



UNIVERSITY OF MARY

Department of Physical Therapy Student Handbook 2020-2021

Dear Students,

Congratulations on your acceptance into the graduate program in physical therapy at the University of Mary! You are to be commended for your commitment and drive in your undergraduate studies and your motivation in seeking a doctoral degree in physical therapy.

Your successful progression within this program will require considerable effort, time, and commitment. The faculty are committed to assist you along the way and it is the faculty's wish that your learning will be stimulating and enjoyable. Please dedicate yourself to putting forth the effort required to accomplish the goal of becoming a doctor of physical therapy.

The **Physical Therapy Student Handbook** is intended to be used as a guide related to expectations required by the faculty in the Department of Physical Therapy. Additional policies and handbooks, available on the University of Mary website are relevant to you as a graduate student at the University of Mary. The PT faculty, specifically your assigned advisor, is available to you to guide you along the way and answer questions and concerns that you may have.

Best wishes as you set out on this most important journey.

Sincerely,

Jodi Roller, PT, DPT, EdD
Interim Chair, Department of Physical Therapy

Mary Dockter, PT, PhD
Dean, School of Health Sciences

NOTICE: The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, this institution reserves the right to make changes at any time without prior notice. The institution provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

Faculty Information

The University of Mary Program in Physical Therapy has an outstanding core faculty with extensive educational and clinical experience. Here is a brief summary of the faculty's credentials and expertise:

Donald Allen has a BS in Biology and Religious Studies, a MS in Physical Therapy, and a PhD in Neuroendocrinology. Dr. Allen is responsible for teaching PTH 505/506 Human Anatomy I and II, and PTH 508 Neuroscience. He is co-coordinator of PTH 660 and 760 SOLE classes, and PTH 513/514/526, Systems Screening I, II and III. Dr. Allen serves as a clinical instructor each year in the on-campus PT clinic, and he has traveled on service trips to Guatemala six times with Physical Therapy students. He has completed courses in Anatomy and Kinesiology of the Upper Extremity and the Lower Extremity, which included cadaver dissection. Dr. Allen has an extensive research background and is currently conducting research with students in both clinical and educational areas. In addition, Dr. Allen is a member of the Neurology, Cardiopulmonary and Education Sections of the APTA. He is a member of the APTA ND and a member of the Finance Committee.

Mary Dockter has a BS in Physical Therapy, an advanced Master's in Education, and a PhD in Higher Education. Dr. Dockter is responsible for teaching PT 811 Leadership Administration Management and Professionalism (LAMP) III, PTH 812 LAMP IV, PTH 765 Professional Development; and assists in PTH 621 and PTH 622 Orthopedic Management I and II (women's health content) as a part-time core faculty member. Dockter, PT Program Director from 2010-2020, assumed the role of Dean of the School of Health Sciences on June 1, 2020.

She has an extensive research and service background in women's health education including serving a term as Director of Education for the APTA Section on Women's Health. She has also served on task forces related to entry-level and post-professional women's health education. Dr. Dockter has clinical experience and extensive professional development in the area of women's health. Regarding knowledge and skills related to leadership, administration, management, and professionalism (LAMP), Dr. Dockter completed her PhD in higher education which included coursework on ethics and leadership. Her dissertation and on-going research has centered on service-learning and its effect on PT students' leadership skills. Dr. Dockter currently serves on the board of directors for the American Council of Academic Physical Therapy (ACAPT) and just completed a 5 year term as delegate to the APTA House of Delegates.. Dockter was also named Senior Editor of the Journal of Women's Health PT in January 2018. She was selected to participate in the inaugural APTA Fellowship in Education Leadership in 2011-2012. She is the past recipient of the Bismarck-Mandan Chamber Outstanding Teacher of the Year (2004), Volunteer of the Year for the SOWH (2005, 2015), and SOWH Elizabeth Noble Award (2013).

Jody Eckert received her BA in Exercise Science from Concordia College in Moorhead MN in 2001, MPT from Mayo School of Health Sciences in 2004, a DPT degree from Boston University in 2007, and her EdD from the University of Mary in April 2020. Dr. Eckert has worked in outpatient orthopedics since 2004 and has served as a clinical instructor for the U Mary DPT program. Dr. Eckert is an orthopedic clinical specialist through the American Board of Physical Therapy Specialties (ABPTS) and has taken several continuing education courses with a focus on mobilization and treatment of the spine. Dr. Eckert is the

course coordinator for Advanced Orthopedics I, teaches the section on the Spine in Musculoskeletal Assessment I, serves as a lab instructor for the Essential Skills course and is a faculty advisor/clinical instructor in the Pro Bono Clinic in the spring and fall semesters. Dr. Eckert is the Director of Clinical Education for the Program and coordinates the full-time clinical education courses as well as the preparatory course for the first clinical experience in LAMP II. She is a credentialed APTA Level 1 and Advanced (Level 2) Credentialed Clinical Instructor as well as a certified APTA Trainer for the level 1 Clinical Credentialed Instructor Program (CCIP) course. She has taught many CCIP courses over the past years.

Dr. Eckert graduated from the CTB Women's Leadership Program and is involved professionally in the Northern Plains Clinical Education Consortium and Clinical Education Special Interest Group. She has served on the Nominating Committee for the NDPTA since 2008. Dr. Eckert is the Chair of the Clinical Coordinator Group in the School of Health Sciences and represents the School and Health Sciences on the University of Mary Senate. Dr. Eckert has published research in the Journal of Sport Rehabilitation and in WORK: A Journal of Prevention, Assessment, & Rehabilitation. She has presented research at the APTA Combined Sections Meeting and at the APTA Educational Leadership Conference. Her research agenda is focused on orthopedics and clinical education.

Lauren Emmel received her BS in Exercise and Sport Science from the College of St. Catherine in 2007, and her DPT from the College of St. Catherine in 2009. She has worked clinically primarily in the areas of acute care and pediatrics. Dr. Emmel is a pediatric clinical specialist through the American Board of Physical Therapy Specialties (ABPTS). Dr. Emmel's teaching responsibilities include coordinating the Integrated Clinical Education Program, PTH 629: Neuromotor I and PTH 634: Health Promotion and Wellness. She is responsible for co-teaching PTH 521: LAMP II and PTH 641: Pediatrics. Additionally, Dr. Emmel works with Dr. Jody Eckert as a Director of Clinical Education. Dr. Emmel is a member of the APTA, including membership in the pediatric and education sections. Dr. Emmel serves the profession through her roles as the ethics committee chair for the North Dakota Physical Therapy Association and in developing resources for clinical educators as a credentialed trainer for the APTA Credentialed Clinical Instructor Program (Level 1). Her primary research interests are in the areas of educational interventions within pediatric physical therapy for prevention of pediatric conditions and didactic and clinical education of physical therapy students.

Jason Hogan received his BS in Rehabilitation Science in 2001, MPT from the University of Mary in 2003 and Doctorate of Science from the University of Oklahoma in 2019. Dr. Hogan has worked clinically in the areas of pediatrics, home-health, outpatient, acute care, and geriatrics. Dr. Hogan's teaching responsibilities includes PTH 509/510 Kinesiology and Pathomechanics I-II; co-teaching PTH 513/514/526 Systems Screening I-III, PTH 634 Health Promotion and Wellness as well as lab assisting in PTH 621 and 622; Orthopedics I-II. Dr. Hogan received his certification in Postural Restoration in 2013. In addition, Dr. Hogan is a member of the APTA including membership in the education section. His primary research interests are in the areas of pediatrics, breathing pattern disorders, and movement analysis.

Heather Lundeen received her Master in Physical Therapy (1999) and Doctor of Physical Therapy (2005) from the University of North Dakota in Grand Forks, ND. Dr. Lundeen is ABPTS board certified in pediatrics. She is responsible for teaching PTH 835/836: Pediatric Elective; and co-teaching PTH 641 Pediatrics and PTH 642 Geriatrics; and the prosthetic section of PTH 636 Integumentary Management and the gait section of PTH 510: Kinesiology 2; and facilitates a problem-based learning group in PTH 859/860 Complex Case Management. She has worked in pediatrics (outpatient, inpatient, NICU, and schools) since 1999 and has served as a clinical instructor since 2000.

Dr. Lundeen has been actively involved in the American Physical Therapy Association (APTA), both the Academy of Pediatric Physical Therapists and the North Dakota Chapter. She has served on the North Dakota Board as recruitment chair, delegate/chief delegate, ethics and finance committees. Nationally for the Academy of Pediatric PT's she has served as the ND state representative, on the public relations committee, governance review task force, as Communications Chair and Secretary of the Academic and Clinical Educator (ACE) SIG and was selected to be a member of the Education Summit 1 and was a participant and part of the planning committee member for Education Summit 2. She has served as the advisor for the University of Mary PT Club, is on the University Senate and has been on the faculty council. Dr. Lundeen has presented posters, platforms and presentations at the APTA Combined Sections and Academy of Pediatric Physical Therapists meetings and her research was published in the Pediatric Physical Therapy Journal. Her research agenda is focused on pediatric participation and integration and professional physical therapy education.

Michael Parker has a BS in Physical Therapy, MS, and a PhD in Exercise Physiology. Dr. Parker is responsible for teaching Physiology Foundations, Exercise Physiology, Essential Skills II: Foundations of Exercise (Therapeutic Exercise), Essential Skills III: Physical Agent Modalities (Thermal and Electrotherapeutic interventions), and the major research content in the curriculum; Lamp I: Evidence – Based Practice in Physical Therapy, Clinical Inquiry I: Research Proposal & Research Design, Clinical Inquiry II: Research Design & Statistical Analysis, Clinical Inquiry III: Data Analysis & Dissertation Writing, and Clinical Inquiry IV: Dissertation Writing. He has been actively involved in research for over 30 years and is currently involved with research and publishing. Further, Dr. Parker has reviewed articles for the Physical Therapy Journal, Journal of Orthopaedic and Sports Physical Therapy, Journal of Neuroengineering and Rehabilitation, and the American Journal of Physical Medicine and Rehabilitation. Dr. Parker is a member of the APTA Sections of Aquatics, Clinical Electrophysiology and Wound Management, Education, Orthopaedics, and Sports Physical Therapy. In addition, Dr. Parker is a Fellow of the American College of Sports Medicine (FACSM), and he is a past recipient of the University of Mary Regents' Award for Teaching Faculty (2010-2011).

Robert Schulte has a BS in Physical Therapy, a Masters of Business Administration (M.B.A.), and an advanced doctoral degree (D.Sc.) in Sports Physical Therapy. Dr. Schulte is responsible for co-teaching PTH 513/514/526 Systems Screening I-III, PTH 512 Musculoskeletal Assessment I, PTH 622 Orthopedics II, PTH 633 Cardiopulmonary I PTH 761 Diagnostic Imaging, and PTH 826 Sports Medicine elective. He has been actively involved in clinical practice for 25 years and is currently involved with research focusing on athlete enhancement and injury prevention. Dr. (Colonel) Schulte is also the Medical Group Commander for the 119th Wing, North Dakota Air National Guard. Further, Dr. Schulte is a member of the North Dakota High School Activities Medical Advisory Board and is a member of the APTA, Sections

on Sports and Cardiopulmonary Physical Therapy, and serves as the sports medicine director for the Mandan School District. His clinical and academic work in this arena has been instrumental in establishing local policy and practice standards related to sports concussion management programs within the state. Dr. Schulte is a graduate of UW-Lacrosse / Gunderson – Lutheran Sports Medicine Sports Physical Therapy Residency Program and is board certified in Sports Physical Therapy through the ABPTS. In addition, Dr. Schulte is a certified exercise specialist through the American College of Sports Medicine (ACSM) and has obtained Diagnostic MSK-US training certification.

Melissa Taylor received her BS in Athletic Training in 2003 and her DPT in 2006 from the University of Mary in Bismarck, ND. Dr. Taylor is APTA board certified in neurology and is a member of the APTA section on neurology. She has been a member of the NDPTA continuing education committee since 2013. Dr. Taylor has worked clinically in acute care and inpatient rehabilitation since 2006. Dr. Taylor received her LSVT BIG certification in 2019.

Dr. Taylor is the course coordinator for PTH 630 Neuromotor II and also teaches a portion of PTH 629 Neuromotor I. Dr. Taylor is also the course coordinator for PTH 515 Essential Skills I and also teaches several sections of PTH 513 & 514 Systems Screening I & II. She has taken many continuing education courses on neurological conditions and teaches a portion of the newest elective course in neuro.

Dr. Taylor teaches the wound care portion of PTH 636 Integumentary Management and has attended several continuing education courses on wound care. Her research activity is centered on fall prevention programs for the elderly, various aspects of balance training including the effects of cognitive demands on balance. She has presented three posters nationally on these topics.

**Physical Therapy Student Handbook
2020-2021
Table of Contents**

A. University of Mary Graduate Program Information	9
University of Mary General Policies.....	10
University Studies Catalog	10
B. Physical Therapy Program.....	11
Overview.....	12
Accreditation.....	12
University of Mary Mission and Philosophy	12
School of Health Sciences Mission.....	12
Department of Physical Therapy Mission.....	12
Curriculum Plan.....	13
Curriculum Outcomes	16
Tuition Fee Schedule.....	18
Academic Calendar	19
C. Academics	21
FERPA	22
Student Records.....	22
ADA/Essential Functions	22
Scholarly Project	25
Elective Policy	25
Community Service Requirements	26
Advisor Assignment	26
Attendance.....	27
Attendance at Orientation.....	28
Emergency Messaging System.....	28
Class Cancellation Policy	28
Classroom and Lab Facilities	29
Key Check Out Policy.....	30
PT Facility Access.....	30
Faculty and Student handouts.....	30
Student Authorization for Use of Scholarly Work	30
Academic Dishonesty.....	31
Violation of Ethics or committing a felony	31
Academic Honor Code	31
Test Taking Policy.....	31
Criminal Background Check	32
Drug Testing.....	32
Student Work.....	32
Academic Status.....	33

Academic and Professional Performance Expectations	33
Complaints from Outside Sources	36
Dress Policy	37
Cell phones and personal computers	37
Social Media Policy	37
Appropriate use of Audio, Video, and Photography for Classroom and Lab activities	38
Hazardous Materials Policy.....	38
Due Process.....	39
Computing Requirements.....	39
Application for Bachelor Doctorate Degree Procedures	40
Procedures for License Application	40
Early Testing for the National Physical Therapy Examination (NPTE)	41
Dissemination of Financial Assistance Information to Student.....	42
D. Clinical Education Information	43
Introduction & Overview	44
Clinical Education Courses	45
Assignment of Clinical Sites	46
Procedure for Clinical Experience Placement.....	48
Assessment in Clinical Education.....	50
Grading in Full-Time Clinical Experience.....	51
Communication in Clinical Education	52
Clinical Education Assignments for Students	52
Student Responsibilities for Clinical Education	56
Immunization Information.....	57
Universal Precautions	58
Worker’s Compensation Insurance	59
Professional Liability Insurance	59
Criminal Background Check Disclosure Information & Process	59
Confidentiality Policy	60
Student Expectations for Clinical Education.....	61
Information Related to Clinical Instruction	63
Tools to Support Clinical Education	65
Pro Bono Clinic Policies & Procedures.....	67
Pro Bono Clinic Incident Reporting Form	75
D. Communication/Resources	76
Physical Therapy Department Contact Information.....	77
Name Change Status.....	77
U-Mary Email	77
University Services	77
E. Physical Therapy Student Opportunities	78
Opportunities for Graduate Students Participation in Decision Making.....	79

APTA Membership	79
Class Representatives	80
SPTA (Student Physical Therapy Association).....	81
ND Student Special Interest Group.....	50
Outstanding Student.....	81
Clinic Mentor Award	82
Other Student Awards.....	83
F. Appendices.....	84
Informed Consent for student policy and procedures manual	85
Personal Injury Liability Waiver	86
Informed Consent for Lab Subjects	87
Informed Consent for Clinical Education	88
Confidentiality and Privacy Oath	89
Consent to Photograph/Videotape.....	90
Criminal History Attestation Form.....	91



University of Mary Graduate Program Information

University of Mary General Policies

University of Mary General Policies

Graduate physical therapy students are to adhere to the [University of Mary's General Policies](#) and [Student Handbook](#) as electronically published. Students are expected to satisfy the graduation requirements that are in effect at the time of their admission to the graduate program.

University Studies Catalog

The Office of Academic Affairs regularly updates and publishes the University of Mary Course Catalog. This catalog serves as the foundation to all undergraduate and graduate programs containing a variety of general and program specific information. Please visit the Catalog at <http://catalog.umary.edu/>



Physical Therapy

Overview

Accreditation

Mission Statements of the University, School of Health Sciences, and Department of Physical Therapy

Philosophy of the Department of Physical Therapy

Curriculum Plan

Program Outcomes

Tuition Fee Schedule

Academic Calendar

Overview

The Program in Physical Therapist Education at the University of Mary is a component of the School of Health Sciences. Graduates of the program are granted a Doctor of Physical Therapy degree (DPT). Students enter the program with an earned bachelor's degree and successful completion of the prerequisites. The education program involves 8 semesters of didactic study and clinical education in the professional level program.

Accreditation

The University of Mary Department of Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax St., Alexandria, VA, 22314; telephone: 703-706-3245; email: accreditation@apta.org; The next review date is 2022. The North Central Association of Colleges and Schools (NCA) have accredited the University to offer the DPT.

University of Mary Mission and Philosophy

Founded to prepare leaders in the service of truth, the University of Mary is distinctive in our education and formation of servant leaders with moral courage, global understanding, and commitment to the common good. As America's Leadership University, we are deeply devoted to our mission:

The University of Mary exists to serve the religious, academic and cultural needs of the people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

In its search for truth and its commitment to develop the whole person, the University of Mary Graduate Programs prepares graduates in four areas of competence: 1) Communication; 2) Scholarship 3) Professional Distinction, and 4) Moral Courage.

In addition, the University of Mary strives to incorporate its Benedictine values of hospitality, community, respect for persons, prayer, moderation, and service in university curriculum instruction, and student life experiences.

School of Health Sciences Mission and Vision

The mission of the School of Health Sciences is to prepare health care professionals, anchored in moral courage, who respect and defend the dignity of the human person.

In the spirit of St. Gianna, we envision a thriving center of excellence that prepares leaders in the renewal of health care to embody respect and compassion for the dignity and diversity of life.

Department of Physical Therapy Mission and Vision

Guided by the University of Mary's Benedictine values of Service, Prayer, Moderation, Respect for Person, Hospitality and Community our mission is to prepare physical therapists for life.

