but have physical therapy student classroom and/or laboratory teaching responsibilities.

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:

M.A. Ray, *Office Associate*, is the first point of contact for student enquiries 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 M.A. Ray.

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 communications.

Jamie Gill, *Clinical Education Coordinator*, assists the Program Director and the Director of Clinical Education, schedules clinical education experiences, maintains affiliation agreements, serves as the SUN-APTA liaison, and assists with financial activities.

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.

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.

ACADEMIC CALENDAR

Please go to: http://www.unmc.edu/student-services/2015_2016_Academic_Calendar.pdf

This information can be found on the UNMC CAHP website:
<http://www.unmc.edu/alliedhealth/currentstudents/index.html>

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 – (This can be found at: <http://www.unmc.edu/alliedhealth/currentstudents/policies.html>). 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 page 103 of the 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

Written Examinations

Written 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 presenting an abstract 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 written exam will be at the discretion of the course coordinator.

Written 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.

The course coordinator has the autonomy to establish examination procedures. The course coordinator (or designated proctor) has the responsibility for clarifying examination procedures prior to the start of an examination. For example, the course coordinator may request that students:

- Put at least one empty desk space between each student, unless room space prohibits this distribution.
- Place all non-examination materials (books, book bags, hats) on the floor. Course coordinators may specify what constitutes “non-examination materials.”
- Not wear baseball caps with the bill of the cap facing forward. Either remove the cap, or turn the bill to face backward.
- 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 must be 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).

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

NOTE: Grades below "C-" are recorded as "F"

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
A+ (optional)	4.0
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
F	0.00
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: (<http://www.unmc.edu/alliedhealth/currentstudents/policies.html>)

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

Termination of enrollment in the program will result if a student fails to successfully complete a remediation plan, or if a student receives a second failing grade in any course in the curriculum within the same or subsequent academic semester. See exception below under section, "Consequences of Substandard Performance - Termination of Enrollment and Dismissal".

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 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.

CONSEQUENCES OF SUBSTANDARD PERFORMANCE

Failure to meet minimum grade requirements, demonstrate academic integrity, exhibit appropriate professional conduct or adhere to safety standards will result in action by the Student Performance Evaluation Committee (SPEC). The student may be placed on academic probation with or without a required leave of absence, or the student may be dismissed.

Academic Probation

Academic probation may be imposed for failure to meet minimum grade requirements, breach of academic integrity, inappropriate professional conduct, or non-adherence to safety standards. While on academic probation, the student is prohibited from holding University-related elected offices or appointed positions. A student on academic probation may be required to complete a remediation plan designed by SPEC and approved by the Director. Academic probation will be allowed for only one semester during a student's course of study.

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 the Student Performance Evaluation Committee. 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 resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student.

A leave of absence may be required under the following conditions:

- a student fails a course.
- a student misses greater than 12% of the scheduled class time for any of the courses during any semester.
- a student exhibits a significant breach in professional conduct or fails to adhere to safety standards.

The student is responsible for initiating determination of the financial consequences of taking a leave of absence. Students should review financial arrangements with the Business Office and the Office of Financial Aid.

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 Physical Therapy Program would require re-application through the usual admissions process with no guarantee of re-admission.

At the time a required leave of absence is imposed, the Director and program faculty may recommend or require that the student meet additional conditions (e.g., documentation of remedial academic work) 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 may be placed on academic probation during the semester of return.

Exception: A student may fail one or more courses, during the first semester only, and be placed on a required leave of absence until the following year in the fall. This exception is only allowed once during the student's career in the Physical Therapy Program. This exception does not change the policy regarding probation. Students who fail one or more courses during the first semester will be placed on academic probation upon return.

Termination of Enrollment and Dismissal

Dismissal constitutes formal action initiated by the Division of Physical Therapy Education to terminate the academic standing of a student within the program. Reasons for dismissal include, but are not limited to:

- failure to satisfactorily complete the remediation requirements during a probationary period,
- failure to raise the cumulative grade point average to the required 2.33 during a probationary period and maintain a 2.33 GPA thereafter,
- failure in two courses in the curriculum (note the exception below for the first semester),
- failure in one course anytime subsequent to a period of academic probation.

