



UNIVERSITY OF MARY

Department of Physical Therapy Student Handbook 2019-2020



Department of Physical Therapy
2600 E. Rosser Avenue
Bismarck, ND 58501
(701) 355-8053

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,

Mary Dockter, PT, PhD
Chair, Department of Physical Therapy

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 II. 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 NDPTA 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 512 Musculoskeletal Assessment I, PTH 642 Geriatric Management, and PTH 621 and PTH 622 Orthopedic Management I and II (women's health content). She also co-coordinates PTH 660/760 Service Orientated Learning Experience (SOLE I-II), is the faculty liaison for PTH 845 Women's Health Elective, and facilitates a problem based learning group in PTH 859-860 Complex Case Management I and II.

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/is serving in varying capacities 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 is the delegate to the APTA House of Delegates from the NDPTA. 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 Educational Leadership Institute Fellowship in 2011 and completed this in July 2012. Her final project centered on strategic planning and effective negotiation. 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, and a DPT degree from Boston University in 2007. She initiated her EdD from the University of Mary in May 2017 with an expected completion date of 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
2019-2020
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University of Mary Graduate Program Information

University of Mary General Policies

University of Mary General Policies

Graduate physical therapy students are obliged to the [University of Mary General Policies](#), [University Catalog](#), and [Student Handbook](#) as electronically published. Students are expected to satisfy the graduation requirements in effect at the time of their admission to the graduate program. Additionally, students should refer to specific Program Policies for Clinical Education and Research in the respective handbooks posted on PTH 0000.

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

The mission of the School of Health Sciences is to prepare competent, caring, and ethical health care professionals who will be servant leaders to their constituents and in their professions.

Department of Physical Therapy Mission

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.

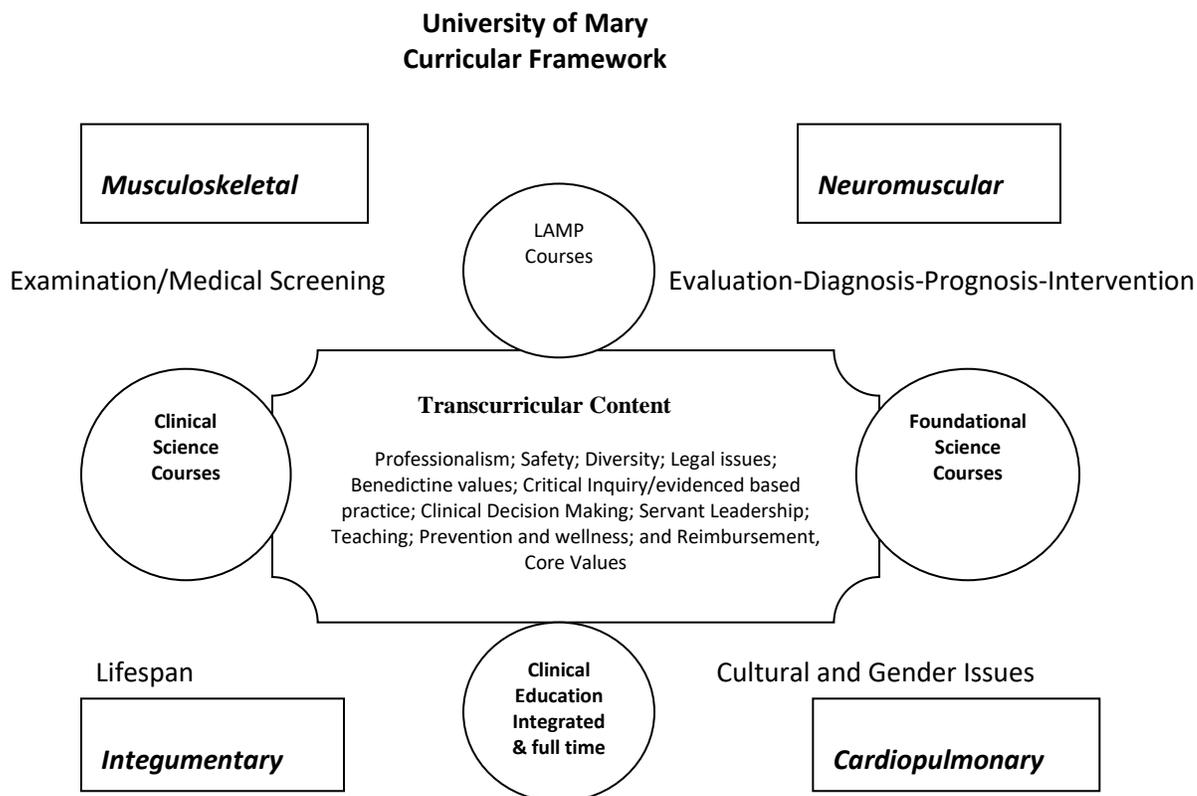
Our vision is that our graduates will be competent, ethical, compassionate and caring physical therapists who optimize the human experience through the advancement of practice, advocacy, education, and service.