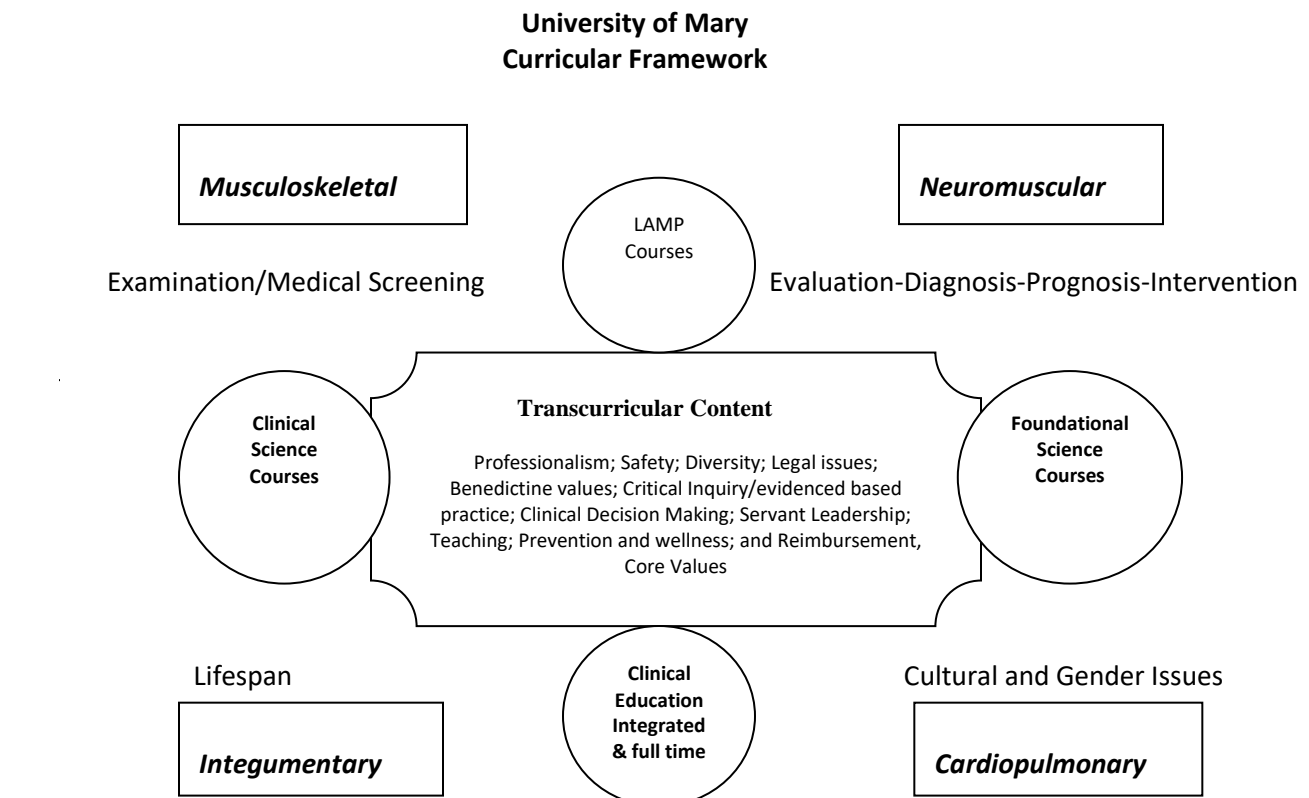
Our vision is that our graduates will be competent, ethical, compassionate and caring physical therapists who optimize the human experience through the advancement of practice, advocacy, education, and service.

Department of Physical Therapy Curriculum Plan

The Physical Therapy curriculum model is a plan for teaching and learning designed by the program faculty in consultation with physical therapists and other health care practitioners, PT Program Advisory Committee members, consultants, and doctorally prepared faculty from diverse disciplines at the University of Mary. The curriculum is reflective of the mission and philosophy of the University of Mary and the Program in Physical Therapy, [APTA Standards of Practice](#), [PT Standards and Required Elements for Accreditation of PT Education Programs](#), [Guide to Physical Therapist Practice](#), [Minimum Standards for Physical Therapists at Entry-Level](#), [Core Competencies for Interprofessional Collaborative Practice](#), and several APTA sections' documents detailing entry-level curricular standards.

Curriculum content and experiences build on liberal arts and basic science core coursework. By incorporating the Benedictine Values, the physical therapy core values, and the graduate competency outcomes espoused by the University of Mary, the curriculum provides the knowledge, skills, attitudes and values needed to achieve mastery of entry-level physical therapist competencies and program and curriculum goals.

The curriculum plan is reviewed at department meetings throughout the year. Revisions are made based on evaluative data that justify the change, which include needs assessment, compliance with mission, philosophy, and goals of the program and university, and resources available. Implementation of the revision is then formally assessed, both formative and summative.



DPT CURRICULUM		
Fall		
Year 1		
PTH 505	Anatomy I	4
PTH 507	Physiology Foundations	2
PTH 509	Kinesiology I	3
PTH 513	Systems Screening I	4
PTH 511	*LAMP I	2
PTH 515	Essential Skills I	2
PTH 519	ICE I	1
Semester Credits		18
*Leadership, Administration, Management, Professionalism		
Spring Year 1		
PTH 508	Neuroscience	3
PTH 506	Anatomy II	2
PTH 510	Kinesiology II	3
PTH 512	Musculoskeletal Assessment I	4
PTH 514	Systems Screening II	2
PTH 516	Essential Skills II (ther ex)	3
PTH 520	ICE II	1
Semester Credits		18
Summer Year 1		
May/June		
PTH 521	LAMP II	1
PTH 526	Systems Screening III	2
PTH 527	Essential Skills III (physical agents)	4
July/August		
PTH 531	Clinical Experience I (6 weeks)	4
Semester Credits		11
Year 2		
Fall		
PTH 619	ICE III	1
PTH 621	Ortho Mngt I	4
PTH 627	Exercise Physiology	1
PTH 628	Psychosocial Aspects	2
PTH 629	Neuromotor Physical Therapy	3
PTH 633	Cardiopulmonary Mngt I	3
PTH 640	Pediatric Mngt I	2
PTH 643	Clinical Inquiry I	1
Semester Credits		17
Spring Year 2		
PTH 620	ICE IV	1
PTH 622	Orthopedic Mngt II	4
PTH 630	Neuromotor Physical Therapy II	3
PTH 634	Health Promotion and Wellness	2
PTH 636	Integumentary Mngt	2

PTH 641	Pediatric Mngt II	2
PTH 642	Geriatric Mngt	3
PTH 660	SOLE I	1
Semester Credits		18
Summer Year 2		
May/June		
PTH 731	Clinical Experience II (8 weeks)	6
July/August		
PTH 743	Clinical Inquiry II	1
PTH 760	SOLE II	1
PTH 761	Diagnostic Imaging and Procedures	2
PTH 765	Professional Development	2
PTH 824	Sports Med Elective*	1
PTH 835	Pediatric Elective*	1
PTH 775	Differential Diagnosis	1
Semester Credits		13 or 14
Year 3		
Fall		
IPE 501**	Interprofessional Education	1
PTH 811	LAMP III Administration and Mngt	2
PTH 819	ICE V	1
PTH 826	Sports Med Elective II	1
PTH 831	Clinical Experience III (10 weeks)	8
PTH 836	Pediatric Elective II	1
PTH 843	Clinical Inquiry III	1
PTH 845	Women's Health Elective *	2
PTH 855	Neuro and Vestibular Elective*	2
PTH 859	Complex Case Mngt I	2
Semester Credits		15 or 17
Spring		
PTH 812	LAMP IV Leadership and Professionalism	2
PTH 820	ICE VI	1
PTH 832	Clinical Experience IV (10 weeks)	8
PTH 853	Clinical Inquiry IV	1
PTH 860	Complex Case Mngt II	2
Semester Credits		14
TOTAL		125-126

*Students choose 1 of 4 elective courses or have the option of completing an approved certificate.

**If a student did not complete the undergraduate School of Health Sciences interprofessional course (IPE 401), they will need to complete the 1 credit Interprofessional course.

Students in the final year of the University of Mary's Doctor of Physical Therapy Program have the option of completing additional coursework that will lead to a concentration in business. Students can complete on-line courses in an interprofessional format that will improve their business acumen to better meet the demands of modern healthcare practice.

The 3 courses in the concentration include:

BUS 505 HR Management (offered the 3rd 5 weeks of every term)

This course has been developed based on the human resource body of knowledge defined by the HRCI and the Society for HR Management (SHRM). This course will study the nature of HR management,

staffing the organization, developing human resources, compensating human resources and managing employee relations. The course emphasizes the need for HR professionals to effectively contribute to their organization as a strategic and knowledgeable business partner. Course competencies and outcomes focus on the importance of integrating HR knowledge with business essentials.

Nur 648 Healthcare Law and Policy

This course will provide a basic foundation of the legal system and a broad analysis of laws which impact health care. Topics of particular focus in the course will include professional licensing regulations, practices which create legal liability for health care providers and health care institutions, requirements and pitfalls of reimbursement and payment systems, the decision making processes for death and dying, and the exploration of laws which may directly or indirectly impact health care.

BUS 653 Healthcare Organizations and finance

This course is designed to provide students with a practical understanding of health care financial issues, financial reporting and analysis. Financial management tools and methods used in budget preparation, evaluation of investment alternatives, financial forecasting and capital structures are covered with a focus on common practices in healthcare organizations. .

PROGRAM GOALS AND OUTCOMES

Goal 1. The program, through the faculty and students, will recognize the dignity of the human person through commitment to advocacy, health and wellness, education, and servant leadership to the people in this region and beyond.

- Outcome 1.1: All faculty and students (100%) will demonstrate their commitment to service and advocacy through participation and leadership within internal and external partners that align with the program's mission and goals.
- Outcome 1.2: All students will provide health and wellness services to the community under the supervision of faculty.
- Outcome 1.3: The Program will demonstrate commitment to practicing PTs and other healthcare providers through professional development opportunities.

Goal 2. Students and graduates will be competent and ethical physical therapists who practice in diverse, collaborative settings, thrive in a constantly changing health care environment, commit to a life of service, and engage in life-long learning and personal development.

- Outcome 2.1: Faculty will attract, enroll and have a 95% retention rate of well-qualified applicants who appreciate the mission of the program.
- Outcome 2.2: All students will meet or exceed all academic and professional behavior standards for the program that reflect current evidence-based physical therapy practice and research.
- Outcome 2.3: All graduates (100%) will demonstrate a commitment to professional development and evidence-based practice by engaging in lifelong learning and demonstrating service to their community and/or profession.
- Outcome 2.4: Faculty will establish relationships with clinical and associated faculty who have clinical specialty or certifications.
- Outcome 2.5: All students will engage in a variety of didactic and clinical experiences interprofessional collaboration.
- Outcome 2.6: All students will participate in practice management activities.

Goal 3. Students will critically evaluate and apply evidence as a foundation for physical therapy practice and contribute to the body of knowledge.

- Outcome 3.1: Students, under faculty advisement, will complete and present a scholarly project.

Goal 4. Faculty will engage in scholarly activity to inform their teaching and contribute to the body of knowledge.

- Outcome 4.1: All core faculty will accomplish goals from an on-going scholarship agenda which culminates in the peer-reviewed dissemination of one scholarly product for every 2 years of employment.

Goal 5. Faculty will serve as role models and mentors by actively engaging in professional development and service activities that benefit the students, university, community, and physical therapy profession.

- Outcome 5.1: Faculty demonstrates a commitment to the Benedictine Values by modeling ethical and professional behaviors.
- Outcome 5.2: Faculty will stay abreast of changes in physical therapy practice and education through faculty attendance at professional presentations, lectures and conferences.

*Department of Physical Therapy Tuition Fee Schedule (2020-2021)

*Tuition information correct for this academic year only. Students should plan for a tuition increase each academic year determined by University administration

For information on payment policies, board and room contracts, and refund policies, please see the University of Mary Undergraduate Bulletin (www.umary.edu)

		Tuition
Year 1 (fall, spring, summer)	\$10360/trimester	\$31500
Year 2 (fall, spring, summer)	\$10360/trimester	\$31500
Year 3 (fall, spring)	\$10360/trimester	\$21000
TOTAL TUITION		\$84000
Fees (approximately)		
Lab Fees	total throughout program	\$140
EXAAT Fee	1x only	\$150
University Center/Wellness Center Fee	\$125/semester (fall/spring only)	\$750
Graduation Fee	1x only	\$100
• Graduation Attire	3 rd year only	\$175
Technology Fee	\$30/credit	\$3720
Liability Insurance	\$35/year	\$105
Criminal Background Check and Drug Test	\$125 (year 1)	\$125
APTA membership fee*	\$80/year	\$240
*part of lab fees year 2 and 3		
Parking Fee	\$50/semester (fall/spring only year 1 and 2)	\$200
Security Fee	\$100/semester (fall/spring/summer)	\$800
Not included: textbooks, room/board/travel for clinical internships, optional international experiences		
TOTAL FEES		\$6505
TOTAL PROGRAM COSTS		\$90505

Department of Physical Therapy Academic Calendar 2020-2021

For more information visit: http://www.umary.edu/umlife/student_life/academic_calendar/

2020	
September 7	Labor Day – No Classes
September 7	New student verification (all transfer students must stop by)
September 8	First Year Student Orientation 8:30-1
September 8	Classes begin for all students
September 12	White Coat Ceremony
Sept 15	UMary PT Clinic open
Sept 18	3 rd year comprehensive lab test
Sept 19	NDSSIG Conclave UND (all day – all students strongly encouraged to attend)
September 24-25	3 rd Year Group I Diagnostic Imaging Lab
September 25-26	3 rd Year Group II Diagnostic Imaging Lab
Sept 25	Best of Class of 2021 Case Studies (all students 1-4)
Sept 25/Sept 26	Fall NDPTA meeting Friday; Pain Neuroscience Continuing Ed Course Grand Forks
Oct 1	UMary Healthcare Career Fair (Chick’s Place) 10-1 (required of all year 3 students; year 1 and 2 strongly encouraged)
October 2	Best of Class of 2021 Case Studies (all students 1-4)
October 9	Last Day of 5-week Term for 3 rd Year Students
Oct 12 – Dec 18	3 rd year Clinical Experience III
Oct 16 – Oct 18	Fall Break (No clinic October 15)
Nov 6	PT Interview Day 1
Nov 26 - 29	Thanksgiving Vacation (begins 4pm Nov 25)
Dec 17-23	Final Examinations
Dec 23 after exams	Christmas Vacation begins
2021	
Jan 6 – Feb 7	Third Year Students class
Jan 6	Spring Semester Classes begin all students
January 12	Clinic opens
January 15	3 rd year written comp 8-12
January 18	Martin Luther King Day – no classes
Feb 8 – April 16	3 rd year Clinical Experience IV
Feb 15	No School – President’s Day (1 st and 2 nd year students)
Feb 19	PT Interview Day 2
March 4-7	Spring Break for 1 st and 2 nd year students
April 2-5 (begins 4pm 4/1)	Easter Vacation (Clinic is closed on April 9)
April 16-22	Final Examinations
April 23	Research Colloquium (mandatory for all PT students)
April 24	Hooding and Graduation Class of 2021
Dates TBA	Guatemala Class of 2021

April 25 – May 2	Semester Break
May 3 – June 25	2 nd Year Clinical Experience II
May 3 – June 25	1 st Year Classes (May/June)
June 27 – July 4	Summer Break
July 5 – Aug 13	1 st Year Clinical Experience
July 5 – August 13, 2021	Class of 2022 session
July	Scorebuilders (Class of 2022)
August 2021 Dates TBD	Guatemala Class of 2022



Academics

FERPA
Student Records
ADA
Scholarly Project
Elective Policy
Community Service Requirements
Advisor Assignment
Attendance
Attendance at Orientation
Emergency Messaging System
Lab Access
Faculty and student handouts
Student Authorization for Use of Scholarly Work
Plagiarism
Violation of ethics or felony
Academic Honor Code
Criminal Background Check
Drug Testing
Student Work
Academic Status
Minimal Standards for Student Competency
Academic and Professional Behavior Standards
Professional Behavior Expectations
Dress Policy
Use of cell phones and personal computers
Social Media Policy
Appropriate use of Audio, Video, and Photography for Classroom and Lab activities
Equipment Usage
Hazardous Materials Policy
Due Process
Policy and Procedure for Filing Comments with CAPTE
Computing Requirements
Application for Bachelor or Doctorate Degrees
Procedure for Licensure
Dissemination of Financial Aid

FERPA (Family Educational Rights and Privacy Act of 1974)

FERPA is a federal law designed to protect the privacy of a student's education records. Information on FERPA rights is located here:

https://my.umary.edu/ICS/icsfs/Notice_of_FERPA_Rights.pdf?target=dbb348a4-d9c4-42a6-9d31-8d4ada037cde

Student Records

The purpose of the student records policy is to ensure confidentiality of student information. Please refer to the [University of Mary's policy on student records](#).

Specific information related to a student's progress in the PT program is located in the Program in Physical Therapy Office. These records are handled confidentially and are kept in a locked file cabinet. Records are not released to other parties unless written informed consent permission is received from the student.

Approved	1996
Revised	2002, 2005, 2014, 2020

Americans with Disability Policy

Students are referred to the [Student Accessibility Services Webpage](#) on the University of Mary website.

ESSENTIAL FUNCTIONS (REQUIREMENTS) AND REASONABLE ACCOMMODATIONS FOR STUDENTS WITH PHYSICAL AND COGNITIVE LIMITATIONS*

Essential Functions

The Doctor of Physical Therapy Program at the University of Mary has been designed to prepare students to enter the profession as a generalist with the skills, knowledge, and ability to successfully perform all of the required functions associated with the role of an entry-level physical therapist.

Student physical therapists must be able to perform, with or without reasonable accommodations, each of the Essential Functions in order to effectively participate in our program and successfully fulfill the requirements of the professional curriculum. The University of Mary must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical, or emotional functions.

The University of Mary Physical Therapy Program, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate against qualified individuals with disabilities. Upon admission a student who discloses a properly certified disability will receive reasonable accommodations. The accommodations may not cause the University of Mary undue hardship and may not preclude the student's ability to perform all of the essential functions of the program, as outlined below. A reasonable accommodation does not change the essential nature of the academic or clinical program. Reasonable accommodations must be arranged by the student through Student Accessibility Services. ([see pg 8 Student Handbook](#))

Some **reasonable accommodations** for Mobility Limitations, Visual Limitations, Hearing Limitations, and Learning Disabilities include but are not limited to the following:

- Physical changes to classroom/laboratory environment

- Modifying classroom equipment
- Lengthening time period for written examinations; alternative testing arrangements (quiet testing room, exam with oral discussion)
- Additional instruction time/academic advising
- Note-takers/scribes and/or lab assistants
- Adjustable tables, lab equipment located within reach, rolling stools
- Taped text (if commercially available), audio recording
- Large print handouts, signs, equipment labels
- Seating where the lighting and vision is best
- Sound system/amplification
- Face student when speaking
- Provide typed handouts of lecture notes
- Visual aids

The process that describes the steps for determining the need for reasonable accommodations when cognitive and/or physical limitations are present is available through the University of Mary Student Support Services.

Students **must have the ability to perform the essential functions, with sufficient training and academic and clinical background, when admitted to the program. Students are expected to be able to perform all essential functions upon graduation.**

Clinical sites have the option of accepting or declining a student placement if they do not feel they can meet the accommodation request.

- Accommodations for the student at the clinical sites is coordinated by the DCE with the clinical instructor.
- An accommodation may not be considered “reasonable” if the safety of either the student with the limitation or of another member of the class or faculty, or of potential patients/clients is compromised.
- Individual consultation with the student is arranged that considers their needs and the program and clinical situations.
- Accommodations cannot be imposed on the student.
- The core faculty, clinical instructor, and student deliberate to determine the extent of reasonable accommodation necessary.