Exception: A student may fail one or more courses, during the first semester only, and be placed on a required leave of absence until the following year in the fall. This exception is only allowed once during the student's career in the Division. This exception does not change the policy regarding probation. Students who fail one or more courses during the first semester will be placed on academic probation upon return. A subsequent course failure or failure to meet GPA requirements above will result in dismissal from the program.

Immediate dismissal may result from infractions such as a breach of academic integrity.

If dismissed, the student should refer to the UNMC Student Handbook for information regarding tuition obligations. In addition, the student should visit both the Finance and Business Services Office and the Financial Aid Office to discuss the effects of dismissal on tuition and on any loans or scholarships for which the student has applied or has in place.

<http://www.unmc.edu/alliedhealth/currentstudents/policies.html>

Appeal Procedures

Students who are subject to academic or disciplinary decisions have the right to appeal the decisions. Appeal procedures are outlined in the *College of Allied Health Professions-Policies for Students Handbook*.

<http://www.unmc.edu/alliedhealth/currentstudents/policies.html>

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 on blackboard under the Clinical Education course.

ADMINISTRATIVE POLICIES AND PROCEDURES

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.

No formally assigned advising process exists beyond 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 (402-559-4259) to leave a message or send email to the Division Program Office Associate as to which class or classes that 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 (missing more than 12% of the scheduled class time for any or all classes within a semester), 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 Policies for Students and the UNMC Student Handbook related to protection from infectious diseases. This includes, but is not limited to, annual testing for tuberculosis.

(<http://www.unmc.edu/alliedhealth/currentstudents/policies.html>)

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 by providing the Clinical Education Associate with a copy of their certification card. 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 contact Continuing Education at 9-5929 or go to <https://www.unmc.edu/cce/> 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 required. In the event that a student cannot attend, permission for an excused absence must be sought through UNMC's administrative process. Appropriate forms are available through Student Services.

Division Convocation and CAHP Hooding Convocation Ceremony

Graduating students are required 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, permission for an excused absence must be sought through the Director of Physical Therapy Education and the Dean of the CAHP.

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 Program 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 (see links below).

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.

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 Department 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 Blackboard. 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.

Distribution of Monies from Fundraising Activities

Distributions of monies may be: 1) via check to each student; or 2) via check to the APTA or housing authorities directly on behalf of the student(s). Distributions shall not be made in cash to students. Records of all distributions shall be maintained.

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 Blackboard on a regular basis.

Recording Lectures

Background: Previous lectures have been recorded for the following reasons:

- student unable to attend classes due to medical leave of absence
- student on military leave
- guest lecturers will not be immediately available to answer questions at a later date.

Lectures may be recorded using the Echo360 system and posted on Blackboard for courses in the Division of Physical Therapy Education. Ultimately, the decision on whether a lecture will be recorded is made at the discretion of the instructor of record and the course coordinator.

Class Cancellation Policy

Any official cancellation of classes at UNMC, (e.g., secondary to inclement weather) will be announced on radio and TV. In the event that an individual instructor would elect to cancel a class, he/she will inform students by calling the first contact on the class "phone tree" listing or by a posting on the class Blackboard. In the event of a class cancellation, any examinations scheduled for that day will be rescheduled; otherwise, the make-up policy for written examinations would remain in effect.

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. Please reference:

<http://www.unmc.edu/its/services/labs-printing/index.html>

Student Use of Facility

Classrooms/Student Laboratories

Physical Therapy Students will have access to BTH 4016 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.

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.

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.

Physical Therapy Education Office Area

Faculty provide information in the syllabi regarding their office location and hours. Phone and office information can also be found online and in Appendix B. When seeking faculty in the office area, students should first check the scheduling board in the main office area for faculty availability. It is preferred that students conduct their visits to the office area before 12:15 pm or after 12:45 pm. Students should not be in faculty offices without a faculty/staff member present.

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.

Photocopiers

Copy machines are available for student use in the McGoogan Library and Michael Sorrell Center.

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.

REQUIREMENTS

All-Class Meetings

In order to communicate essential information to students, All-Class Meetings are scheduled throughout the academic year. Attendance at these meetings is mandatory, and attendance records are kept.

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 two Nebraska Physical Therapy Association (NPTA) State meetings, and one District NPTA meeting prior to beginning their PHYT 750 clinical internship 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 may be used as a substitute for one of the NPTA State Meetings. 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 a national meeting is by a continuing education certificate or an attending faculty member signature. Proof of attendance for the NPTA District Meeting is a CEU certificate or by Record of Attendance (sign-in sheet at meeting).