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](#), [Evaluative Criteria for Accreditation of Education Programs for Physical Therapists](#), [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 justifying the change, 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 formatively and summatively.



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	Lifespan I.1: Pediatric PT	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	Lifespan 1.2 Pediatric PT	2
PTH 642	Lifespan II: 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

Provides a legal analysis of healthcare from a broad perspective and incorporates a discussion and study of healthcare policy; explores the role that law plays in promoting the quality of healthcare, organizing the delivery of healthcare, methods used to control the cost of health, promoting access to necessary health, and protecting human rights of those who are provided healthcare.

BUS 653 Healthcare Organizations and finance (offered the 3rd 5 weeks of every term)

Through this course, students will gain an understanding of managed care with emphasis on organizational models and financing mechanisms. The evolution of corporate healthcare and managed care is traced and contrasted with traditional health care models and indemnity insurance. Managed care infrastructure and networks are analyzed with the relationships among access, cost and quality.

CURRICULUM OUTCOMES

The purpose of the physical therapy education program Curriculum Outcomes is to define the broad areas of student preparation for the effective practice of physical therapy. The Curriculum Outcomes give direction to the curriculum for the preparation of students to function within the realm of physical therapy and to discern the relationship of the practice to the broader issues of society and health care. The Curriculum Outcomes reflect the mission and philosophy of the University and Physical Therapy Program and the performance behaviors identified in APTA physical therapy practice expectation statements and form the basis for the terminal behavioral objectives for each course in the professional level program.

Graduates of the Doctorate in Physical Therapy will have the ability to perform as entry level physical therapists in a variety of roles and practice settings. In this capacity, they will:

1. Practice in a safe, legal and ethical manner.
2. Practice autonomously and collaboratively and recognize when a problem or need is outside the scope of physical therapist practice.
3. Effectively communicate in verbal, non-verbal, written and electronic formats with all stakeholders.
4. Competently examine and manage patients/clients in diverse settings
5. Apply knowledge of diversity into practice, service, and scholarship.
6. Educate others using a variety of teaching methods commensurate with learner characteristics.
7. Apply evidence to the clinical decision making process in the practice of PT that result in effective outcomes for patients and clients.
8. Participate in the administration of the practice setting.
9. Provide prevention and wellness programs appropriate to physical therapy.

10. Demonstrate a commitment to professionalism including lifelong learning, advocacy and servant leadership.
11. Demonstrate the ability to discover, integrate, and apply knowledge for the advancement of PT practice.

***Department of Physical Therapy Tuition Fee Schedule (2019-2020)**

*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 (\$31080)
Year 2 (fall, spring, summer)	\$10360/trimester (\$31080)
Year 3 (fall, spring)	\$10360/trimester (\$20720)
	TOTAL TUITION \$82880

Fees (approximately)

Lab Fees		\$140
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	\$6355
	TOTAL PROGRAM COSTS	\$89235