To perform the role of a physical therapist and be successful in the physical therapy program the student must be able to perform the following skills in the academic and clinical setting:

Observational Skills

- Observe lecture presentations, lecture and laboratory demonstrations, and laboratory dissection of syndavers
- Read and interpret information from assigned academic materials, diagnostic tests, equipment, patient charts, printouts both paper and electronic modes
- Observe the patient’s activity and behavior during examinations and interventions
- Observe and recognize changes in patient status which may require modification of activity or intervention such as: color of skin, breathing regularity, and nonverbal communication
- Accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and therapeutic modalities (ultrasound, electrical stimulation, etc)

Psychomotor

- Attend and access all classroom activities on and off campus
- Attend clinical internships in assigned locations
- Sit, stand, and/or walk for up to 12 hours daily in the academic and clinical setting
- Respond quickly to emergency situations and perform emergency procedures such as CPR
- Efficiently perform documentation specific to the assigned academic or clinical setting (i.e. written, electronic, dictated)
- Perform skills requiring coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision
 - o Safely assist and guard patients during gait training
 - o Safely position, lift, and transfer all types of patients including bariatric (twist, bend, stoop, and/or squat)
 - o Safely and effectively administer exercise and examination procedures which require resistance or facilitation
 - o Manually adjust exercise equipment and assistive devices
 - o Accurately set equipment buttons/dials and apply modalities
 - o Use palpation/fine motor skills to accurately assess changes in muscle tone, heart rate, tissue temperature, tissue consistency, joint movement
 - o Accurately complete blood pressure measurements and auscultation activities
 - o Perform manual therapy/manipulation techniques (twist, bend, stoop, and/or squat)

Cognitive

- Receive, comprehend, recall and interpret, measure, calculate, reproduce and use; to reason, analyze, integrate and synthesize information in order to solve problems, evaluate work, and generate new ways of thinking in a timely fashion.
- Comprehend three-dimensional relationships and understand spatial relationships of structures.
- Possess the emotional health required to fully use his/her intellectual abilities, exercise good judgment, prompt and safe completion of all responsibilities related to patients and caregivers.
- Perform a physical therapy evaluation, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors in a timely manner
- Analyze and apply examination data to formulate and execute a physical therapy plan, in a timely manner, appropriate to the problems identified
- Reassess and revise physical therapy plans as needed for effective and efficient management of physical therapy problems in a timely manner
- Access, input, and retrieve information from a computer or other electronic device

Communication

- Communicate in English in many forms including: verbal and non-verbal language, reading, writing and computer literacy (including keyboarding skills) with faculty and peers in academic and clinical settings
- Effectively communicate with other students, teachers, patients, peers, staff and personnel to ask questions, explain conditions and procedures, teach home programs, and for safety in a timely manner and within the acceptable norms of academic and clinical settings

- Receive and interpret written communications in both academic and clinical settings in a timely manner
- Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
- Communicate effectively and sensitively with patients/clients and caregivers
- Elicit information regarding mood and activities, as well as perceive non-verbal communications.
- Communicate effectively and efficiently with other members of the health-care community to convey information for safe and effective care.
- Maintain written and electronic records

Affective/Behavioral (Social, Professional Behavior)

- Possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients/clients and other individuals with whom one interacts in the academic and clinical settings
- Tolerate physically and mentally taxing workloads and function effectively under stress
- Tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environments
- Display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients/clients
- Recognize and appropriately react to one's own immediate emotional responses to situations while maintaining a professional demeanor.
- Practice in a safe, ethical and legal manner
- Maintain general good health, hygiene, and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings

Adopted: 1999
Revised: 03, 2011, 2016

Scholarly Project

All graduate physical therapy students must complete a research proposal and a scholarly project to fulfill the research requirements for the doctoral degree. Students are required to disseminate the results of the scholarly project at the School of Health Sciences Colloquium.

The scholarly project is a research study performed under the direction of a graduate physical therapy faculty member, and students are highly encouraged to submit their work for publication consideration to a peer reviewed journal. Please see the research manual for authorship guidelines.

For more information regarding the scholarly research project in physical therapy, students should consult the Physical Therapy Research manual or their academic advisor.

Adopted 2010
Reviewed 2012, 2014, 2019

Elective Policy

The Physical Therapy Program includes elective courses in the 3rd year of the PT program. All students must take 1 elective, or complete a certification approved by the faculty, in order to complete the requirements for their DPT degree. The purpose of the electives is to give students an opportunity to study an area of PT beyond entry-level. Students choose the elective they want to take based on their own personal reasons such as interest, preparation for a clinical experience, curiosity etc. Many students would like to take more than the one required elective. This would be possible under the following circumstances:

- The elective has not met or exceeded its enrollment cap.
- Students must have exhibited academic success and professional behaviors that demonstrate capability of managing an extra class in order to be considered.

Auditing: Unless students are registered for a course, they will not be allowed to “sit in” because of liability reasons for the University of Mary. The courses contain hands-on lab activities in which an auditing student cannot participate. However, whenever possible, faculty will develop a program of “invited lectures” so that if there is a lecture without a lab, all students may be invited to attend.

Amended 5/2011, 7/17
Reviewed 2014, 2019

Community Service Requirements

The purpose of this policy is to outline the department’s requirement for community service. Because community and professional service is part of the Mission and Philosophy of the University of Mary and the Program in Physical Therapy, students are expected to fulfill a requirement for community service. Ten hours are required during each “academic” (September through June) year for the first two years of the program. Students are encouraged to complete hours during year 3; however, due to extensive clinical education hours completed off-site, the requirement is waived.

The University of Mary has a volunteer office; you can find opportunities for community service through that office if you are not aware of opportunities on your own. Professional service is also counted as community service. Completing service work for the APTA or ND APTA, volunteering as a subject for lab tests, assisting in interviews, and other PT department and University of Mary functions are all examples of community service.

Community service *cannot* be part of a class assignment unless you complete more than the required amount

You are required to keep track of community service hours in the student portfolio. You are also asked to *reflect* on the benefits and the learning that takes place in doing your community service as part of your student portfolio. Failure to do the community service requirement will be reflected in your professional behavior evaluation.

Adopted 1999
Revised 2001, 2002, 2005, 2019, 2020

Advisor Assignment

All physical therapy students accepted to the graduate program will be assigned an advisor from the Department of Physical Therapy. The student will meet with their advisor a minimum of 1x/year to review their portfolio and should initiate communication on an as needed basis. The academic advisor will assist the student in completing a grad audit upon completion of the program.

Adopted 2010

Reviewed 2014, 2018, 2019, 2020

Attendance

Classroom

The PT Program follows the University Academic Calendar. To achieve full benefit of the program, all students are expected to attend every session, and to be on time for every professional course. Therefore, timely attendance is mandatory. Students should plan travel around the identified dates for holidays and breaks. Students are strongly discouraged from making travel plans during scheduled courses. Students who request travel during identified class times miss important information. Unplanned absences due to illness or emergency must be reported to the Physical Therapy office or to the course instructor as soon as possible and within a day of the absence. Upon return, the student will fill out a "sick leave" form (located on CANVAS PTH 0000) and obtain signatures from all instructors whose class(es) they missed. The completed form will be given to the department administrative assistant and the absence will be noted on a tracking form. If a student knows he/she will be gone in advance, the student will complete a "leave form" (located on CANVAS PTH 0000) and obtain signatures from all instructors whose class(es) will be missed. The completed form should be turned into the department administrative assistant for tracking purposes. It is the student's responsibility to obtain missed information - additional assignments may be required for missed in-class assignments. This includes missed classes for outside class observation assignments (surgeries, IEP's, etc.). Students who have a pattern of missed classes will meet with the class instructor and/or advisor to discuss concerns and determine a plan of action. Routine tardiness may result in professional behavior probation. Course instructors reserve the right to deduce points related to a lack of class participation.

Leave of Absence

Students who experience extenuating circumstances in their personal lives (e.g. medical issues with student/family member, death in family, etc.), and find it difficult to be successful in the program, may decide to take a temporary leave of absence. Poor academic performance alone does not qualify for a leave of absence. Typically, this leave of absence would be one year in length, due to the progressive nature of the curriculum. Any student contemplating taking a leave of absence should discuss this with their faculty advisor and the Program Director. The advisor and Program Director will also work with the student to ensure that they are receiving all appropriate supportive services from the University as well as ensure that all appropriate current University policies and procedures for a leave of absence are followed. Because of the unique nature of this situation, each case will be handled individually. The Director may have the Academic Progress Committee review the individual student's situation, possibly meet with the student, and make recommendations for the terms of the student's re-entry into the program to help facilitate success upon re-entry into the program. Students requesting a leave of absence must submit a letter of request to the Program Director. If the leave of absence will occur during the semester, the student will need to consult University regulations to determine what semester grade will appear on the transcript and whether any tuition revenue for the current semester is refundable, which depends on the timing of the action.

Examinations

Students are *required* to take exams on the scheduled date and time. Requests for moving exams are *rarely granted* and only for extraordinary circumstances. Requests for an alternate exam time must be in writing to the course instructor, with a cc to the program director. If a student is ill and unable to take an exam, he or she must let the instructor know prior to the scheduled exam time. The instructor may require a physician's note regarding the absence. If a student does not attend a scheduled exam time without notifying the instructor, a grade of zero may be given. Students who take tests early or late place the integrity of the testing process of the PT department at risk. If a student plans travel and misses a final exam or requests a final exam to be moved, he or she will receive a deduction of 10% lower grade on the exam [Total earned score – 10% = adjusted score].

Revised 2005, 2006, 2008, 2010, 2017, 2019, 2020

Attendance at Orientation

It is mandatory that all students entering the professional program attend the orientation session. In the event that a student cannot attend this session, the student must make arrangements to meet with the program director as soon as possible.

In the event that a student cannot attend the first days of scheduled classes, it is up to the discretion of the admissions committee, under advisement from the faculty, to decide if the student is eligible to continue in the program. Factors to consider include amount of time missed, communication and responsibility demonstrated by the student, and rationale for missing classes. The admissions committee will decide if the student is eligible to defer to the following fall.

The admissions committee has the right to offer the spot to the next eligible student on the waiting list.

Created 8/24/2011, reviewed 2018

Emergency Messaging System

It is recommended that all students be registered for the University of Mary's Emergency Messaging System (UMEMS). Safety alerts on the University of Mary campus can be received on cell phones via the University of Mary's Emergency Messaging System (UMEMS). Campus safety alerts range from a security breach to cancellation of classes due to severe weather. Users who elect this option and provide contact information may be assured that their information will not be shared.

University of Mary's Emergency Messaging System (UMEMS) will not replace any current notification methods but will be used as one of several alert systems already in place, including email, web sites, tornado siren, and media. To become part of this vital communications network, you must opt in to the program. https://my.umary.edu/ICS/Student/Emergency_Messaging_System.jnz

Created 4/2012 MD, reviewed 2018, 2019, 2020

Class Cancellation Policy

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director and/or a staff member in the Physical Therapy Education Office. The faculty

member will contact the respective class representative(s) or notify the class via e-mail, given sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.).

Created August 2019

Inclement Weather Policy – [See University Policy](#)

[Students as Stewards of the University Facilities – see Standard 15 University Student Handbook](#)

Use of PT Classroom and Lab Facilities

It is the Program's expectation that the classrooms and labs will be maintained in a safe and orderly fashion. Calibration and safety checks of equipment will be performed annually. Out of respect and as a professional responsibility to the number of persons who use the labs, as well as to keep students, guests, and faculty healthy, at the end of every class session, students must:

- replace equipment in its proper location and ensure its proper cleaning;
- fold and put away linens and pillows;
- replace chairs and tables to their proper locations;
- put refuse in receptacles available.
- Food and beverages are allowed in classrooms with respectful discretion. Eating and drinking should not be distracting to the instructors or to any of the students. All eating materials must be disposed of promptly and properly.
- All tables and plinths must be wiped down with designated cleaning solution at the end of each class.
- All treatment room plinths must be wiped down after each student and patient use

By taking a few minutes to do the above, the learning environment of the labs will be enhanced for all users. At the beginning of each school year, each class will develop a weekly cleaning schedule and develop expectations including wiping off tables/plinths and ensuring the rooms are in order each evening.

Unsupervised Lab Practice

The following guidelines will enable you to practice lab skills in an appropriate and safe manner during times (including evenings and weekends) when faculty are not available in labs.

Labs may be used at any time when these facilities are not being used for other classes, during the day, evenings or weekends, for practicing PT skills, studying, or other DPT Program related activities.

- Students are only to use equipment unsupervised once they have demonstrated the correct application and safe use of the equipment during laboratory or arranged assessment by appropriate core physical therapy faculty members.
- Observe all safety precautions and contraindications for the techniques that you are practicing.
- Remember that you are only practicing PT techniques and that you are not yet licensed. It is NOT appropriate to treat yourself or a friend for an actual problem.
- Equipment shall not be removed from campus.
- If something is broken while a student or faculty member from the PT department is using the equipment and it is not determined to be a “wear and tear” problem, the PT department or student is responsible to replace the item, which includes all costs incurred.

- In case of an emergency, contact Campus Safety and Security (701-355-8000).

In accordance with University policy, alcohol and drugs are prohibited in the DPT labs or classrooms at any time.

Syndaver Lab

Students will only have access to the Syndaver models under the supervision of a faculty member or designated supervisor. Gloves must be worn at all times when students are using the Syndaver models, and students are responsible for supplying their own gloves. During use, the Syndaver models should be frequently sprayed with water to keep the structures moist. The joints of the Syndaver models have limited movement, and the students are not to move the joints past resistance or stretch the muscles, tendons or joints. No structures on the Syndaver models should be cut. If any damage occurs to the models during use, the students should immediately notify the instructor or supervisor. Unless otherwise instructed, when the student is finished using the Syndaver model, it should be returned to its tank, submerged as much as possible in the water, and damp towels should be used to cover any exposed regions.

Adopted 2006

Revised 2016, 2019

Student Access to Building After Hours

Students are invited to stay on site and study/practice skills during the normal business hours (8-4:30). Students may also remain on site after faculty/staff have left the PT facility to study and practice skills. For student safety, at least 2 students must remain on the premises and are expected to leave together and walk to their vehicles. Students should move their vehicles near the building's doors if they plan to stay late to avoid walking a greater distance in the dark.

- Prior to leaving, faculty/staff will check the building to ensure all doors are locked (interior and exterior).
- Students in the building after hours are only allowed to let other UMary PT students in unless previous arrangements made through UMary faculty
- Students are not allowed to prop open any door in the building
- Students are not allowed to enter any faculty office or the storage room, use the secretary's computer, or look/take anything from the secretary's space.
- It is the student's responsibility to ensure that the building is left in good condition upon exiting (garbage thrown away, linens put away, furniture replaced)
- It is the student's responsibility to ensure that all lights are off and the building is locked upon exiting

Revised 2005, 2008, 2013, 2014, 2015, 2020

Faculty and Student Handouts

Faculty will make an effort to post their handouts on CANVAS by 4:30pm in the afternoon prior to the class session where the material on the handout is presented. Students will be expected to have a computer with the information OR a copy of the handout at the class so they have access to the information being presented.

Created 2010 JR

Revised 5/2011 MD

Academic Honor Code

All students at the University of Mary are expected to commit to the guidelines and policies included in the [Academic Honor Code](#).

Reviewed 2020

Violation of Ethics or Committing a Felony

Consequences of a violation of professional ethics, committing a felony or having been found guilty of a felony*:

If evidence is received that a graduate physical therapy student has committed a breach of ethics or a felony, the faculty as a whole will meet to review evidence and if needed, will gather further evidence pertaining to the student's possible violation(s). The student is subject to disciplinary action up to and including dismissal from the program or expulsion. The student may be referred to the ND Board of PT or the Federation of State Boards to determine if the felony would preclude him/her from sitting for the Physical Therapy Examination and/or becoming licensed.

If the student wishes to appeal the decision, he/she must submit to the Chair of the Physical Therapy Program a request for appeal. If that appeal is denied, the student has the right to appeal to the Dean of the School of Health Sciences. If there is still disagreement, the final level of appeal at the University level is the Vice President for Academic Affairs.

Students are to refer to the [Student Catalog](#), Community Standards 2 (page 12) regarding their responsibility to report criminal conduct both as a prospective and enrolled student

Approved 7/99

Revised 00, 01, 02, 05, 08, 2011, 2017, 2019

Academic Honor Code

It is expected that all students in the graduate physical therapy program will abide by the University of Mary [Academic Honor Code](#). This includes the prohibition of sharing information that would provide unfair advantage to another student (i.e. test questions or format, assignment information) and/or reporting violations of peers. Students in breach of the code will be referred to the informal or formal honor system as per the policy

Approved 1/2012

Reviewed 2019

Test Taking Policy

In order to ensure continuity, accountability, and integrity, the following rules will be instituted for all tests within the PT Professional Program:

- Prior to every written test in every class, students will deposit their cellular phones and any other web-based instrument (i.e. watches that have WiFi access) in the front of the room.
- Students will ask/inform the proctor if they need to leave the room for any reason

- Students are also not permitted to have their cell phones when viewing their completed tests. This applies to the classroom setting and individually with the secretary

Created Nov 2015

Criminal Background Check

See the University Student Handbook regarding [criminal background information](#) (page 12-13) upon admission. This policy is pertinent to applicants and students currently enrolled in graduate education. A criminal background check is required during the first year of the Graduate Physical Therapy Program. The criminal background check is to be completed online through Castle Branch. Instructions for this process will be provided to the student by the Director of Clinical Education. The student shall be responsible for any costs associated with completing this process. Students should be aware of licensure and certification requirements in relationship to criminal background reporting. The criminal background process employed by this academic program may differ and/or not comply with policies from licensure or certification boards.

Criminal background reports will undergo administrative review within the Department of Physical Therapy. Certain convictions may be considered a disqualifying factor for academic progression in the Physical Therapy Program. It is the student's responsibility to report any new criminal conviction(s) immediately to the Director of the PT Program (regardless of whether an appeal is pending) and to the University. Failure to do so may result in disciplinary action ([See Standard 2 pg 12 University Student Handbook](#))

Updated 7/10/2015, 2020

Random Drug Screening

If at any point the faculty suspect a student has violated the drug free policy of the University, the student will be required to complete another 12-panel urine drug screen. Any unannounced urine drug screen can be requested up until the point of graduation. All costs incurred are the responsibility of the student. If the required or requested urine drug screen is positive, the student will be referred to the Academic Standards Committee and the University of Mary Community Standards Program.

Created 7/1/2017

Reviewed and edited 2019

Student Review of Tests and Assignments

Tests: Completed tests are graded and given back to the students for review. Students are generally not allowed to keep these tests. If there is a question about a certain test item, students should write down the question and schedule a meeting with the professor **within 10 days of the time the test is returned**. The student should bring the source that verifies his/her answer to the meeting. Tests may be shredded after 10 days.

Other Assignments: If a student wants to contest the score on other assignments (not tests) he or she must do so within 10 days from the date the assignment is returned.

Academic Status

Students are entitled to know their academic standing. The following procedures are in place to assure that this happens.

