University of Minnesota
Program in Physical Therapy
Student Handbook

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University of Minnesota
Program in Physical Therapy

Mission Statement

Our mission is to improve the physical well-being and quality of life of people in the state of Minnesota and throughout the world by training scholarly physical therapists, developing researchers in rehabilitation science, and discovering new knowledge. We aim to empower 1) DPT graduates from the Physical Therapy Program with didactic knowledge, clinical skills, and translational abilities to bring prevailing best practice into the clinic, 2) PhD graduates from the Rehabilitation Science Program with the talents to discover and disseminate rehabilitation breakthroughs, and 3) physical therapist graduates from the Geriatric Clinical Residency program with specialized clinical / academic skills to enhance care for the elderly.

Philosophy/Goals

The intent of the Program in Physical Therapy is to prepare students with the clinical, professional, and research skills to become capable primary practitioners and to bring new knowledge into practice that best serves the rehabilitation needs of each patient as an individual. Our curricular philosophy emphasizes an active learning environment in which the individual actively participates in the learning process and adopts this responsibility as a life-long behavior. From the scientific perspective, the curriculum emphasizes the importance of methodical inquiry into the causes of movement dysfunction, the efficacy of applied interventions, and the physiological mechanisms by which function is improved. We are furthermore driven to discover and disseminate a deeper understanding of the sciences related to physical therapy. The Program in Physical Therapy is dedicated to excellence in education and aspires to produce graduates who are effective in serving society not only with the technical skills of physical therapy but also with leadership and advocacy skills and an overall attitude of altruism contributing to the betterment of the world. Our programmatic overarching goals include that:

1. DPT students will demonstrate a knowledge base in the mechanisms, prevention, evaluation, and treatment of movement dysfunctions commensurate with entry-level performance and above.
   a. Expected Student Outcomes:
      • ≥90% of initially enrolled students per class will graduate in the regularly scheduled (3-year) time frame, as averaged over 3 years.
      • ≥90% of graduates will pass the national licensure exam on first attempt, as averaged over 3 years.
      • 100% of all graduates will ultimately pass the licensure exam.

2. DPT students will demonstrate clinical decision-making and psychomotor skills commensurate with entry-level performance or above.
   a. Expected Student Outcome:
• ≥90% of students will perform at entry-level, per CPI, by the regularly scheduled graduation date, as averaged over 3 years.

3. DPT students will appreciate, interpret, and integrate relevant literature into practice to remain current in the delivery of the highest care possible.
   a. Expected Student Outcomes:
      • ≥95% of students will pass the comprehensive research examination on first attempt, as averaged over 3 years.
      • ≥90% of 1-year postgraduate survey results will score ≥3/5 in these related areas, as averaged over 3 years.

4. DPT students will exhibit professional characteristics including continued competence, involvement in and advocacy for the profession, and ethical and compassionate behavior.
   a. Expected Student Outcome:
      • 100% of students will pass the Ethics course.
      • ≥95% of students will score ≥3/5 on the Professional Behaviors Form each semester, as averaged over 3 years.
      • ≥90% of students will perform at entry-level, per CPI, by the regularly scheduled graduation date, as averaged over 3 years.
      • ≥85% of students in each class will join the APTA, as averaged over 3 years.
      • ≥90% of 1-year postgraduate and employer survey results will score ≥3/5 in these related areas, as averaged over 3 years.

5. DPT students will graduate prepared to provide physical therapy service to meet the needs of the local and global community with the awareness of and skills to address health disparities.
   a. Expected Student Outcomes:
      • 100% of students will pass the Clerkship Service Project.
      • ≥70% of students in each class will elect to participate in optional clinical service opportunities (e.g. Phillips Neighborhood Clinic, Diabetic Foot Clinic, I-Stop, etc.) across the 3-year curriculum, as averaged over 3 years.
      • ≥10% students will select a Clinical Internship site in an underserved location (domestic or international) each year, as averaged over 3 years.