Department of Physical Therapy Academic Calendar 2019-2020

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

2019	
June 22, 2019	Class of 2021 White Coat Ceremony
August 10-21	Class of 2020 Guatemala experience
August 26 – August 30	Faculty Orientation and Meetings
September 2	Labor Day – No Classes
September 3	New student verification (all transfer students must stop by)
September 3	First Year Student Orientation 8:30-1
September 4	Classes begin for all students
Sept 10	UMary PT Clinic open
Sept 13	SOLE Presentations (all students 1-3)
Sept 14-15	Class of 2020 sponsored SFMA course
Sept 20 afternoon	3 rd year comprehensive lab test
Sept 21	NDSSIG Conclave Univ of Jamestown (all day – all students strongly encouraged to attend)
Sept 26	UMary Healthcare Career Fair (Chick’s Place) 10-1 (required of all year 3 students; year 1 and 2 strongly encouraged)
Sept 27	Best of Class of 2019 Case Studies (all students 1-4)
Oct 5	Fall NDPTA meeting U of Jmst (sports concussions)
Oct 9	University of Mary Day of Service All students/faculty – no class
Oct 14 - Dec 20	3 rd year Clinical Experience III
Oct 17 – Oct 20	Fall Break (No clinic October 17)
Nov 8	PT Interview Day 1
Nov 28-Dec 1	Thanksgiving Vacation (begins 4pm Nov 27)
Dec 13 - 18	Final Examinations
Dec 18 after exams	Christmas Vacation begins
2020	
Jan 6, 2020	Corporate Faculty Workshop
Jan 6 – Feb 7	Third Year Students class
Jan 8, 2020	Spring Semester Classes begin all students
January 14, 2020	Clinic opens
TBA	Ellen Strunk reimbursement course – all students
January 17, 2020	3 rd year written comp 8-12
January 20, 2020	Martin Luther King Day –
January 24, 2020	March for Life
Feb 10 – April 17	3 rd year Clinical Experience IV
Feb 17, 2020	No School – President’s Day (1 st and 2 nd year students)
Feb 21, 2020	PT Interview Day 2
March 5-8, 2020	Spring Break for 1 st and 2 nd year students
April 9-13, 2020 (begins 4pm	Easter Vacation (Clinic is closed on April 9)

4/9)	
April 20-23, 2020	Final Examinations
April 24, 2020	Research Colloquium (mandatory for all PT students)
April 25, 2020	Hooding and Graduation Class of 2020
April 26 – May 3	Semester Break
May 4 – June 26, 2020	2 nd Year Clinical Experience II
May 4 – June 26, 2020	1 st Year Classes (May/June)
June 27 – July 5, 2020	Summer Break
July 6 – Aug 14, 2020	1 st Year Clinical Experience
July 13 – August 21, 2020	2 nd year Classes
August 2020 Dates TBD	Guatemala



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. The law applies to all schools which receive funds under an applicable program from the US Department of Education.

FERPA gives certain rights to parents regarding their children's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students. Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless for reasons such as great distance, it is impossible for parents or eligible students to inspect the records personally. The school may charge a fee for copies. Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the parent or eligible student has the right to place a statement in the records commenting on the contested information in the records.

Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties;

- School employees who have a need-to-know;
- Other schools to which a student is transferring;
- Parents when a student over 18 is still dependent;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations doing certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities to whom disclosures is required by state laws adopted before Nov. 19, 1974.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, the school must tell parents and students of the information that is designated as directory information and provide a reasonable amount of time to allow the parent or eligible student to request

the school not to disclose that information about them. Schools must notify parents and eligible student to request the school not to disclose that information about them. Schools must notify parents and eligible student s of their rights under this law. The actual means of notification (special letter, inclusion in a PT bulletin, Student Handbook, or newspaper articles) is left to each school.

Schools must adopt a written policy about complying with the FERPA. Schools must give the parent or eligible student a copy of the policy, on request. If a parent wishes to see a child’s education records, or if a person is over 18 or is attending college and would like to see his or her records, they should contact the school for the procedure to follow. If anyone has questions about the FERPA, or if they have problems in securing their rights under this Act, they may call 202-732-2057.

Student Records

The purpose of the student records policy is to ensure confidentiality of student information. All educational information pertaining to a student is located in the Program in Physical Therapy Office and the University Registrar’s office. These records are handled confidentially.

Student records are kept in a locked file cabinet. Official transcripts are on file in the University of Mary Registrar’s Office. Current student records are retained for a period of time not less than 5 years after graduation or date of last attendance.