- Student/adviser meetings should take place at the following times:
 - Year 1 May
 - Year 2 April
 - Year 3 Feb
- Students have access to CANVAS and my.umary.edu where they can check their grades. They can also check their progress on credits, courses, etc.
- Review of professional behavior is done informally after the fall semester (formally if necessary) at the advisor-student meeting and formally (documentation) after the spring semester. The clinical instructor also monitors professional behavior.
- Students receive formal feedback after laboratory examinations.
- There is no posting of grades for student confidentiality reasons. Students are encouraged to keep track of their own progress for each course. If there is a discrepancy between student and faculty records, the student should schedule a meeting with the faculty member to discuss the situation.

Approved 2002
Revised 2005, 2016, 2020

Academic and Professional Performance Expectations

Policy: Students must demonstrate mastery of and competence in all didactic information, clinical skills, and professional behavior expectations. In the Department of Physical Therapy, competence is defined as the achievement of a grade of at least "C" in each program course and "P" (Pass) in clinical education courses, appropriate professional behavior in all settings, and an overall cumulative GPA of 3.20. Students are required to be in good academic and professional behavior standing in order to progress to a clinical placement. "Good" standing may allow for a student to be on probationary status if faculty determine the student has the necessary skills and behaviors to be successful at the placement and if a remediation plan is in place and the student is making satisfactory progress on the plan.

Professional Behavior Expectations

As a student in the Physical Therapy Program, you are a representative of the University of Mary at all times which includes words, actions, behaviors, and dress. If any validated complaint from another student, faculty, or member of the public is forwarded to the Program about questionable behaviors, the faculty member and program director review and determine a course of action.

Additionally, faculty assess professional behavior throughout the Doctor of Physical Therapy curriculum. The advisor gathers input from other faculty regarding the student's professional behavior before completing the assessment. The student's professional behaviors are rated as follows:

U-Unsatisfactory B-Beginning Level D-Developing Level E-Entry Level.

Unacceptable performance includes:

1. A rating of unsatisfactory (U) in one or more individual behavioral categories
2. End of the 1st academic year-five categories still rated as Beginning (B) level.
3. End of the 2nd academic year-five categories still rated as Developing (D) or Beginning (B) level.

Academic Expectations--Competence in Courses

Unless otherwise stated in a course syllabus, the grading scale for PT Program courses is:

93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
0-59.99	F

- 100% assignments completed
- Successfully pass all lab tests $\geq 73\%$; maximum of 1 retake allowed. Critical issues such as safety may be assessed pass/fail.
- Achievement of $\geq 73\%$ on any content examination.
- Achievement of $\geq 73\%$ on comprehensive written final course examination on the first attempt.
- 73% on all coursework (C).
- Fulfill all requirements of a course (i.e. retaking lab or written tests)

Clinical Education Courses

Successful completion of each clinical education course is based on the judgment of the directors of clinical education. Their judgments are based on students' successful completion of three components of clinical education: 1) formal and informal evaluation of the student's knowledge, skills, attitudes, and values using feedback from clinical instructors; 2) satisfactory professional behavior relative to the course; and 3) satisfactory completion of all clinical assignments. All clinical education courses are graded Pass or Fail.

Academic Progress and Academic Standards Committees

The Academic Standards Committee (ASC) is composed of faculty of the department of physical therapy and appointed by the program director to uphold the Academic and Professional Performance and monitor progress throughout the physical therapy curriculum. This committee meets once at the midterm of a semester and once at the conclusion of the semester to assist in identifying students with academic or behavior concerns and to consider evidence to aid in informing decisions executed by the program director related to student progression.

Compliance Criteria & Recommendations

Probation with action plan – it is the student's responsibility to create and fulfil an agreed upon action plan (with advisor and/or course coordinator).

- In any semester of the program, semester GPA between 3.0-3.20 with no semester grades of <C, and acceptable professional behavior. (NOTE: Applies only to students who have not been on probation in any previous semester.)
- Failure to pass a cumulative semester course examination with a score of greater than 73.00%.

- Probation after being on an earlier probation in the professional program. If the second probation occurred as a result of failure to pass a cumulative semester course examination with a score of greater than 73.00%, the student and course instructor must create an action plan within 2 weeks of notification. The remediation plan should be signed by the student and course instructor and submitted to the Chair of the ASC.
- Prior to the fourth clinical education experience, each student must pass a comprehensive written examination. If the student does not pass the written exam on the first attempt: the student will meet with his or her academic advisor to develop an action plan to remediate the material and create a study plan for the NPTE. The student will not be able to enter the clinical experience without confirmation of plan of action indicated by signatures of the student, the student's academic advisor and program director.

Dismissal from program with option of appeal to Academic Standards Committee (ASC). The ASC can recommend upholding the dismissal or creation of plan for remediation. The student must notify the chair of the ASC within 48 hrs to schedule an appeal.

- In any semester of the first year (fall, spring, and summer semesters) of the program, a GPA <3.00.
- Course grade of D during a semester, regardless of the overall GPA.
- Failure to pass >1 cumulative semester examination with a score of greater than 73.00%.
- Probation after being on an earlier probation in the professional program except when the probation is due to a failed final cumulative exam. Probation status may be assigned for any other reason, including GPA out of compliance, unprofessional behavior, unsatisfactory performance in clinical education or any combination of reasons. This can occur at the end of any semester or summer session.
- Prior to the first and third clinical experiences each student must pass a comprehensive clinical laboratory competency examination. If a student fails to pass the comprehensive lab exam, he/she is given one opportunity for a retake. If the student does not pass the retake, the student is dismissed from the program. If appealed, the ASC can recommend a plan which would address if the student can continue with the planned clinical experience as scheduled.

Dismissal from program without the option of appeal to ASC. The student has the option of appeal at the level of the Dean (see University of Mary student handbook for appeal policy)

- In any semester of the first year (fall, spring, and summer semesters) of the program, a GPA of less than 2.60.
- Two or more grades of D or one grade of F at any time in the academic program.

Appeals:

If the student and the Chair disagree on the course of action, the student has the right of appeal to the Dean of the School of Health Sciences. If there is still disagreement, the final level of appeal at the University level is the Vice President for Academic Affairs.

Note that the physical therapy program requires students to complete all program requirements within 5 years. This timeframe begins on the first day of coursework. *A student who cannot/does not complete all requirements in the prescribed timeframe for any reason will be dismissed from the DPT*

program. Students who stop their forward progression in the DPT program for one or more semesters for any reason may be required to complete a criminal background check, immunizations, and a drug screen prior to returning.

Amended Sept 23, 2014, Dec 17, 2014, June 2016, March 2017; June 2018; August 2019

Complaints from Outside Sources

Policy: On occasion, complaints from persons outside the organization regarding the Program, faculty and staff, or students that fall outside the realm of due process may occur. The purpose of this policy is to describe a mechanism to facilitate resolution of concerns, conflicts, disagreements or complaints about the Program or individuals associated with the Program and to describe the procedure for addressing such complaints.

Policy

Persons with a complaint against the Program or against faculty, staff and students associated with the Program are encouraged to address conflicts or problems in direct communication with the individual with whom they disagree. If the conflict is not resolved, the person may file a written complaint within 30 calendar days of the event in question. Persons external to the organization such as patients, patients' families, health professionals and the general public may voice complaints about the Program and the Program's faculty and staff or students, free from the threat of reprisal or discrimination. The Program will maintain documentation of the complaint, with a written description of actions taken, for a minimum of 3 years following resolution of the complaint.

Procedure

1. Information about who to contact with concerns and comments about the DPT Program is posted on the Program's Webpage.
2. Persons should provide the Program Director with a written document describing the incident or issue at which the complaint is directed within 30 calendar days of the incident or issue. The Program Director will respond in writing within 30 calendar days to answer questions, to describe actions taken or to resolve the complaint.
3. If the person believes the complaint to be unresolved following procedure (1) above, or if the complaint is directed against the Program Director, he/she should contact the Dean of Health Sciences who will consider the complaint and act to address the concern.

If all institutional avenues for handling the complaint have been exhausted, the complainant has the right to file a complaint concerning the Program with the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE can only respond to accreditation criterion violation. Please refer to the following web address for details about CAPTE's formal complaint process:

<http://www.capteonline.org/complaints/>

CAPTE's mailing address is:

Commission on Accreditation in Physical Therapy Education
1111 N. Fairfax Street
Alexandria, VA 22314

Consistent with the [University policy on retaliation](#) and federal as well as state law, retaliation against a person for bringing forward any type of complaint or assisting someone with a complaint, or participating in an investigation or resolution of a complaint is prohibited.

Adapted from CAPTE Handbook 2019

Dress

Casual dress (jeans, shorts, sweatshirts, appropriate t-shirts) is acceptable for the classroom; however, clothing should be modest in order to respect your peers. Students should watch necklines and waist/back so that underwear or excess skin is not shown. Hats are not allowed during lectures/labs. **Professional dress** (dress pants, closed toe shoes, polos, blouses) are required when guest lecturers are scheduled. Please review your syllabus and schedule often to ensure you are prepared. Professional dress is also required for outside fieldtrips and for graded student presentations.

Laboratory classes require halter tops, sports bras, or bikini tops for females in order to expose the shoulders and rib cage. Shorts with elastic waistbands are required for all students.

Name Badges: All students are required to wear name badges on their clinical experiences, the student clinic, and for community assignments. A name badge will be given to each student during the first semester. That will be the only name badge provided by the program. In case of loss, name change, etc., contact the program secretary and she will give you information on how you can obtain another name badge. The University will purchase only the first name badge for you.

Revised: 1999, 2002, 2006, 2010, 2012

Cell Phones and Personal Computers

Cell phones: Cell phones need to be turned off or put on silent during class time. Cell phone activities not related to classroom activities are not permitted during class time, whether it is lecture, lab, presentations, or discussion. The faculty expects full attention at all times.

Computers: Computers are permitted for classroom activities only. You may not use computers during class time for activities not related to the classroom. During class discussions and presentations, computers need to be closed out of respect for other students and faculty.

Adopted 2008

Reviewed 2010,2018

Social Media Policy

Students should also review the [University policy on social media](#). The University of Mary program in Physical Therapy abides by *the Standards of Conduct in Social Media* as adopted by the APTA House of Delegates in 2012 (HOD P06-12-17-16) and regards it as an essential function of the University of Mary Program in Physical Therapy. A student in breach of this policy is subject for review by the academic standards committee. Faculty are aware that many students subscribe to online social media, such as LinkedIn, Facebook, Twitter and Instagram. As a student in a professional program, we encourage you to revisit sites for pictures and information that you have posted to determine if current content reflects appropriate professional standards.

The following guidelines should be considered:

1. Complaints regarding other persons, employers, teachers, worksites, peers, should not be posted.

2. Do not post anything in your profile that you would not want your instructors, family, colleagues, supervisors, future employers, or future clients to see
3. Add applications, photos, friends and join groups selectively
4. Do not use foul, demeaning, threatening or discriminatory language.
5. Be knowledgeable and respectful of the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media.
6. Be knowledgeable about clinical training sites' published policies on social media.
7. Consider whether to interact with patients on social media or create separate personal and professional social media profiles.
8. Names of supervisors, staff, administrators, comments or criticism about clinical sites, or information about what is happening at sites are not appropriate for public social network sites.
9. Refrain from misrepresentation when they are speaking for oneself, the American Physical Therapy Association (APTA), other organizations, educational institutions, clinical sites, or employers.
10. Bring to the attention of an individual any posted content that appears unprofessional so that s/he can remove it or take other appropriate action.
11. Demonstrate appropriate conduct in accordance with the Code of Ethics for the Physical Therapist.

Created 3/27/2012 MD
Modified 8/30/2019, 2020

Appropriate use of Audio, Video, and Photography for Classroom and Lab activities

Students are not allowed to photograph or take video of any classroom or lab activity. The only exception would be if the faculty instructs the student to photograph or video an activity. Any student or guest who is photographed or put on video must sign a release (see photo release form)

It is up to individual course instructors to grant approval for students to audiotape a classroom or lab activity. Students must receive consent from each instructor, including guest lecturers, prior to the scheduled class session.

- The audiotaping must not be disruptive to other students in the class
- The audiotape must solely be used for individual educational purposes and must not be posted or shared without written consent from the instructor.

Created 3/27/2012 MD Reviewed 2018

Hazardous Materials Policy

Hazard Communication

All products and chemicals should be labeled with information about the hazards and correct handling procedures to prevent overexposure, and with information about the actions to take in the event of an emergency. As such, you should read all information on the label before using the chemical. If a chemical is not completely labeled, damaged, or missing the label, contact your instructor immediately. The instructor will ensure that the chemical is properly labeled.

The University of Mary Program in Physical Therapy has provided material safety data sheets (MSDSs) for hazardous chemicals present in the physical therapy classroom/laboratory areas. The MSDSs present

comprehensive facts about the hazards of the chemicals. If the MSDS is not available, ask your instructor to contact the Director of the Physical Plant at 355-8123 for further guidance.

Bloodborne Pathogens

Because you may be exposed to possible infectious material, human tissues and blood during your clinical education, students are required to complete the hepatitis B vaccination series.

Safety Equipment

Eye protection and protective clothing is required whenever there is a risk for airborne particles or splash of hazardous or infectious material. Lab coats and protective gloves must be worn when working with infectious materials or chemicals that are hazardous to the skin.

Chemical Spills

Chemical leaks or spills, for example, mercury spills from thermometers or blood pressure cuffs, must be reported to your instructor immediately.

Hazardous and Biomedical Waste

At no time is any person to discard a hazardous material/chemical down the drain or in the trash without prior approval of the University of Mary Director of Physical Plant.

All needles, syringes, or other sharp objects with potential for penetrating the skin which are intended for disposal, whether tainted or not, must be placed in a special "sharps container" which is puncture-resistant, leak-proof and color coded and labeled with the biohazard symbol.

Emergency Procedures

On the main University of Mary Bismarck Campus emergency assistance can be attained by contacting the Bismarck Rural Fire Department. University of Mary students with minor injuries, including needle stick exposures, should contact the instructor immediately. The student will be referred to either the University of Mary Student Health Clinic (if during office hours), or an emergency/walk-in facility in town.

Adopted 5/2012
Edited 8/30/2019

Due Process

If a student has a grievance about anything in the program, there is a formal procedure in place to deal with that grievance. <http://catalog.umary.edu/content.php?catoid=3&navoid=211#grievances>

Due process regarding academic and professional behavior standards are outlined under the appeals process in the Academic and Professional Behavior Standards Policy in this handbook. Please refer to that policy.

Computer/Internet Requirements

All students registered for courses in the physical therapy program are expected to have computer competency and access. Computer competency is defined as a basic familiarity with computers, use of the internet and e-mail, and word processing. The University of Mary Graduate Physical Therapy

Program requires that all students have access to CANVAS, e-mail, Microsoft Word, and high speed internet access (DSL/Cable or better) for communication, testing and coursework. University of Mary email addresses will be assigned to each registered student. It is the student's responsibility to manage that assigned email. All official University related communication will be sent through email and/or CANVAS. The Program in Physical therapy courses use Canvas (the University supported electronic blackboard system) to post course materials, issues grades, and grade assignments. Students can find numerous resources on how to use Canvas at:

<https://community.canvaslms.com/community/answers/guides/>

Additionally, there is 24/7 online help offered for the CANVAS system.

Students will only have access to course Canvas sites while they are registered in the physical therapy curriculum. Students will need to save all documents they want from individual course sites prior to that time.

Adopted 2010

Revised 2016

Application for Doctorate Degree Procedures

Prior to the spring semester of the 3rd year of the DPT program, all students must verify that they have satisfactorily completed all coursework leading to the DPT. It is the responsibility of degree-seeking students to file an application for graduation in the Registrar's Office one full semester prior to the date of graduation. Also, an advisor verification of eligibility (grad audit) for graduation is due one full semester prior to graduation.

All students are required to participate in the graduation and hooding ceremonies unless excused by the Chair of the Department of Physical Therapy. Graduates must have completed arrangements for payment of their financial obligations.

Adopted 2010 Revised 2014

Procedures for License Application

The following are procedures for obtaining your license after graduation (after the last clinical education experience):

1. Contact the licensing board of your choice for the forms necessary to take the National Examination. Please note the deadlines for the fixed testing dates.
2. ND, as well as several other states (see FSBPT.org for an up to date list), allows students who are in "good academic standing" to take the test while in their final semester of the professional program. The program director must approve the student's application to test early. Please see "early testing" policy.
3. The forms from the examining board will require your school code. The school code is **3503**.
4. Write a letter to the registrar at the University of Mary informing him/her where you would like your completed transcripts sent for licensure

Registrar
University of Mary
7500 University Drive Bismarck, ND 58504

You will choose the state where you intend to become licensed. Example, if you want a license to practice in North Dakota, request the transcript to be sent to the North Dakota State Examining Committee, Box 69, Grafton, ND, 58237. The addresses for all state examining boards can be accessed at www.fsbpt.org <<http://www.fsbpt.org/>>, the federal state boards website.

5. You will officially graduate when all academic and clinical coursework has been satisfactorily completed and submitted.

Revised 7/9/2013, 7/7/17, 2018

Early Testing for the National Physical Therapy Examination (NPTE)

Policy Summary: This policy describes the eligibility requirements for students in the third year, last semester of the professional physical therapy program to request access to the National Physical Therapy Examination (NPTE) in April of the year of their graduation.

Procedure Details: Students in “good standing” may sit for the National Physical Therapy Examination (NPTE) in April of the year of graduation and may register for the spring NPTE test date when applying for licensure. The student is responsible for contacting the Federation of State Boards of Physical Therapy (FSBPT) and the jurisdiction’s Board of Physical Therapy to determine test dates, registration deadlines, and for completion of all requirements.

To be considered in “good standing,” students must meet the following criteria:

- a. Satisfactory completion of the written comprehensive tests on the first attempt in year 3.
- b. Avoid academic or professional probation during the last 3 trimesters of the professional program. Students who are on academic or professional probation while in their last 3 trimesters of the professional program are **NOT** eligible for April testing.
- c. Successfully complete PT 831 Clinical Experience III and demonstrate satisfactory progress in PT 832 Clinical Experience IV.

NOTE: The department will directly inform the state licensing board if a student’s successful completion of PTH 831 Clinical Education III OR PTH 832 Clinical Education IV is in jeopardy. This may result in the jurisdiction cancelling the authorization to test in April.

PROCESS:

1. ND, as well as other states, take part in the Alternate Approval Process through the FSBPT. States which do not take part in this may require a program director’s signature to allow for April testing. Students are required to check with the state in which they wish to register.
2. Upon approval, the student may register for the NPTE through FSBPT. Students are responsible to contact FSBPT to determine the last day to register for the examination.
3. The student will need to complete the jurisdiction’s application for licensure AND be approved by the jurisdiction’s Board of Physical Therapy before the application deadline for the next available NPTE.

4. Once the student is approved by the jurisdiction's Board of Physical Therapy, the student will receive an Authorization to Test email from FSBPT. The authorization to test email explains how to register with the test administration company Prometric.

Created 7/2018 MD
Edited 8/30/2019, 5/24/2020

Dissemination of Financial Assistance Information to Students

All financial aid information is disseminated through the Financial Aid office. All students requesting initial information about the program receive information on the types of, qualifications for, and procedures to apply for financial aid through the institution in the Graduate Bulletin.