6. DPT students will demonstrate leadership, collaborative, and independent working abilities to thrive in multiple environments including; clinical, administration, advocacy, and consulting.
   a. Expected Student Outcome:
      • ≥90% of 1-year postgraduate and employer survey results will score ≥3/5 in these related areas, as averaged over 3 years.
7. Faculty will participate in creating the next generation of researchers and future faculty through the PhD Program in Rehabilitation Science and the DPT/PhD Program.
   a. Expected Program Outcome:
      • Graduate, on average, ≥2 PhD students per year.

8. Faculty, DPT students, and PhD students will produce and disseminate new knowledge related to rehabilitation science.
   a. Expected Program Outcomes:
      • Program faculty / students will collectively publish an average of ≥10 manuscripts annually.
      • Program faculty / students will give an average of ≥10 scientific presentations annually at state / national / international events.

9. The Program will provide continuing education and service to advance the practice of physical therapy and the biomedical health sciences.
   a. Expected Program Outcome:
      • Coordinate and deliver an average of ≥6 continuing education events for physical therapists annually.

10. Faculty will advance care for the elderly through specialized academic preparation and clinical training of physical therapists enrolled in our Geriatric Clinical Residency Program.
    a. Expected Program Outcomes:
        • ≥90% of initially enrolled residents will graduate in the regularly scheduled (1-year) time frame, as averaged over 3 years.
        • ≥90% of graduates will pass the ABPTS Geriatric Board Specialist Exam first attempt, as averaged over 3 years.
        • 100% of all graduates will ultimately pass the ABPTS Geriatric Board Specialist Exam.

11. The Program will contribute to global physical therapy development.
    a. Expected Student Outcomes:
        • ≥3 DPT students will engage in international clinical internships annually.
        • ≥6 DPT students will engage in international service-learning projects annually.
    b. Expected Program Outcome:
        • Faculty will share their scholarly expertise in international settings.

Definition of Degree

The Program offers a curriculum of study for men and women interested in obtaining a doctoral of physical therapy (DPT) degree. The Program requires 3 years of year-round graduate study. Academic coursework and research activity are completed during the first
seven semesters. The final two semesters are devoted to Clinical Internships. Graduates of the Program are eligible to apply for state registration or licensure according to the laws of the states.

**Academic Study Skills and Counseling**

On occasion, students may benefit from seeking assistance for study skills or for personal counseling. Such services are provided by the Student Counseling Services (both academic support services & counseling services) in 340 Appleby Hall (612/624-3323) [http://www.uccs.umn.edu](http://www.uccs.umn.edu) or the Crisis Counseling Center in Boynton Health Service (612/625-8400).

**Accreditation**

The Program in Physical Therapy at the University of Minnesota is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: [http://www.capteonline.org](http://www.capteonline.org). On a ten-year cycle, the Program submits a Self-Study Report and receives an on-site visit from CAPTE for evaluation and re-accreditation. On a shorter cycle (every year), the Program is reviewed through an Annual Accreditation Report to CAPTE. The Program has maintained accreditation since 1941.

**Advisors**

Students are assigned to an advisor within the Program who will serve as their research, academic, and professional behaviors advisor. This person will be responsible for guiding the students through their academic work and their research project requirement in the Program (see Research Project). It is recommended that students remain in contact with their advisor to discuss any professional, academic, or personal concerns they may have. If a student has a valid reason to request a change for academic advisors, that request must be submitted in writing to the Associate Director of the Program. The written request must include all reasoning for the requested change. If the Associate Director deems the request to be valid and appropriate, the Associate Director will assign the student a new academic advisor. Research advisors cannot be changed.

The class as a whole will also be assigned a faculty Class Advisor to serve as a liaison to the faculty and assist with class meetings and graduation.

**Americans with Disabilities Act (ADA)**

The University of Minnesota is committed to providing all students equal Access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to
Attendance and Punctuality

Because of the professional nature of the physical therapy curriculum, in combination with the large volume of academic content that must be learned, students are required to attend all class sessions including research, clinical, and research poster day. Also, students are required to be seated promptly so that classes may begin on time without disruptions from latecomers. On rare occasion, the faculty realize that a student may need to be absent from class for a medical or other important personal reason. If known in advance, the student is expected to inform the course instructors ahead of time. If not known in advance, the student should call the Program Office (612-624-2662) on the morning of the absence, as well as contact the primary instructor(s) via email. It is the student’s responsibility to obtain the missing content, materials, and assignments. Note that absence or repeated tardiness from class (even if legitimate) may result in a decrease in the course grade, at the discretion of the course coordinator as noted in their syllabus, and repeated absence may result in an “I” or “F” in that course, academic probation or dismissal from the program.