The form to document professional meeting attendance is located on the Clinical Education Resources webpage <http://www.unmc.edu/alliedhealth/education/pt/clin-ed.html>.

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 form describing the activity. This form can be found on the Clinical Education Resource webpage (included on the professional meetings form):

<http://www.unmc.edu/alliedhealth/education/pt/clin-ed.html>

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 laptop computer 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 laptop requirement. For minimum system requirements, see <http://www.unmc.edu/alliedhealth/admissions/computers.html>

ORGANIZATIONS

Director's 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 from each of the three classes and Division of Physical Therapy Education 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 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.

APTA

Any student in the Division of Physical Therapy Education may become a student member of the American Physical Therapy Association (www.apta.org). Membership is voluntary but is strongly encouraged. Membership includes a subscription to Physical Therapy and allows the student to participate in APTA state, regional and national meetings at discounted rates.

SUN-APTA

The Students of the University of Nebraska-American Physical Therapy Association is endorsed by the University of Nebraska. Students who do not belong to APTA may not join SUN-APTA and may not 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: GENERIC ABILITIES EXPECTED OF PHYSICAL THERAPY GRADUATES

Generic abilities 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 generic abilities were identified through a study conducted at UW-Madison in 1991-92. The ten abilities and definitions developed are:

Generic Ability	Definition
1. Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding
2. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues
3. Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes
4. Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources
5. Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction
6. Problem Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively
8. Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes
9. Critical thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors

***Developed by the Physical Therapy Program, University of Wisconsin-Madison. May WW, Morgan BM, Lemke JC, Karst GM, Stone HL. Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education 9:3-6, 1995.*

1. COMMITMENT TO LEARNING

Behavioral Criteria

Beginning Level

- * Identifies problems
- * Formulates appropriate questions
- * Identifies and locates appropriate resources
- * Demonstrates positive attitude (motivation) toward learning
- * Offers own thought and ideas
- * Identifies need for further information

Developing Level (builds on preceding level)

- * Prioritize informational needs
- * Analyzes and subdivides large questions into components
- * Seeks out professional literature
- * Sets personal and professional goals
- * Identifies own learning needs on previous experiences
- * Plans and presents an in-service, or research or case studies
- * Welcomes and/or seeks new learning opportunities

Entry Level (builds on preceding levels)

- * 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
- * Researches and studies areas where knowledge base is lacking

Post-Entry Level (builds on preceding levels)

- * 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 allied health professionals and physical therapist for treatment ideas
- * Acts as mentor in area of specialty for other staff

2. INTERPERSONAL SKILLS

Behavioral Criteria

Beginning Level

- * Maintains professional demeanor in all clinical interactions
- * Demonstrates interest in patients as individuals
- * Respects cultural and personal differences of others; is non-judgmental about patients' lifestyles
- * Communicates with others in a respectful, confident manner
- * Respects personal space of patients and others
- * Maintains confidentiality in all clinical interactions
- * Demonstrates acceptance of limited knowledge and experience

Developing Level (builds on preceding level)

- * Recognizes impact of non-verbal communication and modifies accordingly
- * Assumes responsibility for own actions
- * Motivates others to achieve
- * Establishes trust
- * Seeks to gain knowledge and input from others
- * Respects role of support staff

Entry Level (builds on preceding level)

- * Listens to patient but reflects back to original concern
- * Works effectively with challenging patients
- * Responds effectively to unexpected experiences
- * Talks about difficult issues with sensitivity and objectivity
- * Delegates to others as needed
- * Approaches others to discuss differences in opinion
- * Accommodates differences in learning styles

Post-Entry Level (builds on preceding level)

- * Recognizes role as a leader
- * Builds partnerships with other professionals
- * Establishes mentor relationships

3. COMMUNICATION SKILLS

Behavioral Criteria

Beginning Level

- * Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression
- * Writes legibly
- * Recognizes impact of non-verbal communication: maintains eye contact, listens actively
- * Maintains eye contact

Developing Level (builds on preceding level)

- * Utilizes non-verbal communication to augment verbal message
- * Restates, reflects and clarifies message
- * Collects necessary information from the patient interview

Entry Level (builds on preceding levels)