Information about tuition and fees are available on the UMary website and are referred to the financial aid office and the Umary website for financial aid information.



Clinical Education Information

Introduction & Overview

Clinical Education Courses

 Full Time Clinical Education Courses

 Integrated Clinical Education Courses

Assignment of Clinical Sites

Procedure for Clinical Experience Placement

Assessment in Clinical Education

Grading in Full-Time Clinical Experience

Communication in Clinical Education

Clinical Education Assignments for Students

Student Responsibilities for Clinical Education

Immunization Information

Universal Precautions

Worker's Compensation Insurance

Professional Liability Insurance

Criminal Background Check Disclosure Information & Process

Confidentiality Policy

Student Expectations for Clinical Education

 Attendance

 Professional Behavior

 Dress Code

 Facility Policy & Procedures

Information Related to Clinical Instruction

 Expectations of Clinical Instructors

 Rights of Clinical Instructors

 Privileges of Clinical Instructors

 Awards for Clinical Instructors

Tools to Support Clinical Education

Pro Bono Clinic Policies & Procedures

 Pro Bono Clinic Incident Reporting Form

Clinical Education Introduction & Overview

Clinical Education is an integral part of the Program in Physical therapy at the University of Mary. In this document, the policies and procedures that govern clinical education are explicitly stated.

Each professional physical therapy student must successfully complete a total of four full-time clinical education experiences for a total of 34 weeks. The first 6 week experience is placed after the first year of the academic curriculum; the second 8 week experience is during May and June after the second academic year; and the last two 10 week experiences are placed during the fall and spring semester of the third academic year prior to graduation. It is expected that each student will have experience in the areas of acute, outpatient and neurorehabilitation or pediatrics. All students must be in good academic standing prior to the initiation of any clinical experience. The timing and length of a clinical experience may be modified if suggested by the academic standards committee and approved by the program director.

Clinical Education Courses

Full Time Clinical Education Courses

PTH 531: Clinical Education I

Students will complete their first 6 week clinical education experience in the summer following the first academic year. Please refer to the guidelines and objectives document for specific expectations. In essence, the first year student should have the technical skill to evaluate and treat a patient and document the treatment utilizing physical therapy procedures. It is expected that a first year student will need assistance developing a plan of care. Higher level neurological rehabilitation and orthopedic procedures which are taught in the second and third year should not be expected of a first year student; however, it is important that a first year student is exposed to the process of these skills.

PTH 731: Clinical Education II

Students' second clinical education experience will take place during 8 weeks in May and June after the second academic year. Please refer to the guidelines and objectives document for specific expectations. In this experience, it is expected that a student can evaluate, develop a plan of care, implement a plan of care, and re-evaluate the patient condition. Practice in neurological rehabilitation, pediatrics, wound care, cardiopulmonary, and clinical orthopedics is strongly encouraged as well as exposure to the administration aspects of the facility.

PTH 831 & PTH 832: Clinical Education III and IV

The last two 10-week experiences will occur during the fall and spring semester of the final year. In addition to increased independence with higher level patient care skills, students should be encouraged to be involved in areas such as administration, outcomes research, prevention and wellness activities, and differential diagnoses as well as experience in elective areas of pediatrics, women's health, sports medicine, advanced manual therapy techniques, and/or sports medicine.

Integrated Clinical Education Courses

PTH 519: Integrated Clinical Experience I (ICE I):

During the first semester of the first year of the physical therapy curriculum, students will gain experience in applying the information learned throughout the didactic curriculum by completing integrated, short-term clinical experiences in the collaborative model with three to four students paired with one clinical faculty, a physical therapist in the local community, in the acute and outpatient settings. Students will spend 12 hours in both the acute and outpatient settings throughout the first semester.

PTH 520: Integrated Clinical Experience II (ICE II):

During the second semester of the first year of the physical therapy curriculum, students will gain experience in applying the information learned throughout the didactic curriculum by completing integrated, short-term clinical experiences in the collaborative model with three to four students paired with one clinical faculty, a physical therapist in the local community, in the neurologic setting, which could include inpatient rehabilitation, long term care, or care provided in a skilled nursing facility. Students will spend 12 hours in the neurologic settings throughout the second semester. In addition, students will spend 8 hours in the pro bono clinic, under the mentorship of a 2nd year student and supervised by a physical therapist.

PTH 619: Integrated Clinical Experience III (ICE III):

During the first semester of the second year of the physical therapy curriculum, students will gain experience in applying the information learned throughout the didactic curriculum by completing integrated, short-term clinical experiences in the collaborative model with three to four students paired with one clinical faculty, a physical therapist in the local community, in the pediatric and cardiopulmonary settings. In addition, students will spend 8 hours in the pro bono clinic, under the mentorship of a 3rd year student and supervised by a physical therapist.

PTH 620: Integrated Clinical Experience IV (ICE IV):

During the second semester of the second year of the physical therapy curriculum, students will gain experience in applying the information learned throughout the didactic curriculum by completing integrated, short-term clinical experiences in the collaborative model with three to four students paired with one clinical faculty, a physical therapist in the local community, in the cardiac and pulmonary rehabilitation settings. In addition, students will spend time in the pro bono clinic, mentoring a 2nd year student and supervised by a physical therapist.

PTH 819 & 820: Integrated Clinical Experience V (ICE V):

During the final year of the physical therapy curriculum, students will gain experience in applying the information learned throughout the didactic curriculum by completing integrated, short-term clinical experiences in the collaborative model with three to four students paired with one clinical faculty. Experiences in the final year of the curriculum will include experiences in: home care, chronic pain, orthotics and prosthetics, and occupational medicine.

Assignment of Clinical Sites

1. All attempts are made to assign clinical sites as fairly as possible. Priority is given to:
 - i. Third year students over first and second year students
 - ii. Second year students over first year students
2. The DCE has final authority over clinical assignments and must also take into consideration facility and student specific needs. DCE reserves right to make final decisions based not only on rankings but academic, professional behavior history, learning and teaching styles and other site considerations.
3. Student's academic and professional behavior will be considered for placement. Clinical education coordinators and sites have the right to place/accept students who are the best fit for their setting. Once a student has been placed on professional or behavior probation they may no longer be allowed to provide site request selections to the DCE as they consider placements for the full time clinical experiences. Students that have a history of academic and behavior probation at any time during enrollment in the DPT program may be required to accept placement at the sites chosen by the DCE as the best fit to suit the needs of the student and DPT program. This decision is under the discretion of the DCE and students can request a meeting to discuss their process for selection if they are at any time on professional and academic behavior probation.
4. Students who desire to be placed in pediatrics, women's health, vestibular specialty sites will be given preferential placements if they have completed the elective courses offered by the program. Those students who do not take the elective course that applies to the setting they are requesting are not guaranteed placement in that specialty area.
5. Students who wish to be placed in the pediatrics inpatient or pediatric school settings need to take the pediatrics elective course offered in the third year of the program.
6. Students need to be flexible as often times, clinical internships are cancelled or changed due to circumstances beyond our control. When providing a list of choices for the placement needed to the DCE, students should expect that all choices are considered equal and priority is not given to choice #1, etc. This is due to the many requests and placements that must be made each year on behalf of students.
7. Consider the following criteria when selecting your sites: finances, travel distances, quality of the learning experience, your short and long-term goals, previous experience, spouse and/or family commitments. Many sites will assist in housing options or provide resources to assist students in obtaining reasonable housing accommodations.
8. Students are expected to complete their clinical education experiences at sites already established as quality clinical education sites by the Program. New sites will only be considered in special circumstances and in a case-by-case situation. New sites need to be established months before the site selection process begins. Students should contact DCE with site suggestions at least 6 months before the placement process begins (March 1st of each year). Students who have new sites suggestions will need to request the new site suggestion form from the DCE and complete this form 6 months in advance of requesting site. Suggesting a new site does not automatically mean that site will be added to the contracted sites the program is affiliated with currently.
 - i. Process to add new sites: The DCE will contact the clinical site to inquire about a clinical education agreement and evaluate the quality of the clinical education site. The DCE will ensure that the written agreement between the University of Mary and the clinical

education sites describe the rights and responsibilities of both, the purpose of the agreement, the objectives of the institution and the clinical education site in establishing the agreement; the rights and responsibilities of the institution and the clinical education site; and the procedures to be followed in reviewing, revising, and terminating the agreement. If the clinical site meets the requirements of the University of Mary and a clinical education agreement can be arranged, the student may be placed at the new clinical site. All contracts must be signed at least 8 weeks prior to the start date of the clinical education experience in order for the student to be approved for the clinical. If this is not possible, the student and DCE will need to choose an already established site as an alternative.

9. In order to be fair and respectful to the clinical sites, once a placement has been secured it is final.
10. The DCE is responsible for assignment of students for clinical experiences and for official contact and correspondence with the clinical education site. Students are not to contact a clinic concerning establishing an affiliation or changing scheduled clinical rotations unless directed to by DCE. Students may contact the site/CI/SCCE only after demographic information has been sent to the site and after the confirmation of the student has been completed by DCE.
11. The student is responsible for knowing the hours, where, and to whom he/she reports for each site. The student is responsible for travel to and from each site, and for room and board while at the clinical site (a few sites do offer housing). The student is responsible for arranging housing. The assistance that clinical sites offer for housing arrangements is variable. Some facilities offer housing and will make arrangement for the student, others will send a list of recommended housing options for which the student is responsible to contact and set up, and some expect the student to secure their own housing. Housing arrangements should be secured at least six weeks in advance of your clinical experience.

FIRST YEAR STUDENTS

Prior to entry into the DPT program, the DCE will send requests to sites that are rural, acute care, OP, SNF or a split between acute and general outpatient orthopedics. As our state is widely rural and the faculty recognizes the importance and value of practicing in a rural setting, it is recommended that one of the clinical education experiences take place in a rural setting. A rural setting is defined as follows: *A facility that provides therapy for all kinds of disabilities; incorporates nearly all areas of practice in musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems; and for all ages, from pediatrics to geriatrics. The practice usually takes place in more than one setting, such as schools, homes, nursing homes, hospitals, and work sites. Usually this type of practice is provided in communities of fewer than 20,000.*

1st year students will be given a list of available sites for their first clinical rotation. They will draw a number in a random lottery and will be able to select their clinical site location based on the number that they draw. Students who have completed all Castle Branch clinical education pre-requisites will be given priority in the lottery system, followed by those with pending results, and those whose pre-requisites are incomplete.

Students are directed to review the site files, contract binders and search through the CSIF Web computer database for established clinical education sites. Second and third year students are also a good source of information on the available sites and the DCE are available for consult to assist in creating a list of preferential sites.

SECOND YEAR STUDENTS

2nd year, 2nd rotation 8 week rotation process:

Late in the fall semester of the first academic year, conferences will take place with students and the DCE to arrange the eight week clinical education experience that will take place following the second academic year. Students will be assigned to consult with the DCE with questions regarding clinical sites, placements, etc. All conferences should be concluded by the beginning of February and students will send their preferences for placement to DCE by early February assigned date. Clinical education site requests are sent out by DCE March 1st – 15th coinciding with the national recommended clinical education mailing date. The second year experience may include advanced orthopedic, neurological rehab, pediatrics, manual therapy, cardiopulmonary rehabilitation, acute care, rural, women's health, and burn and wound care.

3rd year fall 10 week rotation selection process:

1st year students in spring of 1st year will be selecting 2nd year 2nd rotation sites as well as the final two settings they prefer to have their clinical experiences in so DCE can secure Fall 3rd year placements.

1st year students will send 2nd year requests to DCE (6 choices in 1 setting of choice) by February 1 AND 1st year students will also send two remaining preferences for settings to DCE by as designated date in the spring of the 1st year. DCE will secure 48 fall 3rd year placements based on settings needed by the cohort that year. Once the 48 placements are secured, DCE will place students into groups by settings and then students will rank the clinical site confirmed placements in that setting group. DCE reserves right to make final decisions based not only on rankings but academic, professional behavior history, learning and teaching styles and other site considerations. Students will be confirmed at the secured sites before the fall of the 2nd year for the 3rd year 3rd rotation.

THIRD YEAR STUDENTS

Throughout the fall semester of the second academic year, conferences will take place with students and the DCE to arrange the final ten week experiences which will take place during the spring semester of the final year just prior to graduation. All conferences should be concluded by the beginning of February and students will send their preferences for placement to DCE by early February assigned date. Clinical education site requests are sent out by DCE March 1st – 15th coinciding with the national recommended clinical education mailing date. The last experiences completes the clinical education component of the student's educational experience so they have had experience in each of the required settings: outpatient, acute, neuro/pediatrics.

3rd year spring final 10 week rotation selection process:

2nd year students will send DCE 6 site selections in the final setting they have left given their preferences and the program requirements (neuro type, IP, OP or specialty). The students will send their 6 selections to DCE by Feb 1. DCE will place students for their final experiences and notify the students in May of the 2nd year the site they will be confirmed in for the final 3rd year spring experience.

Procedure for Clinical Experience Placement

In accordance with the Clinical Education Special Interest Groups' Suggested Uniform Early Mailing Date, a "request for placement" email or letter will be sent to all requested sites between March 1-15. The sites will be asked to send a response by April 30 declaring if they will be able to take the student during

the spring/summer following the next academic year. In addition, DCE will choose the contracted sites that will be sent an email asking for their availability for 1st year placements. DCE will finalize placements and send out notice to students on the confirmations once the process is complete.

All confirmed sites will receive an email/letter re-confirming the placement and are directed to the Clinical Education Website: <https://www.umary.edu/academics/health-sciences/physical-therapy-clinical-education-group.php>

Here they will find the Policy and Procedures related to Clinical Education and a copy of the liability insurance policy. Approximately 8 weeks before the start date for the clinical experience the site SCCE will receive an email containing the confirmed student's student demographic form, immunization records, criminal background information. The site will also receive a plaque recognizing their commitment to clinical education if they don't already have one and a year tag to place on the plaque signifying they had a student at the site that year (first issued summer 2002)

	First Year	Second Year	Third Year
Clinical Length & Timeframe	6 weeks July-August	8 weeks May-June	Final 10 weeks of each of the final two semesters Oct-Dec Feb-Apr
Selection Process	Lottery done in Sept/Oct to place at pre-selected sites with confirmed placements	Meet Nov-Feb of 1 st academic year to discuss selections for 2 nd year. Students send 6 request choices for the 2 nd experience to DCE in Feb	Meet Sept-Feb. of 2 nd academic year to discuss 2 nd clinical experience and 3 rd and 4 th rotation settings. Students send 6 choices for the final setting they would like to request placement in for the final rotation.
Settings	Rural, acute, SNF, outpatient or combination acute/OP, rural	Acute, OP, rural, neuro (rehab or SNF), peds, advanced orthopedic, manual therapy, cardiopulmonary, burn and wound care	Same as 2 nd year choices – complete experiences to include acute, OP, neuro rehab/SNF and/or peds. Other specialty options include: Women's health, manual therapy focused sites, sports med.

Reviewed & Edited 2020

Assessment in Clinical Education

Student Evaluations

Clinical performance instruments (CPI) for both the student and the clinical instructor will be completed on-line via [PT CPI web](#). All students and clinical instructors must complete on-line training prior to initiating the CPI. Online training for students occurs as a course requirement for PTH 521: LAMP II. Instructions will be provided to all students and instructors, as requested. Students should be familiar with the criteria for evaluation prior to their clinical experiences.

Site/Clinical Instructor Evaluation Forms

Each student is required to fill out a clinical site/instructor evaluation on-line at the completion of each clinical. The evaluation forms will be placed in site files for future students to view. These are to be shared with your clinical instructor and/or SCCE at the site prior to leaving that site and completing the rotation. The DCE can make a copy of the survey available to the clinical instructor and SCCE per request. The information will also be analyzed to evaluate quality of sites and instructors.

Student Evaluation of DCE

All students are required to complete an annual online evaluation of the DCE.

CI/SCCE Evaluation of DCE

Evaluation form via a survey link will be sent to the CI & SCCEs to evaluate the DCE. The program uses the feedback to improve the clinical education program. Each year the DCE will send out assessments for one group of CI/SCCEs to complete. Each year the time frame and course that corresponds with the CI/SCCEs asked to complete evaluations will be alternated. In this way, the program can avoid sending out multiple surveys to the same clinical instructor and SCCEs each year while still achieving accurate assessment of the clinical education program and the DCE.

Evaluations for DCE and clinical education program

Each year at the end of the calendar year the University of Mary DCE will send out evaluation surveys to the clinical instructors that worked with students during that year. DCE will send out these surveys based on the schedule below with one cohort's clinical faculty being surveyed each successive year. All new sites to the clinical education program will be surveyed the first year that they have a student for a clinical experience.

- 1st year site clinical faculty and new sites clinical faculty year 1
- 2nd year site clinical faculty and new sites clinical faculty year 2
- 3rd year final rotations clinical faculty and new sites clinical faculty year 3

Reviewed & Edited 2020

Grading in Full-Time Clinical Experience

Successful completion of each clinical education course is based on the judgment of the director of clinical education. Their judgments are based on students' successful completion of three components of clinical education: 1) formal and informal evaluation of the student's knowledge, skills, attitudes, and values using feedback from clinical instructors; 2) satisfactory professional behavior relative to the course; and 3) satisfactory completion of all clinical assignments. All full time clinical experience courses are graded Pass/Fail.

Each student will be evaluated by the clinical instructor at mid-term and at the completion of each of each clinical experience using the web-based student clinical performance instrument (CPI). The student must also complete a web-based self-evaluation which will be reviewed with the CI and by the DCE. The grade assigned to a clinical education experience will be Pass or Fail. A passing grade will be assigned if the student "Meets the Requirements" (see guidelines and objectives) of the clinical experience (as per the Likert scales on the CPI), and/or has favorable written and verbal comments from the CI/SCCE. The DCE has the authority to make the final determination of the grade. In addition, a grade will not be assigned until all required course materials are turned in. If all required materials are not turned in within the completion of the clinical, a grade of Fail will be assigned. The required materials are expected to be turned in at the completion of each clinical.

Required course materials:

- Demographic Form to be sent to site
- Verification form that student has read and agreed to contract between University and site
- Verification form that student has read through the CSIF
- Forum postings (4 total)
- Reflection assignments (2)
- CPI-CI copy
- CPI-student copy
- Site/CI eval
- DCE evaluation by student
- Inservice material
- Academic evaluation-after each academic year
- Communication postcard for each site
- Assigned assessment materials

Students who do not pass a clinical internship will be required to spend additional time in a clinical site as determined by the DCE. If the failed clinical occurs during the first or second summer, the student will not be able to continue the program until a plan for successful remediation is in place. If the failed clinical occurs after the 3rd year, the student will be required to complete additional time in that clinical setting in order to participate in graduation. Following determination that the student did not pass the clinical, the student, DCE, and academic standards committee (if appropriate) will meet to determine a plan of action. The student is to bring a development plan to the meeting. The student will sign a release of information form allowing the DCE to discuss the learning contract with the SCCE of the remediation site. If the student does not successfully complete the remediation, the student will be dismissed from the program and is referred to the Academic Standards Policy.