Records are not released to other parties unless written informed consent permission is received from the student. This is in accordance with University of Mary policies. Students who have relinquished their rights to inspect letters of recommendation will not have access to that part of the file. Otherwise, students can freely access their files under supervision of the secretary.

Once applications are submitted to the Program, they will not be returned to candidates.

Approved 1996
Revised 2002, 2005, 2014

Americans with Disability Policy

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 and are highly encouraged to submit for publication or peer-reviewed presentation.

The scholarly project is a research study performed under the direction of a graduate physical therapy faculty member, and students may choose 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 PT school. The requirement for students is that they 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” (August through May) year for the first two years.

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. Therefore, 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

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/semester 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

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 secretary 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 secretary 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.

Clinical Education

Students are required to be in attendance and on-time at their clinical facility every day of the clinical education course. 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 or other circumstances, absences must be communicated and approved by the DCE and the clinical instructor. The student is allowed one excused absence for illness. The University of Mary will allow no more than one excused absent day during each clinical education course. If more time is required, arrangements will need to be made to make up the absence. Students should work with the clinical instructor and CCCE to create arrangements to make up the time that was missed and then this plan must be approved by the DCE. Once these steps have been completed the student should communicate in one email to the clinical instructor, CCCE and the DCE the new plan for attendance. Working weekends and/or extended hours may be an acceptable arrangement to make up absent time. In the event of absence greater than one day, the DCE should be notified as soon as possible. The length of the clinical (i.e. 6-10 weeks) 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.

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.

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, and make recommendations for the terms of the student's re-entry into the program to help promote success upon re-entry, depending upon circumstances. The Academic Progress Committee may also request to meet with the student prior to his/her re-entry into the program to review his/her status and to make any appropriate recommendations 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/ 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
Updated 8/20/2019

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.

UMEMS data will be cleared at the end of the school year (summer term). Current students & staff will be notified to opt-in at the beginning of the fall term.

To opt-in: Bismarck Main Campus - Text: **UMBM to 25827**

To opt-out: Bismarck Campus – Text: **UMBM STOP to 25827**

Pro Bono Clinic

The faculty in the clinic on that particular day will have their phone on in order to be notified when inclement weather occurs. All students and patients will be notified of a “Code Black” when a text message to the faculty in clinic is received. In the event of a tornado warning, all patients will immediately be assisted to the bathroom of the Rosser location by faculty/students in clinic

Created 4/2012 MD, reviewed 2018, 2019

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 everyone must:

- replace equipment in its proper location;
- 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.

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 times 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 paper towels should be used to cover any exposed regions.

*Adopted 2006
Revised 2016, 2019*

Student Key Checkout Policy

There are 2 keys available for checkout by students enrolled in the PT professional program. Students are allowed to check out a key from the secretary in order to utilize the building for studying and/or clinical skills practice only. If a student checks out a key, he/she is encouraged to let classmates know so that others can use the building as well; however, it remains that student’s responsibility to return the key. Other students may remain in the building after the student with the key leaves – this information will be noted on the student check-in/check-out sheet.

When checking out a key, the student will need to initial and sign a form indicating they will abide by all rules set forth by the department. If the student does not abide by the rules, he/she may receive potential sanctions which may range from loss of future ability to check out a key to probation to dismissal dependent upon the severity of the infraction.

The rules, which can be modified by the department or university administration at any time, include:

- After entering the main building, the student will immediately lock the front door from the inside.
- The student may let in other University of Mary Physical Therapy students currently enrolled in the program through the door in lab 1 or 3 only.

- Students must exit from the south side of lab 1, lab 3, or main doors (do not exit through emergency exit doors in the rear of the building)
- All students will sign a form indicating time in and time out so that faculty have a record of which students were in the building
- Students may remain in the building after the student with the key leaves (this will be designated on the check-in/check-out form). It is the last student's responsibility to ensure that the building is left in good condition upon exiting (all doors shut/locked, garbage thrown away, linens put away, furniture replaced, lights off).
- Students must receive prior permission from faculty to let anyone in who is not in the program (i.e friends or family members)
- Students are not allowed to prop open any door in the building
- Students are not allowed to enter any faculty office, use the secretary's computer, or look/take anything from the secretary's space. Students are also not allowed in the research or storage room unless previously approved by faculty
- There is no alcohol or tobacco allowed anywhere on the premises
- The key must be returned to the secretary or a PT faculty member by 9 AM the next school day. If the key is lost, the student will be responsible for any costs associated with the lost key.