- * Modifies communication (verbal and written) to meet the needs of different audiences
- * Presents verbal or written message with logical organization and sequencing
- * Maintains open and constructive communication
- * Utilizes communication technology effectively
- * Dictates clearly and concisely

Post-Entry Level (builds on preceding levels)

- * Demonstrates ability to write scientific research papers and grants
- * Fulfills role as patient advocate
- * Communicates professional needs and concerns
- * Mediates conflict

4. EFFECTIVE USE OF TIME AND RESOURCES

Behavioral Criteria

Beginning Level

- * Focuses on tasks at hand without dwelling on past mistakes
- * Recognizes own resource limitations
- * Uses existing resources effectively
- * Uses unscheduled time efficiently
- * Completes assignments in timely fashion

Developing Level (builds on preceding level)

- * Sets up own schedule
- * Coordinates schedule with others
- * Demonstrates flexibility
- * Plans ahead

Entry Level (builds on preceding levels)

- * Sets priorities and reorganizes as needed
- * Considers patients' goals in context of patient, clinic, and third party resources
- * Has ability to say "No"
- * Performs multiple tasks simultaneously and delegates when appropriate
- * Uses scheduled time with each patient efficiently

Post-Entry Level (builds on preceding levels)

- * Uses limited resources creatively
- * Manages meeting time effectively
- * Takes initiative in covering for absent staff members
- * Develops programs and works on projects while maintaining case loads
- * Follows up on projects in timely manner
- * Advances professional goals while maintaining expected workload

5. USE OF CONSTRUCTIVE FEEDBACK

Behavioral Criteria

Beginning Level

- * Demonstrates active listening skills
- * Actively seeks feedback and help
- * Demonstrates a positive attitude toward feedback
- * Critiques own performance
- * Maintains two-way communication

Developing Level (builds on preceding level)

- * Assesses own performance accurately
- * Utilizes feedback when establishing pre-professional goals
- * Provides constructive and timely feedback when establishing pre-professional goals
- * Develops plan of action in response to feedback

Entry Level (builds on preceding levels)

- * Seeks feedback from clients
- * Modifies feedback given to clients according to their learning styles
- * Reconciles differences with sensitivity
- * Considers multiple approaches when responding to feedback

Post-Entry Level (builds on preceding levels)

- * Engages in non-judgmental, constructive problem-solving discussions
- * Acts as conduit for feedback between multiple sources
- * Utilizes feedback when establishing professional goals
- * Utilizes self-assessment for professional growth

6. PROBLEM-SOLVING

Behavioral Criteria

Beginning Level

- * Recognizes problems
- * States problems clearly
- * Describes known solutions to problem
- * Identifies resources needed to develop solutions
- * Begins to examine multiple solutions to problems

Developing Level (builds on preceding level)

- * Prioritize problems
- * Identifies contributors to problem
- * Considers consequences of possible solutions
- * Consults with others to clarify problem

Entry Level (builds on preceding levels)

- * Implements solutions
- * Reassesses solutions
- * Evaluates outcomes
- * Updates solutions to problems based on current research
- * Accepts responsibility for implementation of solutions

Post-Entry Level (builds on preceding levels)

- * Weighs advantages
- * Participates in outcome studies
- * Contributes to formal quality assessment in work environment
- * Seeks solutions to community health-related problems

7. PROFESSIONALISM

Behavioral Criteria

Beginning Level

- * Abides by APTA Code of Ethics
- * Demonstrates awareness of state licensure regulations
- * Abides by facility policies and procedures
- * Projects professional image
- * Attends professional meetings
- * Demonstrates honesty, compassion, courage and continuous regard for all

Developing Level (builds on preceding level)

- * Identifies positive professional role models
- * Discusses societal expectations of the profession
- * Acts on moral commitment
- * Involves other health care professionals in decision-making
- * Seeks informed consent from patients

Entry Level (builds on preceding levels)

- * Demonstrates accountability for professional decisions
- * Treats patients within scope of expertise
- * Discusses role of physical therapy in health care
- * Keeps patient as priority

Post-Entry Level (builds on preceding levels)

- * Participates actively in professional organizations
- * Attends workshops
- * Actively promotes the profession
- * Acts in leadership role when needed
- * Supports research

8. RESPONSIBILITY

Behavioral Criteria

Beginning Level

- * Demonstrates dependability
- * Demonstrates punctuality
- * Follows through on commitments
- * Recognizes own limits