Communication in Clinical Education

- The DCE is the liaison between the academic faculty and the clinical site. The student, CI and SCCE are invited to communicate with the DCE anytime they feel it is necessary via email, letter, or phone call. In addition, students will have access to the CANVAS Clinical experience course website during their experiences and will be required to communicate via the discussion board to their classmates and through reflections submitted to the DCE.
- The student and CI will be contacted by email, telephone or personal visit during each clinical experience at midterm and throughout the experience as needed. **Students must check email daily and respond to communications from the DCE within 48 hours** of the time the email was sent from DCE.
- If a situation arises that requires critical attention by the DCE during the clinical education experience, the chain of events should be as follows:
 - The DCE and SCCE are notified of the situation by phone or email as soon as possible. The DCE will assist as much as possible to give suggestions on ways to resolve the situation at that time.
 - The student, CI, and SCCE (if applicable) will meet to resolve the problem.
 - If the problem is still not resolved, a conference call between the DCE, SCCE, CI, and student will take place or the DCE will make a personal visit to resolve the situation.
 - If appropriate, a learning contract will be drafted, agreed upon, and signed by all parties. Students who fail the contracted agreement fail the clinical education experience.
 - If the situation is not able to be resolved, the student may be removed from the clinical assignment with an incomplete and another assignment will be made. If appropriate, the student will be referred to academic standards (see policy).

Reviewed & Edited 2020

Clinical Education Assignments for Students

Clinical Experience Pre-Requisite Assignments

Demographic Form: All students will fill out the demographic form when assigned and send to the assigned DCE **and** the administrative assistant for the PT program. This form is sent to the site by the administrative assistant.

Clinical Site Contact: Contact your clinical site approximately 8 weeks prior to your start date and email or speak with the SCCE or CI (as available). The "important questions" checklist (on the CANVAS website) may serve as a guide. Prior to the clinical start date, students are required to communicate to the DCE that the student has contacted the SCCE and/or CI.

Verification of Reading Affiliation Agreement & Clinical Site Information Form (CSIF): Students are required to read affiliation agreements that the program has with the site they are assigned to in advance of contacting the site in order to clarify any questions they may have regarding the affiliation agreement.

Electronic Postcards

The purpose of having students return postcards during the first week of each clinical is to gather information about where and how to contact students and clinical educators during clinical education especially in emergency situations as well as to insure that students and CIs are communicating the objectives. **Students are mandated to complete and return the postcards for a passing grade.**

Postcards will be posted on the CANVAS website.

1. Students will fill in the contact information including and not limited to: personal and site addresses, phone numbers, e-mails; names of Clinical Instructor, and SCCE.
2. Student must also report the date in which the CI and student reviewed and discussed the policy and procedure manual and clinical education objectives as well as what method of communication (phone, visit, email) the CI prefers from the DCE.
3. The postcards will be e-mailed back to the DCE during the first week of the clinical.
4. The DCE will update the student contact information in a form that will be used during the clinical rotation by them during the clinical education experience. The information will also be used to update the clinical site information files/data base and CPI web pairings.

Student Clinical Reflection Assignments

One clinical experience reflection written in format of student's choice completed within first 3 weeks of clinical and one reflection done on an administration topic to be completed prior to the last day of clinical. The Final reflection is done in a format posted on the CANVAS website and contains data used by the DCE to evaluate the site/CI and the student's depth and breadth of clinical experiences throughout the clinical education program. All reflections are uploaded onto the Clinical course site.

Online Discussion Postings

Each student is responsible to write two original topic forum postings and 2 replies onto the CANVAS course online discussion forum prior to the last day of each clinical rotation. One original and one reply must be completed by midterm of the experience.

Inservice

All students are required to conduct an inservice or project for the department staff during their internship. The student should discuss this with their CI to determine an appropriate topic. Assignment specifics are posted on CANVAS.

Case Report

Students will be required to write and present a case regarding a patient seen during the second clinical. More information will be given to students prior to their second clinical. Students should contact the research director with questions on this assignment

Surveys

Students are required to complete a survey on the Site/CI, the Academic curriculum for that particular year in the program and the DCE. These survey links are sent by the DCE and must be completed prior to the end of the clinical experience.

Checklist for Materials to be Turned In

Item	Due Date	Completed
Clinical Education Pre-Requisite Assignments <ul style="list-style-type: none"> • Reading of contract verification form and CSIF • Demographic form • Verification of Initial Site Contact 	Prior to each clinical	
Informed consent for clinical education	At beginning of PT professional program	
Communication postcard	Within first week of start of each clinical	
Clinical Reflections	1 clinical experience reflection written in format of student's choice completed within first 2 weeks of clinical and 1 reflection done on an administration topic to be completed prior to the last day of clinical. Final reflection in format provided by DCE.	

CPI - CI	Within final week of each clinical	
Site/CI evaluation	Within final week of each clinical	
Student Evaluation of DCE	Within final week of each clinical (3rd year students will just complete the eval during the last clinical)	
Forum Postings	Each student is responsible to write two original topic forum postings and 2 replies onto the course online forum prior to the last day of each clinical rotation. Two discussion posts due prior to mid term	
Inservice Material	On the final day of the clinical education experience	
Academic Evaluation and assessment materials	After each academic year by the final date of the clinical education experience (3rd year students will just complete the eval during the last clinical)	
Case Study	Due Dates as assigned by Research Chair following 2 nd clinical education experience	

Reviewed & Edited 2020

Student Responsibilities for Clinical Education

Health Requirements: Up-to-date immunization records must be on file prior to matriculation into the physical therapy program. It is the student's financial and personal responsibility to obtain the necessary immunization health records, titers, or needed immunizations. Required immunizations for participation in clinical education experiences (full-time and integrated) include: MMR vaccination, varicella vaccination, Hepatitis B vaccination, annual influenza vaccination. Students must also complete TB screening at matriculation and as requested by clinical site affiliates.

The student is responsible for providing proof of health insurance to the University and is accountable for payment of personal medical expenses as a result of illness or injury during the course of clinical education. Students are required to review affiliation agreements between the University of Mary and clinical site facilities to review information regarding whether the facility has agreed to provide the student access to emergency medical services in the event of an illness or injury while on the clinical education experience. Such emergency care will be provided at the student's expense, unless the affiliation agreement indicates otherwise.

Prior to departing for clinical experiences, all students are required to read their assigned clinical site contract and Clinical Site Information Form (CSIF), if available. The student will sign a document indicating their reading and understanding of the affiliation agreement and CSIF. This document is maintained in the student's file. On request from an affiliated organization for which the student is engaged in a learning experience, the Graduate PT Program will share student immunization, background check and drug testing information. At times, affiliated organizations may have additional health or other requirements. In these situations, the student will be held responsible for compliance with these requirements.

CPR certification: Each student is required to maintain current CPR certification throughout the professional program. Proof of American Heart Association or American Red Cross CPR certification for Healthcare Providers must be maintained through [Castle Branch](#). Attempts will be made to provide the opportunity for CPR certification/recertification during the academic year on campus. CPR certification is at the student's expense.

Health Insurance: It is the student's responsibility to maintain continuous health insurance coverage during clinical experiences. Submit a copy of your health insurance card to Castle Branch. Proof of insurance may be required by the clinical site.

Physical Examination: Some clinical sites require a medical checkup prior to initiation of a clinical experience. It is the student's responsibility to complete this at the student's expense.

Drug Screening: All students must complete one drug screen at the beginning of the DPT program. The cost is included once as a course fee in PTH 519: ICE I. If a clinical site requires additional drug screening, the student is responsible for any additional costs associated with this pre-requisite. This must be done well in advance of the start date for the clinical experience to prevent any delays to the clinical experience.

Transportation costs: The student needs to be aware that fulfillment of the clinical portion of their education may entail living and traveling outside of the Bismarck area. The student will be responsible for all living and traveling arrangements necessary at that time as well as the financial responsibilities outside of the mandatory clinical education tuition credits.

In a rural setting, a student may need to travel to a clinical area during the day because of the rural type of setting. In most cases, clinical instructors use their own or a facility vehicle. Most insurance plans cover a passenger and if the student is a passenger, he/she would be covered. If the student is not covered, it may be necessary for the student to have his/her own car and drive himself/herself to the site.

Immunization Information

Hepatitis B Information - Hepatitis B is transmitted from those who are acutely affected and from those who are carriers of the infection. Blood contains the highest concentration of Hepatitis B virus. Lesser concentrations of the virus occur in other body fluids, such as saliva and semen. The virus can be transmitted from one person to another in the following ways:

- Following the transfusion of blood or blood products
- Around time of birth
- Exposure to infected blood
- Contaminated needles and syringes
- Sexual contact with an infected person
- Unapparent transfer, probably by blood.

The major route of transmission of Hepatitis B virus is similar to that of HIV, except for the unapparent transfer. Unapparent transfer appears in household contacts. HIV is not transmitted in this way and is in general much less easily transmitted than Hepatitis B.

Reducing Spread of Hepatitis B - All University staff and students who come in contact with human blood or body fluid in such settings as a laboratory, a clinical setting and, possibly sporting settings are at risk of acquiring Hepatitis B. This risk can be reduced by observing the following safety precautions and by vaccination.

Prior to the fall of the 1st year, all students will be required to demonstrate compliance with immunization requirements through a tracking system called Castle Branch. Additional Immunization requirements are stated in the CSIF for each facility. It is the student's responsibility to obtain the necessary immunizations prior to attending the clinical education experience at the student's own expense. Immunizations can be obtained on campus through student health services. In addition to immunization requirements, students must have valid CPR certification and health insurance valid throughout the length of the curriculum.

Universal Precautions

This handbook recommends that blood and body fluid precautions be consistently used for all patients, regardless of their blood-borne infectious status. This extension of the usually diagnosis-driven blood and body fluid precautions is referred to as "Universal Blood and Body Fluid Precautions" or Universal Precautions". Under Universal Precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV, and other blood-borne pathogens. Universal Precautions are intended to prevent parenteral, mucous membrane, and non-intact skins exposures of health care workers to blood-borne pathogens. In addition, immunization with Hepatitis B vaccine is recommended for health care workers who have exposures to blood.

Body Fluids to which Universal Precautions apply

As stated earlier, Universal Precautions are only directed towards those body fluids, which are capable of transmitting blood-borne viruses, not to all body fluids. The fluids, which are implicated, are as follows:

- Blood
- Semen
- Synovial fluid
- Cerebrospinal fluid
- Peritoneal fluid
- Breast milk
- Vaginal secretions
- Pericardial fluid
- Human tissues
- Pleural fluid
- Amniotic fluid

The fluids to which Universal Precautions do not routinely apply are feces, sweat, urine, nasal secretions, sputum, tears, and vomits. But if these fluids are blood-stained, then Universal Precautions do apply. Of course, routine infection control measures for the prevention of contact with other potential pathogens, such as *Pseudomonas aeruginosa* in the urine of catheterized patients, so still apply.

Implementation of Universal Precautions

Hand washing - Hands should be washed after every patient contact, and immediately if soiling with blood or body fluid occurs, and when gloves are removed. Any cuts or abrasions on the hands and forearms should be covered with occlusive tape, which should be impervious to moisture, and replaced when no longer effective.

Gloves - Should be worn when there is any likelihood of hands coming into contact with body substances, non-intact skin or mucous membranes. Gloves should be changed and the hands washed, between patients or when damaged.

Masks/eye protection - Eyes and mucous membranes should be protected when splashing with body fluids is likely, such as with irrigation of wounds or when suctioning patients.

Spills - Blood or body fluid spills should be cleaned up promptly while wearing the appropriate protective clothing. If Universal Precautions are correctly and logically applied, health care workers will be at very little risk from bloodborne pathogens in the course of their work.

Worker Compensation Insurance

As a student in an academic setting you may be required to obtain Worker's Compensation coverage. There are some clinical sites that require this type of insurance during the clinical experience. If the clinical site contract states that worker's compensation insurance is required by that site please discuss this in advance with DCE and they will communicate with the proper University channels to assist you in obtaining this prior to starting the clinical experience.

Professional Liability Insurance

Each student is required to purchase professional liability insurance for clinical education experience. The University of Mary purchases a blanket policy on the student's behalf that covers the student and faculty in clinical education settings. The student is assessed the cost of the policy in their university fees. A copy of the policy is mailed to each clinical site prior to the clinical education experience.

Criminal Background Check Disclosure Information & Process

Criminal background documentation is frequently required by organizations affiliated with the University for which students will be participating in clinical or practical experiences. An agency may request a copy of the student's criminal background check. The criminal background report will be shared with agencies upon their request. Students who do not consent to disclosure of the criminal background report may not be allowed in the clinical site and therefore would not be able to progress academically. On occasion, an agency may have a differing criminal background check policy. In this instance, a student is required to be in compliance with both the individual agency policy and this policy.

1. Students are responsible to provide their background check results to any Clinical Sites that request to see them. Information regarding when the background checks are done, the company which provides the check is given to sites upon request.
2. Students may need to complete additional background check(s) within one year of the start time of their second, third or fourth clinical experience. This requirement would be specified in the contract agreement that the program has with the clinical site.

3. Any student who is aware of past felony conviction(s) is highly encouraged to contact the Director of Clinical Education and the Physical Therapy Program Director to discuss the offense and potential impact.
4. A Student who has a past felony conviction(s) is also encouraged to contact the National Board for Certification in Physical Therapy and the North Dakota State Board of Physical Therapy or the State Board in which they plan to practice upon graduation to determine if they would be eligible for state licensure.
5. In the event that a student has a prior felony conviction, a meeting with the Director of Clinical Education will occur, upon receipt of the criminal background check to determine the impact of the past criminal offense upon fieldwork placement and continuation in the physical therapy program. The committee will review each situation on a case by case basis. Students should be aware offenses on their criminal background may prevent clinical placement or practical experiences at various agencies and therefore may impact their academic progression.

Reviewed & Edited 2020

Confidentiality Policy: HIPAA Business Associate Agreement

The University of Mary has students studying in fields such as social work, nursing, physical therapy and occupational therapy. As part of their education, a student may participate in a training program at a facility which is a health care provider. Health care providers are now subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA establishes privacy standards for protected health information (PHI), which is individually identifiable medical information maintained in any form or medium. Pursuant to HIPAA, many health care providers at which university students are trained have required the university to enter into a HIPAA Business Associate Agreement. These agreements limit the use and disclosure of PHI.

To ensure compliance with its Business Associate Agreements, this university policy is established:

1. This policy shall be distributed to all university departments that require students to participate in training programs with health care providers.
2. Students returning from training programs may participate in classroom case discussion. In all events, no individually identifying information (such as name, geographical location, dates, telephone or fax number, email address, social security number or any other unique identifying number, characteristic or code, biometric identifier, or photographic image) whatsoever shall be disclosed. All discussion shall be limited to the classroom setting, shall remain confidential and shall not be further disclosed.

Student Expectations for Clinical Education

Attendance: Full Time Clinical Education Experiences

- Students are required to be in attendance at their clinical facility every day of the clinical education period or whatever is determined as full time by the facility. The student will not be tardy and may be required to stay late or come in early to finish the work.
- In the event of sickness, the student is required to contact the site as soon as possible as well as the DCE. If a student takes >1 day off, he/she will be required to make up the time.
- Absences due to funerals or for personal reasons must be approved by the DCE. Once student has made arrangements acceptable with the site they are to inform DCE so that the DCE can excuse the absence as well.
- Students in their final clinical who are planning to take the NPTE during a normally scheduled clinical day must contact their site SCCE, CI in advance to request the testing day off. They will prepare a written proposal and plan to make up the time they would miss should they be excused to take the exam during the scheduled rotation time. It is the decision of the site SCCE, CI and DCE to excuse the absence and to accept the terms that the student offers in making up the time. DCE reserves the right to final approval for any changes in the clinical scheduled time frame.
- The DCE in cooperation with the SCCE will assist with arrangements on an individual basis.
 - Working a weekend and/or extended hours may be an acceptable arrangement to make up absent time.
- The length of the clinical is not to be adjusted for any reason. Students are not allowed to work longer hours or weekends to shorten the length of the clinical education experience.
- It is not acceptable for a student to miss days for job interviews. Students are to schedule interviews in the evenings, on weekends or holidays, over the phone, or at the completion of the clinical.
- While on clinical experiences, students follow the holidays observed by the facility; these may not be the same as UMary holidays.
- Students are required to email the CI, SCCE and DCE in the same email to communicate an agreed upon plan for absences that occur. This will serve as a final communication to close the loop with all parties involved.

Attendance: Integrated Clinical Experiences/Pro Bono Clinic

Students are expected to be in attendance and on-time for all integrated clinical experiences. Unexpected absences must be communicated to the coordinator of the Integrated Clinical Experience course and the clinical faculty as soon as possible so that alternative arrangements can be made. Failure to adhere to these expectations may result in alteration of course grades and/or professional behavior probation.

Professional Behavior

Students are expected to practice in a legal, ethical, and professional manner. If appropriate, documentation with the "Generic Abilities Form" may be completed by the CI, SCCE, and DCE. Inappropriate behavior may result in removal of a student from an assigned clinical facility and failure of the clinical education experience as recommended by the DCE in consultation with the CI/SCCE. The student is referred to the program's Academic and Professional Standards policy for continued program eligibility requirements.

Dress Code

Students are to follow the facility's dress code. Minimal requirements are:

- Nametag to be worn at all times indicating the Student Physical Therapist
- Dress should be neat, clean, practical, and safe and appropriate to staff duties and work area. Professional dress for females consists of dress slacks or skirt (skirts and dresses no shorter than 3 inches above the knee) and conservative top. Low cut, close fitting, or short tops which do not go below the waistline are unacceptable. Pants should fit at the waist as to not allow the showing of undergarments. Males should wear shirt and tie and dress slacks. Samples of clothing that are not allowed are: shirts with logos (UMary polos are acceptable), team names, pictures, large brand names or mottos. Students may be required to wear lab coats or scrubs. It is much easier for a clinician to tell you to dress down than to look more professional.
- Footwear should be professional. Shoes should be closed-toe and well-maintained. Tennis shoes, hiking boots, and clogs are unacceptable. White leather athletic shoes are acceptable in many clinics. Socks or hosiery must be worn.
- Hair should be clean and pulled back if appropriate. Body piercing/earrings should be avoided. Jewelry may include watches, appropriate rings and small earrings (no body piercing). Nails should be clipped and clean.
- For facilities that have swimming pool accessibility, conservative, one-piece swimsuits must be worn. Bikinis and Speedos are not allowed.
- All students should be clean with no discernable body odor. The use of fragrances and colognes is not recommended as olfactory sense is often enhanced when ill.
- Tattoos should be covered as they might be considered offensive by patients or staff.

Facility Policy & Procedures

The student is expected to adhere to all policies and procedures of the clinical facility. Failure to comply with facility policies and procedures may result in removal of the student from the clinical facility.