Created Oct 2015 MD; approved by Director of Security Oct 2015 TM, updated 2018, 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. Students are allowed in on weekends or holidays if previously arranged by a faculty member, if they check out a key (see above policy), or if let in by another student who checked out a key

- 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 to the front of the building 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 insure that all doors are locked (interior and exterior). Students must exit through the Laboratory 1 or classroom 3 doors as they lock from the inside. Do NOT exit from the emergency exit doors in the rear of the building
- Students in the building after hours are only allowed to let other UMary Physical Therapy students in through the door in lab room 1 or classroom 3.
- 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. Students are also not allowed in the research room unless previously approved by the program's director of research
- 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

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

Student Authorization for Use of Scholarly Work

On occasion, the Department of Physical Therapy wishes to use examples of student work as demonstration for current students or for accreditation bodies. In order for the Department of Physical Therapy to use a student's work as an example, the student's permission must be obtained. It is requested that students complete the Authorization to Use Scholarly Work document found in the appendix.

Adopted 2010

Academic Dishonesty

Source: Westmont College:

<http://www.westmont.edu/academics/pages/provost/curriculum/plagiarism/facinfo.html>

Minimal Plagiarism

Doing any of the following without attribution:

- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source's line of logic, thesis or ideas

Substantial Plagiarism

Doing any of the following without attribution:

- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism

Complete Plagiarism

Doing any of the following without attribution:

- Submitting or presenting someone's complete published or unpublished work (paper, article, or chapter)
- Submitting another student's work for an assignment, with or without that student's knowledge or consent
- Using information from a campus file or old assignments

- Downloading a term paper from a web site
- Buying a term paper from a mail order company or web site
- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor/s involved

Cheating on a written or laboratory exam

Cheating on an exam is considered to include acts of plagiarism and/or breaching common rules of student assessment. Examples of cheating include the following:

1. Copying another student's answers to questions on an exam during a test.
2. Prior to a test given in the class, a student(s) steals a written or oral practical test from an instructor.
3. Student(s) collaborate on take-home examinations.
4. Using notes or books during a "closed-book" examination.
5. Informing other students of content in a written or practical examination.
6. Using technology such as phone cameras and text messaging to share test information with others.
7. After completing a lab or written text, sharing what is on the test with other students.

Consequence and Process:

- Use situation as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community
- At the professor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.
- The student receives a grade of F or O on the assignment
- The student receives a reduction in the course grade, except when the reduction would result in reduction of at least two letter grades and result in course failure. Such exceptions will be addressed under the formal system in the University's Academic Honor Code policy.

The instructor must complete the Academic Misconduct Report Form, an online form that is automatically sent to the Assistant to the Vice President for Academic Affairs, and the instructor must send a copy of that notice to the student. The Assistant to the Vice President for Academic Affairs shall report this information to university officials with a legitimate educational need to know about the violation.

- If the instructor deems the violation to warrant a more severe sanction than those listed above (e.g., failing the class, dismissal from program) or in cases where the student does not confess to the charges and there is not indisputable proof of a violation, the incident will be referred to the program director and/or academic standards committee and to the University's formal system for decision making.

Adopted 8/2010 Revised 2019

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 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 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](#) 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. In addition, some clinical facilities may require updated background checks which will be the student's responsibility. Failure to comply may implicate the student's ability to participate in clinical or practical learning experiences and will prevent successful academic progression.

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 would be required to be in compliance with both the individual agency policy and this policy. In addition, 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 MD

Drug Testing

During the first semester of the physical therapy program, students begin Integrated Clinical Experiences within community hospitals and clinics. As such, students are required to complete a 12-panel drug screening upon matriculation within the program through a site determined by the program. The cost of drug testing is covered within a course fee; however, clinical sites may request additional or alternative drug testing prior to full time clinical education rotations. The cost of any additional drug testing is the responsibility of the student.