Developing Level (builds on preceding level)

- * Accepts responsibility for actions and outcomes
- * Provides safe and secure environment for patients
- * Offers and accepts help
- * Completes projects without prompting

Entry Level (builds on preceding levels)

- * Directs patients to other health care professionals when needed
- * Delegates when needed
- * Encourages patient accountability

Post-Entry Level (builds on preceding levels)

- * Orients and instructs new employee/students
- * Promotes clinical education
- * Accepts role as team leader
- * Facilitates responsibility for program development and modification

9. CRITICAL THINKING

Behavioral Criteria

Beginning Level

- * Raises relevant questions
- * Consider all available information
- * States the results of scientific literature
- * Recognizes “holes” in knowledge base
- * Articulates ideas

Developing Level (builds on preceding level)

- * Feels challenged to examine ideas
- * Understands scientific method
- * Formulates new ideas
- * Seeks alternative ideas
- * Formulates alternative hypotheses
- * Critiques hypotheses and ideas

Entry Level (builds on preceding levels)

- * Exhibits openness to contradictory ideas
- * Assesses issues raised by contradictory ideas
- * Justifies solutions selected
- * Determines effectiveness of applied solutions

Post-Entry Level (builds on preceding levels)

- * Distinguishes relevant from irrelevant patient data
- * Identifies complex patterns of associations
- * Demonstrates beginning intuitive thinking
- * Distinguishes when to think intuitively vs. analytically
- * Recognizes own biases and suspends judgmental thinking
- * Challenges others to think critically

10. STRESS MANAGEMENT

Behavioral Criteria

Beginning Level

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

Developing Level (builds on preceding level)

- * Maintains balance between professional and personal life
- * Demonstrates effective affective responses in all situations
- * Accepts constructive feedback
- * Establishes outlets to cope with stressors

Entry Level (builds on preceding levels)

- * Prioritizes multiple commitments
- * Responds calmly to urgent situations
- * Tolerates inconsistencies in health-care environment

Post-Entry Level (builds on preceding levels)

- * Recognizes when problems are unsolvable
- * Assists others in recognizing stressors
- * Demonstrates preventative approach to stress management
- * Establishes support network for self and clients
- * Offers solutions to the reduction of stress within the work environment

refined and expanded 11/96

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 Educations 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 Assistant Professor BTH 3014M 559-5014			
Vacant Office BTH 3014L		Copy Room	Grace Johnson, PT, DPT, MS OCS Assistant Professor BTH 3014E 559-8179
Work Room 3014J			Betsy Becker, PT, DPT, CLT-LANA Assistant Professor BTH 3014D 559-5053
Kerissa Hanson, BA Education Program Coordinator BTH 3013M 559-8836		M. A. Ray Office Associate BTH 3014H 559-4259	Bob Fuchs, PT, MS, ATP, CSCS Associate Professor BTH 3014C 559-8172
Jamie Gill, BSBA-HCM Clinical Education Coordinator BTH 3013L 559-8173		Reception Area	
Nikki Sleddens, PT, MPT, CEEAA Director of Clin. Ed. & Assistant Professor BTH 3013K 559-4625		<p>▲</p> <p>Entrance to 3014 from Hallway</p>	
Vacant Office BTH 3013J			
Sara Bills, PT, DPT, GCS Assistant Professor BTH 3013H 559-4217			
Pat Hageman, PT, PhD Professor BTH 3013F 559-1967			
Anne Skinner, RHIA, MS Health Data Analyst BTH 3013E 559-8221			
Victoria Kennel, MA Graduate Research Assistant BTH 3013D 559-4259			
Katherine Jones, PT, PhD Associate Professor BTH 3013C 559-8913			

**UNMC Division of Physical Therapy Education
DPT Program Outline
2015-16 Academic Year**

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

	Course	Credit Hours
GCBA 571	Structure of Human Body	9
CIP 606	Physiology	6
PHYT 502	Foundations of Physical Therapy Practice	<u>3</u>
	Total:	18

Semester 2 (Spring)

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

Semester 3 (Summer)

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

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

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

Semester 5 (Spring)

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

Semester 6 (Summer)

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

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

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

Semester 8 (Spring)

PHYT 751	Clinical Education IV (8 weeks)	8
PHYT 752	Clinical Education V (8 weeks)	<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

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) and Alumni Association Liaison. 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. 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.