Information Related to Clinical Instruction

Expectations of Clinical Instructors

- Demonstrates clinical competence, legal & ethical behavior
- Demonstrates effective communication skills, instructional skills, supervisory skills
- Demonstrates professional behavior, conduct, skills & interpersonal relationships
- Completes midterm and final CPI evaluations in a timely fashion
- Responds to phone calls, emails from DCE in a timely manner
- Review and discuss with student the information accessed on the U Mary Clinical Education website or emailed, sent to the site prior to student arrival. These materials include:
 - Clinical Education Handbook
 - Course Syllabus
 - Course Guidelines and Objectives
 - On-line CPI training
- The clinical education site provides an active, stimulating environment appropriate to the learning needs of students.
- Roles and responsibilities of physical therapy personnel are clearly defined.
- The physical therapy personnel are adequate in number to provide an educational program for students.
- Physical therapy clinical instructors are selected based on specific criteria.

Rights of Clinical Instructors

- Right to be assigned student who is appropriately prepared
- Right to skilled support from DCE if student is experiencing difficulty
- Right to have student withdrawn from site

Privileges of Clinical Instructors

- The program will send out CEU certificates to those clinical instructors practicing in states which allow for continuing education.
- At the request of the clinical instructor, the University will provide Welder Library access to clinical instructors with students at their sites.
- All students are responsible to complete an in-service or work on a project of mutual benefit to their learning process and the site/CI.

Awards for Clinical Instructors

- **University of Mary's Outstanding Physical Therapy Clinical Educator of the Year Award**

- **Award Description:** Recognizing that many clinical educators provide outstanding servant leadership and excel in the mentorship and clinical education of students, the Doctor of Physical Therapy Program at UMary has established the Outstanding Clinical Educator Award. Each year, nomination criteria will be provided to students who have completed clinical experiences and to University of Mary Faculty. Using the criteria, interested individuals will be asked to nominate a clinical educator. All nomination forms should be sent to the UMary DCE who in turn will determine whether the nominee meets the criteria. Nominations will be presented to the UMary faculty who will review past student reports, feedback received by the school concerning the clinical educator and the nomination itself. Faculty members will then vote on the selections and determine the award recipient. The recipient(s) receives a commemorative plaque. The PT alumni newsletter will recognize the award winner with an article about the award, nomination and the recipient.
- **Selection Criteria:**
 - Designs interactive teaching/learning strategies with students to model and mold excellence in the clinical setting
 - Maintains an attitude of service and a passion for therapy when interacting with patients, colleagues, and students
 - Is able to work with students at varying levels of experience and skill and adapts his/her teaching style to meet student needs.
 - Demonstrates the Benedictine Values of Service, Respect, Hospitality, Community, Moderation, and/or Prayer along with the Core APTA values: Accountability, Altruism, Respect, Professional Duty, Social Responsibility, Compassion/Caring, Excellence, and Integrity.
 - Has supervised at least 3 UMary physical therapy students over a course of 10 years' time,
 - Keeps informed of the UMary Physical Therapy curriculum and policies and provides feedback to DCE on a consistent basis.
 - The nominee must be a member of the APTA, and it is recommended that they also be APTA credentialed as a clinical instructor.
 - It is recommended that the nominee be involved in UMary program activities (integrated clinicals, self-study visits, advisory committee).
 - Takes initiative to promote knowledge of current issues in their area of practice through self-study, and/or attendance at workshops, seminars, etc

Reviewed & Updated 2020

Behavioral or Instructional Objectives

One of the most basic steps in a successful clinical education experience is planning and goal setting. Developing objectives is an important step. Most authors agree that objectives should have the several components and should be written in terms of the learner's behavior. They state who the **AUDIENCE** is (the student), what **BEHAVIOR** the student will do (identify, evaluate, document), under what **CONDITION** (after studying the

chart, after observing the clinical instructor), and the **DEGREE** (time limitation, number of patients).

Example: After reading a patient's chart, the student will identify 4 tests and measures that should be included in the examination.

The objectives can be either short term (today, this week) or long term (by mid-term, at the end of the clinical).

Learning occurs in 3 domains. Here are a few examples of verbs for the domains of learning:

- **Cognitive (knowledge and understanding):** define, differentiate, select, synthesize, solve, interpret, predict, illustrate, name, and combine
- **Psychomotor (physical action or motor skill):** perform, apply, and demonstrate
- **Affective (feelings and attitudes):** value, to approve, debate, appreciate

References

1. Sonbuchner, G. *Help Yourself - How to take advantage of your learning styles*. New Readers Press; 1991
2. *Learning Style Inventory Manual Version 3*. Boston, MA: HayGroup; 1999.
3. Laskey, M. and Gibson, P. *College Study Strategies - Thinking and Learning*. Allyn & Bacon; 1997.
4. Knowles, M., Holton, E., and Swanson, R. *The Adult learner: The Definitive classic in adult education and human resource development (5th Ed)*. Woburn, MA: Butterworth-Heinemann; 1998.

Tools to Support Clinical Education



[Weekly Mentoring Form](#)

[Critical Incident Report](#)

[Professional Behavior Student Self-Assessment Document](#)

Anecdotal Record

Anecdotal Record Directions:

1. Evaluator fills in the information for the Setting and Student Action or Behavior. Simply record what happened. Avoid offering judgment with the facts.

2. Evaluator fills in their own interpretation of the incident.
3. Discuss the information on the record with the student as soon as possible.
4. The student then fills in their comments regarding the incident and discussion with the evaluator.
5. Finally both the student and evaluator sign the document
6. Evaluator and Student are may notify the DCE to discuss the incident if they so desire.

Student's Name: _____ **Date:** _____

Evaluator/Observer: _____

Setting: (place, persons involved, atmosphere, etc.)

Student Action or Behavior:

Evaluator Interpretation:

Student's Comments:

Student's Signature

Evaluator's Signature

Anecdotal Record Purpose:

1. Useful as an adjunct to Final evaluation, but does not stand alone
2. Can be used to document positive or negative behavior.
3. Useful in supporting grades, especially low affective behaviors

4. Separates interpretation from student action
5. Requires student signature.

Pro Bono Clinic Policies & Procedures

The University of Mary Student Clinic will be operated in a professional manner, striving to meet the needs of all who walk through its doors. Patients/clients will be seen by student physical therapists with faculty supervision.

Standards of Conduct:

In order to provide the most efficient and beneficial clinic experience, certain standards are necessary. These standards provide protection of the rights and safety to all students and faculty as well as all patients who will be seen in the clinic. Conduct that may interfere with the operation, disgrace the reputation of the school, or is in anyway offensive to patients or other student /faculty members will not be tolerated.

All students and faculty are expected to conduct themselves professionally and behave in a manner that is beneficial to the operation of this clinic. If you have any questions regarding this policy please talk with your advisor/supervisor.

Some examples of the types of conduct subject to disciplinary action are listed below.

- Unauthorized release of confidential information
- Unethical or illegal behaviors that is detrimental to the student/faculty member's ability to perform his/her duties
- Swearing, verbal abuse, or unprofessional conduct
- Dishonesty
- Discrimination or harassment of any kind to patients, other students, or faculty members
- Possession, consumption or being under the influence of alcohol or a controlled substance while at work or on the clinic site. Medication prescribed by a physician is allowed as long as it does not interfere with your ability to perform safely and efficiently
- Fighting / threatening behavior to patients, students, or faculty members
- Inability to work with others
- Negligence
- Tardiness or failure to show when scheduled for clinic time. It is expected that students will be at the clinic at 3:00 in order to prepare for the day.
- Failing to abide by set policies and procedures
- Inappropriate dress or poor personal hygiene

Disciplinary Actions:

If the student's performance or behavior fails to meet the expectations of the clinic, faculty/supervisors may take the following disciplinary actions.

- If a problem arises, the clinic coordinator will address the issue with you and make a plan of action to resolve the situation. **This may result in a drop of a letter grade in the course.** (*start date 1/15/2013*)
- If the problem continues more severe action may be taken including written notice, discussion, and professional behavior probation.
- If the problem cannot be solved or corrected the student will be referred to academic and professional behavior standards committee (*See Academic Standards Policy*).

Dress Code and Appearance: (*updated 11/30/2012*)

The University of Mary strives for excellence in all aspects including public image. Many patients form opinions about the performance of a clinic based on the image of the people serving them, so it is asked of each person providing service to dress in a professional manner. Name tags must be worn in the clinic while providing services.

Some examples of attire that are NOT permitted:

- Excessively tight clothing
- Tank tops
- Low cut blouses (no cleavage when standing or leaning forward)
- Flip flops or other open toed shoes
- Offensive tattoos, jewelry, or clothing
- Garments that expose the abdomen, lower back, or gluteal region at rest or when reaching/leaning
- Jeans
- Shorts
- Graphic shirts
- All care providers must be free from strong or excessive odor, including perfumes and colognes

*Capris and skirts can be worn if at or below the knee

Safety Policy and Procedure: (*updated 5/29/2012*)

PURPOSE: To ensure a safe working and learning environment for all students, faculty, and patients.

POLICY: All students and faculty will provide the most efficient and safe treatment available.

PROCEDURES:

- Any suspected unsafe conditions must be immediately reported to the supervising faculty.
- Water spillage will be wiped up immediately and mopped as necessary.
- Broken equipment is to be reported to the Clinic Director or the supervising faculty and will be isolated until it is repaired.
- Gait belts must be worn at all times for those patients at risk for falls.
- All accidents and falls will be reported immediately to the Clinic Director or the supervising faculty.
- Students will be instructed in and will practice proper transferring/lifting techniques.

- Blood pressure and heart rate will be obtained before and after therapy for patients with cardiovascular issues.

Infection Control Policy: *(start date 11/24/2010)*

It is the responsibility of each student and faculty member to provide appropriate means of infection control for the safety of patients, peers, and supervisors to ensure that the most productive and safe clinic environment is being achieved. Steps students and faculty need to take in order to promote infection control include:

- Wash hands or use hand sanitizer before and after coming in contact with patients, after removal of gloves, after contact with inanimate objects (including equipment) in the immediate vicinity of patient, before and after personal care activities (eating, drinking, covering coughs/sneezes, blowing nose, using restroom), and at the end of all patient care duties.
- Use soap/water when hands are visibly soiled or contaminated with blood or body fluids.
- Covering all coughs and sneezes
- Staying up-to-date with department required immunizations
- Using gloves, masks and protective clothing when necessary according to universal precautions
- Making tissues and hand cleaners available in treatment rooms and convenient clinic areas
- Following universal precautions when dealing with blood or contaminated items
- Stock therapy rooms with necessary linens
 - Use said linens when placing a patient on a treatment table
- Disinfect all treatment tables and change linens after patient use. NO EXCEPTIONS.
- A member of the quality assurance committee will be responsible for the oversight of these regulations.
- A member of the supplies committee will be responsible for all supplies necessary for infection control.

Supplies Policy: *(start date 11/24/2010)*

PURPOSE: To ensure that every student has the diagnostic supplies necessary to perform care.

POLICY: All students are required to be in possession of basic diagnostic equipment required to evaluate patients. Basic diagnostic equipment includes (1) a stethoscope, (2) a blood pressure cuff, (3) a reflex hammer (4) a goniometer, (5) an inclinometer. Students are required to bring and use their basic diagnostic equipment to clinic.

Hypoglycemia Policy and Procedure: *(start date 4/25/2013)*

PURPOSE: To provide guidelines for patients with diabetes experiencing hypoglycemia prior to, during, or after physical therapy received at the University of Mary C.A.R.E. clinic.

POLICY: Require at least 3 juice boxes to be in refrigerator in RTC 211 at all times for use during a patient's episode of hypoglycemia.

Hypoglycemic Definition: Blood glucose <70 mg/dl (ACSM Guidelines) or showing symptomatic signs or symptoms such as headache, dizziness, sweating, tachycardia, trembling, weakness, anxiety, or confusion.

PROCEDURE: Administer juice box if patient's blood glucose is tested and is below 70 mg/dl and/or symptomatic. Wait a period of 5 minutes and re-test if patient's glucometer is available and reassess patient's signs/symptoms. Supplies committee is required to check stock of juice boxes in the refrigerator at beginning of each semester and at midterm.

Code Blue Policy and Procedure: *(start date 11/24/2010; updated 09/09/2014; updated 7/27/2017; updated 2020)*

PURPOSE: Ensure individuals served are provided services, supports, care, and treatment by the staff, which is properly licensed, trained, and competent to provide care.

POLICY: All students and supervising faculty will be competent and certified in AED at all times and they will recognize and respond appropriately to cardiopulmonary medical emergencies. The director of the pro bono clinic is responsible for ensuring all students and faculty are up-to-date with CPR & AED training. Students and faculty who are not certified in CPR & AED will not be allowed to participate in pro bono clinic until satisfactory completion is documented.

Code Blue Definition: Immediate medical attention is needed for a person who is not breathing and/or does not have a pulse; or has a serious condition which could rapidly progress to cessation of breathing and/or pulse.

Signs and Symptoms: Unresponsiveness and/or absence of respirations and/or heartbeat

PROCEDURE:

If only one responder available:

1. Establish unresponsiveness, begin CPR procedure
2. Call out for help of another person who is nearby.
3. Get AED (located at the north end of the women's faculty hallway)
4. Implement Automated External Defibrillator (AED) and CPR procedures.

If 2-3 responders available:

1st Responder

1. Establish unresponsiveness, begin CPR procedure
2. Implement Automated External Defibrillator (AED) and CPR procedures.
 - a. AED is located at the north end of the women's faculty hallway

2nd Responder and 3rd Responders

1. Call 9-1-1
2. Get AED (located at the north end of the faculty hallway adjacent to Dr. Allen's office)
3. Assist 1st responder with CPR and AEDMeet ambulance at front entrance (in front of receptionist's desk) and escort them to patient
4. Meet ambulance at front entrance (in front of receptionist's desk) and escort them to patient

Continuation of Code Blue Procedures:

Continue until:

1. Return of spontaneous pulse and/or respirations;
2. EMS arrives and assumes charge of the Code Blue: or
3. The victim is transported by ambulance to emergency care.

Severe Weather (Code Black) Policy and Procedure: *(start date 5/29/2012; updated 09/09/2014; updated 2020)*

PURPOSE: To provide guidelines to ensure staff competency and compliance with the UMary C.A.R.E. clinic policy on medical care for emergency.

POLICY: All faculty must be registered for the University of Mary's Emergency Messaging System (UMEMS). It is also recommended that all students be registered. The faculty in the clinic on that particular day will have their cell phone on in order to be notified when inclement weather occurs. The decision to close clinic related to inclement or severe weather will be made by the director of the pro bono clinic in consultation with the faculty of the PT department and program director of the PT department.

PROCEDURE: In the event of a tornado warning, all patients will immediately proceed to the closest room without windows.

1. All patients must be escorted to the closest room without windows.
2. A faculty member will ensure all students and patients are located in proper rooms throughout the building.

Code Red Procedure: *(start date 11/30/2012; updated 09/09/2014)*

Definition: A message announced or signaled by fire alarm indicating nearby fire alert.

PROCEDURE:

1. All patients must be escorted out of building as quickly as possible by students and faculty members.
2. Exits will depend on location of fire danger.
3. Keep patient low to the ground if possible with cloth or hand over mouth to prevent smoke inhalation.
4. Patients will be escorted out of the closest exit to their current location.
5. A faculty member will ensure all students and patients are out of the building until fire threat has passed.
 - a. In event of a small fire, a fire extinguisher is located at the north end of the women's faculty hall, next to the AED.

Patient Assistance Policy: *(start date 11/24/2010)*

When patients are scheduled for an appointment at the UMARY C.A.R.E. Clinic, they will be asked as to whether they will require assistance into the building for their appointment.

- If the patient requests assistance, this should be noted on the clinic schedule.
- An entrance to the facility needs to be designated
- Patients who need assistance need to be accompanied to and from their vehicle by a physical therapy student.

Communication: *(Updated 7/27/2017, 2020)*

It is the responsibility of each student and faculty member to provide appropriate means of communication to patients, peers, and supervisors to ensure that the most productive and safe clinic environment is being achieved.

- Prior to each clinical session, the previous student physical therapist (SPT) needs to contact the incoming SPT and summarize the patient case, condition, and treatment plan.

- All documentation needs to be completed within 24 hours of the conclusion of patient care and uploaded to Canvas for review by the supervising faculty member for feedback. Once feedback has been made and changes to the documentation have been completed satisfactorily, the student must obtain the faculty signature and must place the note in the patient chart.
- All documentation needs to be filed in the chart in reverse chronological order on the right hand side of the chart. The chart must then be filed in the appropriate file drawer.
- The file drawer is to be locked outside of the clinic hours.
- Whenever possible patients will be told to bring or send a copy of their physical therapy records, surgical reports, radiology reports etc.
- It is the responsibility of the student therapist to obtain an intake form and informed consent from each patient.

To optimize communication and efficiency of patient treatment time, all students will designate a treatment room for each patient prior to the beginning of clinic each day using the spots provided on the clinic schedule.

Procedures:

1. Write the first name of the SPT in the box under the time slot and space corresponding to the treatment room you want to claim for use with your patient.
2. Assigned rooms will be discussed during rounds before clinic starts. If any issues arise, they will be handled at that time.

Patient Re-Evaluation Policy and Procedure *(start date 4/25/2013; updated 7/27/2017; updated 2020)*

PURPOSE: To ensure patients' status is up to date and the proper plan of care is implemented by the students.

POLICY: After 8 visits in the clinic students will complete a re-evaluation of the assigned patient.

PROCEDURE:

- Students will keep an accurate flow chart of patient visits in the patient chart
- Students will check off visit dates.
- Students will perform a re-evaluation on patients on the 8th visit.

Scheduling: *(Reviewed & Updated 2020)*

In order for the clinic to run smoothly, appropriate scheduling is required.

- The clinic schedule will be set by the student scheduling committee and the faculty advisor prior to each semester. One to two scheduling committee members will be assigned each clinical rotation. *(start date 11/24/2010)*
- If a student has a scheduling conflict during their assigned clinic time, they need to:
 - a. Find someone to switch clinic times with you
 - b. Obtain a UMARY CARE Clinic Schedule Change Form, which is available on Canvas PTH 0000
 - c. Have both parties sign the form, agreeing to the change
 - d. Turn the form into Pro Bono Clinic Director at least 2 weeks prior to the date in question
 - i. In the case of an unforeseen illness or conflict, as soon as the conflict or illness comes up. *(start date 11/24/2010)*
- First year students will be scheduled during the spring semester and paired with the student's second year mentor.