Random 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 Work

Student work is expected to be his/her own, unless the assignment specifically designates the work to be in collaboration with another student. If it is determined that a student's work is not independent, the student will not get the credit for the work.

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 destroyed 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.

Revised 2003, 2005, 2006, 2008, 2010, 2012

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 are formally assessed during midterm and final during their clinical education experiences. *The Clinical Performance Instrument* is used for documentation.
- 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

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 Progress Committee (APC) is composed of faculty of the department of physical therapy and appointed by the program director to 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.

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 Standards of the University of Mary Department of Physical Therapy. This committee considers 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 examinations 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. Please also refer to the Student Grievances and Appeals Policy (page 42 [Student Catalog](#))

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 website.
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/backs 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](#) posted on the my.umary site. 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 MD

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. Please refer to the [Student Catalog](#).

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.

Computing 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) prior to graduation. Upon meeting the eligibility requirements for early access to the NPTE, the policy details the process for obtaining access to the NPTE.

Policy Purpose: Defines the eligibility requirements and process for early access (prior to graduation) to the NPTE.

Procedure Details:

Students in “good standing” may sit for the National Physical Therapy Examination (NPTE) prior to graduation. Students in “good standing” may register for the spring NPTE test date when applying for licensure in a jurisdiction/state that allows early testing. 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 early 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 prior to graduation.

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 early 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

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.



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 is located at 2600 East Rosser Ave Bismarck, ND

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.

The student may use his/her University assigned email account for personal use provided all use is consistent with the University's [Acceptable Use Policies for Computers](#).

University Services

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

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

Responsibilities of the NDPTA 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 NDPTA.
- If feasible, attend the APTA Student Conclave, usually at the end of October or early November.
- 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 NDPTA 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)*

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. The governing body of the ND SSIG consists of:

- ND SSIG Chair
- ND SSIG Vice Chair
- ND SSIG Secretary
- NDPTA Representatives
- ND SSIG New Professional Director

Responsibilities of the ND SSIG Chair

- Plan SSIG meeting agendas
- Conduct and/or delegate ND SSIG activities
- Attend all NDPTA meetings or appoint a designee to attend meetings
- Work closely with other SSIG leadership positions to implement new outreach programs
- Serve as the official spokesperson of the ND SSIG or appointing an official spokesperson
- Contact person for involvement and inclusion for the young professionals of ND

Responsibilities of the ND SSIG Vice Chair

- Assume the duties of the Chair in his/her absence
- Assist the Chair in preparing meeting agendas and in conducting all ND SSIG activities
- Assist in brainstorming new and innovative programs to improve NDPTA and ND SSIG student involvement
- Develop and implement SSIG Board Nominations and Elections process
- Shall be responsible of minutes of all SSIG meetings and notify all members of the ND SSIG meetings with an Excel spreadsheet
- Maintain the SSIG bank account. This includes responsibly managing funds raised, developing an annual budget, and reporting on the financial status of the SSIG to the membership, Executive Committee, and Chapter as requested. (FUTURE)

Responsibilities of the ND SSIG Secretary

- Advertise SSIG events to all 4 schools (UJ, UMary, UND, Northland) by sending out e-mails and posting on the ND SSIG Facebook page.
- Work with respective NDPTA Representatives to create advertisements to use for SSIG events
- Responsible for managing content and updating of the student webpage; including but not limited to APTA news, involvement opportunities, and advocacy opportunities to ND SSIG social media
- Notify all ND SSIG members of upcoming meetings

Responsibilities of the NDPTA Representatives

- Log individual school hours and e-mail hours to the Vice Chair monthly
- Be the main communication between the NDPTA board and the SSIG
- Be the main communication between the CA and the SSIG
- Reach out to school directors for volunteer/event approval

*Based on by-laws of NDSSIG. Information may change if approved by governing body

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



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<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: _____



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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): _____



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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



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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



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Authorization Form

I hereby authorize examples of my academic work may be copied and used as an example for other students or put on display for accreditation purposes. I understand that if this work is used as an example for other students all identifying information will be removed.

(Student)

(Date)



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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



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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