- There will be faculty advisors at each clinic date to oversee treatment sessions.
- The clinic hours will be T/TH 3:15 – 5:00. All students/faculty are expected to be in the clinic at 3:00pm to get ready to begin therapy treatments that start at 3:15pm. From 2:50-3:15pm students and faculty can communicate therapy treatments and potential changes in plan of care. It is required that every student stay until at least 5:00. It is highly recommended that each student pair work on writing the documentation together immediately following the clinic appointments *(updated 7/27/2017)*
- Appointment scheduling will be limited to one patient per number of lead student physical therapists; for example in the spring semester if two second year physical therapy students are present, two patients can be scheduled per time slot. This ratio is also dependent upon the number of faculty available to supervise at clinic during the scheduled times.
- The only members of the clinic that are allowed to make changes to the patient schedule outside of clinic hours are the PT Department secretary, director of pro bono clinic, supervising faculty member and members of the Clinic Scheduling Committee. *(start date 11/24/2010; reviewed and updated 2020)*
 - a. The Third Year Committee Members will train the Second Year Committee members on this process in the fall of each year *(start date 11/24/2010)*
- The schedule will become FINALIZED at 3:00pm the day before clinic. Any information on the schedule prior to that time is subject to change. As we all know, last minute things come up, and the scheduling committee may need to move or cancel patients. If changes are made to the schedule after 3:00pm the day before clinic, you will be contacted by the scheduler to be notified of any changes.
- If a student would like to work with a specific patient on the schedule, they need to contact members of the Scheduling Committee to make their requests. Be aware that all requests cannot be honored and it is up to the judgment of the Scheduling Committee members and the Director of Pro Bono Clinic to facilitate a well-rounded clinical experience for the students. *(start date 11/24/2010; updated 7/27/2017)*
- Appointment times will be 3:15 and 4:00. If no patient is scheduled for a student they should use the time to assist other SPT's, practice skills, or complete documentation with their partner. *(start date 1/15/2013)*
- New patients will be asked to arrive 15 minutes early to complete paperwork.
- If the patient is running late to clinic, call after 10 minutes has passed to remind them of their appointment. It is the responsibility of the SPT to contact your patient if they do not show up for clinic. The SPT should confirm that the patient is returning the following week for their scheduled appointment. If the patient needs to make a change to their appointment, direct them to the scheduling committee. Please leave Chris's front desk number (701)-355 -8053 for contact information when leaving a message.

Quality Assurance:

In order for the clinic to run properly, patients' files must stay organized and efficient ensuring quality and confidentiality at all times. To achieve this level, members assigned to the Quality Assurance Committee must review and audit the patient's files on a regular basis.

- Patients' files will be reviewed every four weeks.

- Three to four current patient charts will randomly be chosen for review at the University of Mary.
- Patient charts will be reviewed in order to confirm that:
 - Informed consent has been signed
 - Patient history has been completed
 - Billing charge slips are being completed
 - Initial evaluations are being completed and signed by the appropriate SPT and supervising physical therapist.
 - Flow sheets are being utilized
 - Progress notes are being completed and signed by the appropriate SPT and supervising physical therapist.
 - Documents are being filed in the charts appropriately
 - Patient check list
- Any corrections that need to be made will be addressed on a sticky note and placed in the patient's folder and the treating student therapist will be informed through email.

Budget & Reimbursement

Purpose: To ensure billing of insurance is completed with uniform and consistency among students in the Pro Bono clinic.

Policy: All students will bill Medicare if patient is over 65 years old and/or if patient meets Medicare standards for enrollment. If patient is under 65 years old, bill BCBS insurance.

Procedures:

1. Students in the quality control committee will ensure correct insurance is billed each visit.
2. Students further along in the program are responsible for teaching and ensuring their mentee(s) are billing the correct insurance company.
3. If billing is incorrect, the quality control committee will contact the student(s) responsible for corrections to be made either by email and/or in person.
4. At the end of the spring semester, the committee will make a budget for supplies for the upcoming academic year to assist with guiding spending on supplies for the coming year. *(Updated 7/27/2017)*

Incident Reporting (Initiated 7/27/2017)

Purpose: To provide a guideline for steps to document adverse patient care.

In the case of an adverse incident during or adjacent to receipt of care within pro bono clinic, the SPT will fill out an incident report immediately following Pro Bono clinic. This report should be signed by your PT supervisor and submitted to the director of pro bono clinic. Incident reports will be filled in the director of pro bono clinic's office until the patient is discharged from the University of Mary Pro Bono clinic.

Incident Reporting Form

Return completed form to the Director of ProBono Clinic.

Details of person injured or involved (to be filled in by person injured / involved if possible)

Person Completing Report: _____ Date: _____

Person(s) Involved: _____

Event Details

Date of Event: _____ Location of Event: _____

Time of Event: _____ Witnesses: _____

Description of Events (Describe tasks being performed and sequence of events):

*If more space is required please use the back of this sheet

Was event / injury caused by an unsafe act (activity or movement) or an unsafe condition (machinery or weather)? Please explain:

TO BE COMPLETED ONLY IF LOST TIME/INJURY OR FIRST AID WAS REQUIRED	
Type of injury sustained:	
Was medical treatment necessary?	Yes_____ No_____ If yes, name of hospital or physician:

Signature of Student: _____ Date: _____

Signature of Supervisor: _____ Date: _____



Communication/Resources

Physical Therapy Program Contact Information
Name Change Status
UMary Email
Library Services
Career Services

Physical Therapy Department Contact Information

The Physical Therapy Department Office is staffed regularly Monday through Friday. The Physical Therapy Office number is: 701-355-8053 or (800)-408-6279 EXT 8053 and the fax number is: (701)-255-7687.

Name Change Status

Students who change their name while in the professional program must inform the University registrar, program director and secretary. Students may be asked to show proof to the financial aid office.

U-Mary Email

Upon enrollment, each student is provided a University of Mary email account for official communication from University administrators and faculty. Students are responsible for all information sent to them through their University assigned email account. It is the responsibility of each student to check his/her University of Mary email on a frequent and consistent basis. Students may expect to receive official information from the University regarding policies and procedures, special events, deadlines, changes in degree requirements, course schedule changes, regulatory changes, emergency notices, safety and security advisories, residence hall information, notice of student disciplinary action as well as other useful information from the Registrar, Office of Financial Assistance, the Business Office, Student Development, academic departments and individual faculty members.

University Services

Students are encouraged to utilize the many services offered to students. For a complete listing, please see the [University Student Handbook](#) (beginning on pg 58).



Physical Therapy Student Opportunities

Decision Making
APTA Membership
SPTA Membership
Class Representatives
Outstanding Student
Other Awards

Opportunities for Graduate Students Participation in Decision Making

The University of Mary Physical Therapy Department values and seeks continued feedback from current students and alumni. There are a number of ways physical therapy students can participate in the decision-making related to the University and the program in physical therapy.

Students are asked to take an active role in the evaluation of the Physical Therapy Program as their input is vital to the maintenance of a quality program. Students are asked to fairly, professionally, and constructively evaluate courses and instructors each semester during the program as well as at the conclusion of each academic year. Following graduation, graduates are asked periodically to evaluate the program and their preparation for physical therapy practice. This feedback is utilized by faculty in ongoing curriculum development and revision.

APTA Membership

All professional physical therapy students will be members of the American Physical Therapy Association during the entire time they are in the Physical Therapy Professional Education Program at the University of Mary.

Students will apply for membership to the APTA prior to beginning of the professional curriculum. Failure to maintain membership will be reflected in professional behavior evaluations.

Although some students may think the extra fee is burdensome at a time when they have numerous other expenses, faculty believes strongly in APTA membership for the following reasons:

1. Professionalism is emphasized in this program and the mark of a true professional is active membership in the professional organization.
2. Leadership is emphasized in this program; one cannot be a leader in the profession unless they belong to the profession's national organization.
3. Ethical responsibility dictates that a professional belong to the organization that does the lobbying, which contributes heavily to a profession's viability. Without the APTA, the physical therapy profession would not be the dynamic, progressive profession that it is.
4. Most courses use materials from the APTA and its website; therefore, it is imperative to be members.
5. Students who are student members will more likely see the benefits of belonging to the national organization and maintain membership throughout their professional careers.

APTA Contact Information

www.apta.org <<http://www.apta.org>>

1-800-999-APTA

Adopted: 2002

Modified: 2003, 2013, 2017

Class Representatives

Procedures

For the incoming 1st year students, an election will take place within the 1st month of the program. The 2nd and 3rd year students can determine if their class representatives will stay in their positions or if a new election will take place. This is determined by class majority in the fall of the 2nd and 3rd years. Each University of Mary Physical Therapy Class has the following representatives:

- Student Representative to the APTA ND*
- Class President
- Representatives (2) to the Student Physical Therapy Association

Responsibilities of the APTA ND Representative*

- If possible, attend state meetings. There are three meetings per year. The locations are Grand Forks, Minot, Fargo, Carrington or Bismarck. If representatives are unable to attend meetings in person, they can attend the on-line/phone conferencing business portion of the meeting.
- Provide information to their respective class on the business and issues of the APTA ND.
- If feasible, attend the APTA ND Student Conclave, usually held in September or October Bismarck, Fargo, or Grand Forks
- Serve as a representative to the Program in Physical Therapy's Assessment Committee
- Serve as representative to the School of Health Science's Assessment Process
- Assist in the leadership of the Student Physical Therapy Association/serve as a Representative
- Assist in coordinating communication between professional and pre-professional students
- *The student selected as APTA ND rep for the 1st year class will also serve as student representative for the UMary program to the Student Assembly of the APTA and on the NDSSIG. This person will serve under the direction of the Student Core Ambassador for ND (an elected position through the APTA Student Assembly). This person will serve a 1 year term.
- *See ND SSIG above for additional duties related to this position

Responsibilities of the Class President

- Schedule and facilitate class meetings
- Gather agenda from the class for the meetings
- Represent the class to a faculty member with regard to class concerns
- Represent the class on the Academic Advisory Committee which meets annually or more if necessary
- Assist in the leadership of the Student Physical Therapy Association/Serve as a representative
- Coordinate communication and activities between professional and pre-professional students

Responsibilities of the Representatives (2) to the Student PT Association

- Attend SPTA meetings (1x/semester and as needed)
- Gather information from class prior to meetings in regard to agenda items
- Delegate SPTA activities/responsibilities to respective class members

Student Physical Therapy Association (SPTA)

All students enrolled in the University of Mary Program in Physical Therapy are members of the SPTA. Pre-professional students may be enrolled in the Physical Therapy Club (see University of Mary's listing of clubs). The governing body of the SPTA consists of:

- 1-2 Faculty Members who will participate in the meetings, events, and planning of events
- The Class President for all 3 classes
- The NDPTA Rep for all 3 classes
- 2 SPTA Representatives from all 3 classes

Meetings

The SPTA will meet 1x/semester and more if needed. During the fall meeting, a president and secretary will be elected. The president will be in charge of setting the meeting agenda and conducting the meeting. The secretary will record and distribute minutes to students and faculty.

Business

The SPTA will plan events throughout the school year to encourage fellowship, scholarship, and knowledge of the profession. Events may involve members of the PT club and area clinicians.

ND Student Special Interest Group (ND SSIG) <https://ndpta.wildapricot.org/Student-Special-Interest-Group>

Function

- Promote and foster communication between PT students, PTA students, and young professions in the state of ND
- Promote leadership of students within the Chapter and Association
- To advocate for the profession of Physical Therapy
- To increase membership and active participation pre and post-graduation in the Chapter and Association
- To encourage and facilitate the opportunity for PT and PTA students to network and engage with young professionals in order to build a mentoring relationship.

All students enrolled in a DPT or PTA program in the state of North Dakota are members of the ND SSIG. See the APTA ND website for specific information about the Student SIG board. The governing body of the ND SSIG consists of:

- ND SSIG Chair
- ND SSIG Vice Chair
- ND SSIG Secretary
- ND SSIG Social Media Coordinator

Outstanding Student

Nominated and chosen by the core faculty

Student will be outstanding in the 3 parts of leadership as defined by the University of Mary.

1. *Servant Leadership-Outstanding record of service during the physical therapy program.*
2. Benedictine Values-Practices and role models the Benedictine Values
3. Graduate Competences:

COMMUNICATION

Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship.

SCHOLARSHIP

Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change.

PROFESSIONAL DISTINCTION

Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

MORAL COURAGE

Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts.

Timeline:

Faculty will discuss nominations in the spring prior to graduation. Final decisions on nominees and winners will occur in April prior to graduation. The Outstanding Student Award Winner is announced during an appropriate graduation ceremony (banquet or program hooding ceremony) along with the other nominees.

Award: Name on permanent plaque in the PT lab. Individual trophy/plaque.

Clinic Mentor Award

Purpose: To recognize a student who demonstrates exemplary servant leadership through the University Of Mary Department Of Physical Therapy Pro Bono Clinic.

Qualifications: The third year student will be nominated throughout Fall Semester of the third year of the physical therapy curriculum. Nominations will be accepted from 2nd year mentees, 3rd year peers, and faculty of the Department of Physical Therapy.

Criteria for consideration include:

- Student in good standing within the Physical Therapy Program
- Demonstration of excellence in servant leadership through activities related to service on student clinic committees.
- Exemplary mentoring noted through interaction with 2nd year mentee
- Professional interaction with patients, mentees, and faculty

Award Designation: Upon consideration of all nominees, core faculty will vote upon the most appropriate recipient. The award will be provided at the hooding ceremony prior to graduation.

Created 2017

Other Student Awards

As per faculty discretion and based upon student qualifications, the following award(s) may be presented at graduation:

Scholarly Activity Award: based upon outstanding contributions to the scholarly activity project. Student is actively involved in the research process, demonstrates outstanding communication and organization in order to meet the designated timelines, demonstrates a positive attitude throughout the research process, and demonstrates reflective, creative, and critical thinking.

Leadership Award: based upon outstanding leadership in the class. Student demonstrates outstanding communication between peers and faculty, eagerly volunteers to lead or assist in classroom activities, and takes an active role in classroom activities and decision making. Student is a positive representative of the program in PT.

Approved 2006
Edited 11/24/2010



Appendices

Appendices

Informed Consent

Personal Injury Liability Waiver

Informed Consent for Lab Subject

Clinical Internship Permission Form

Authorization Form

Confidentiality and Privacy Oath

Picture Identification Refusal Form

Criminal Attestation Form

Essential Functions Form

Consent to Photograph/Videotape

Waiver and Release Form for Student Practice on Community Members

Release for Reference Form

Leave form

Case Study Form



UNIVERSITY
of MARY

| *for Life.*

<p style="text-align: center;">Informed Consent Student Policies and Procedures</p>

By signing this informed consent I am acknowledging that I have read and understood the content of the Physical Therapy Student Handbook. Furthermore, my signature implies my consent to comply with the policies and procedures delineated in the Handbook.

Student Name: _____

Date: _____



UNIVERSITY
of MARY

for Life.

PERSONAL INJURY LIABILITY WAIVER

The University of Mary Program in Physical Therapy acknowledges physical therapy is a profession with potential risks for personal injury. It is the responsibility of the Program to insure proper instruction in the performance of skills so as to minimize such risk.

It is the responsibility of the student to be prepared to correctly perform patient care procedures in the physical therapy setting, and to follow all agency policies in the performance of skills.

The University of Mary does not provide personal health insurance for students and is not responsible for any expenses incurred by students as a result of personal injury during physical therapy practice. This includes physician or emergency care charges, laboratory and diagnostic testing, medication or follow-up care.

Potential hazards/injuries in physical therapy practice include, but are not limited to:

- Exposure to infective material such as blood or body fluids
- Falls
- Muscular injury, especially back injury
- Exposure to hazardous materials such as radiation (x-ray), radioactive dye, cleansers, latex, anesthetic gases
- Assault

If a student experiences a personal injury as a part of a clinical education or classroom laboratory experience, the student is required to notify the instructor immediately after the injury, and follow all agency policies regarding the injury.

As a student in the University of Mary Program in Physical Therapy, I am aware of potential injuries that may occur as a result of clinical or laboratory experiences and I agree to participate in such experiences despite the risk of personal injury.

I also agree not to hold the University of Mary responsible for any injury incurred as a result of physical therapy practice experiences.

Student Signature: _____ Date: _____

Student name (printed): _____



UNIVERSITY
of MARY

for Life.

Informed Consent
**For Physical Therapy Students
As Laboratory Subjects**

Description of Student Laboratory Learning Experiences

In order to learn surface body anatomy, kinesiology, physical therapy evaluation, and various physical therapy treatments, student physical therapists need to first practice using other student physical therapists as subjects. Therefore, in order to partake fully in the academic program, it is necessary that the physical therapy student agree to the following types of active participation in the laboratory.

1. To unclothe the part of anatomy being studied
2. To be the recipient of various types of physical agent treatment, i.e., massage, ultrasound, electrical stimulation, traction, etc.
3. To be the subject for various screening and examination procedures.

It is understood that if a student has any known contraindication to any examinations or treatment procedures, he/she will be excused from serving as a subject and will inform the instructor.

I have read the informed consent and agree to participate fully in laboratory experiences as a subject.

Student Signature

Date



Informed Consent for Clinical Education

Description of Student Clinical Education Internships

In order to participate in clinical education internships physical therapy students' need to be informed of the potential health risk of participation. Potential risks may include, but are not limited to the following:

1. Infectious diseases
2. Hazardous chemicals
3. Musculoskeletal disorders including back injuries and repetitive motion injuries

Students are also subject to compliance with the current policies of the University of Mary Physical Therapy program, the University of Mary Clinical Education Handbook, and also the policies of the clinical education facility. Immunizations may include, but are not limited to the following:

1. Hepatitis B vaccination
2. Measles, Mumps, Rubella (MMR)
3. Diphtheria, Tetanus, Pertussis (DTP)
4. Polio
5. Varicella (chicken pox)
6. Mantoux test
7. Influenza

I have read the informed consent and agree to participate fully in the clinical education internship.

Student signature

Date



UNIVERSITY
of MARY

| *for Life.*

CONFIDENTIALITY & PRIVACY OATH

I, _____ promise to hold confidential, verbal and written information received through observations of, direct contact with, or written and verbal material about, individuals who are recipients of services from health care providers. I further promise to uphold, in good faith, ethical obligations expected by APTA, the University of Mary and the Physical Therapy Program concerning privacy, rights, and respect of individuals who are a part of my learning experience, directly or indirectly, including other professionals, families, student peers, and support staff.

Printed Name

Signature

Date



UNIVERSITY
of MARY

| *for Life.*

Consent to Photograph/Videotape

I, _____, authorize the Program in Physical Therapy to use video/photographs produced for the purpose of professional presentations, marketing and/or publication of research. In the event I do not wish to authorize use of video/photographs, I will inform the program director or faculty member immediately.

This release is effective the date of signature and in effect until graduation

Signature

Date



Physical Therapy Student Criminal History Attestation

I, _____, attest that I have had no change in my criminal
(print name)

history record since completing my application on PTCAS. I understand that it is my responsibility to report any new criminal conviction(s) within 14 days from the date of the conviction(s) to the Director of the PT Program (regardless of whether an appeal is pending) as well as the University's Student Development Office. Failure to do so may result in disciplinary action.

All students are required to complete a federal criminal background check year 1 of the PT Program (see criminal background check policy in student handbook).

If evidence is received that a graduate physical therapy student has committed a breach of ethics or a felony, the faculty as a whole will meet to review evidence and if needed, will gather further evidence pertaining to the student's possible violations(s). The student is subject to disciplinary action up to and including dismissal from the program or expulsion. The student may be referred to the ND Board of PT or the Federation of State Boards to determine if the felony would preclude him/her from sitting for the Physical Therapy Examination and/or becoming licensed. If the student wishes to appeal the decision, he/she must submit to the Chair of the Physical Therapy Program a request for appeal. The student has the right to appeal to the Assistant Vice President for Academic Affairs. If there is still disagreement, the final level of appeal at the University level is the Vice President for Academic Affairs.

A positive criminal history is not by itself an absolute bar to clinical placement. The nature of the crime will be examined on a case-by-case basis, including subsequent rehabilitation, and will be considered in relation to the type of student experience being requested and the degree of supervision present in that experience.

Student name (print)

Student signature

Date