Audio Taping

Audio taping in-class lectures/labs/presentations in the case of absenteeism is not allowed except for legitimate student absences as identified by the University Senate policy http://policy.umn.edu/education/studentresp. For such exceptions, the student must also receive written permission from the faculty member/instructor/guest speaker prior to audio taping course material (Appendix 7).

Audio taping in-class lectures/labs/presentations while in-class is permitted only with permission from the faculty member/instructor/guest speaker presenting the course material.

Authorization for Photography, Recording, or Interviewing of Students

The Physical Therapy Program utilizes photographs of students/faculty/staff in marketing materials, social media sites, educational materials, etc. All students must indicate their permission or denial of permission for the Program to use their photographs for such stated purposes. Incoming students will complete the authorization form in Appendix 11 at Mandatory Orientation. Completed forms will then be retained in student’s Program file for the duration of required record retention per current University policy. Students may change their mind on granting authorization for use of photographs or not at any time by completing a new form. The most recently dated form is the one that the Program will follow.

Class Officers

Early in the fall semester of the first year, the students should hold elections for class officers. The exact officers and the voting process are up to the students. The purpose of these
officers is to help lead the class in its decisions, activities, communication with faculty, etc. Typically the class officers consist of a class President (this may be a shared office), Treasurer, and Secretary. In addition each class has an Interclass Ambassador, a CHIP Representative, an APTA Representative, Graduation Committee, Fundraising Committee, and a Phillips Neighborhood Clinic Representative. Lastly, the Associate Program Director will appoint a second year student to each of the Academic Health Center Student Consultative Committee, and the Council of Graduate Students.

Class Presidents- The primary role of the class co-presidents is as a liaison between the class advisor, the faculty, administrative staff and the class for brown bag meetings, class committees and student issues. The class presidents also need to register their class as an official student organization within the University, as soon as possible after the election. Administrative assistants will assist the presidents in this process.

Treasurer- The responsibility of the class treasurer is to monitor and record all of the financial responsibilities for the class. Duties include assisting with class fundraising/budgeting, working with the administrative staff to 1. Establish a budgetary chart string for class funds, 2. Deposit all profits from fundraising, 3. Obtain checks as needed for expenses or supplies, 4. Obtain monthly budget reports on class funds to check for accuracy and to share at class meetings & graduation committee meetings. Average time spent is 1 hour/week.

Secretary – The responsibilities of the secretary are to maintain accurate documentation of class policies and to record class meetings and activities.

Interclass Ambassador – The Interclass Ambassador will facilitate communication between the classes, serve as a model for camaraderie, be a resource or guide to resources, and promote the academic success of the other classes. These duties will be fulfilled by coordinating social events, conveying class specific activities and announcements, and being familiar with class resources (human and otherwise).

Social Media Coordinators --The social media coordinators will post information about the Program onto social media sites daily, or every few days, to increase the communication to our students/faculty/staff, as well as to increase the visibility of our Physical Therapy Program to prospective students and the general public. Social media coordinators will contact the Associate Director of the Program if any material submitted for posting is inappropriate or questionable.

APTA Representative– This position involves providing the class with current information regarding APTA activities and conferences. The student also serves as an advocate for the professional association and assists in encouraging all of the students to be members of the APTA.

CHIP Representative - The Center for Health Interdisciplinary Programs (CHIP) has an executive council made up of a representative from each class of the programs within the Academic Health Center. The goal of CHIP is to "enable Academic Health Center students to
form an interdisciplinary community that will foster continued teamwork as future health care professionals" by offering services, programs, and activities to support this community of students. The CHIP representative attends monthly meetings to plan programs and activities, as well as to learn about other programs represented. The representative is then responsible to update his or her class after each meeting on CHIP and AHC student activities. Reference CHIP’s official web site at http://www.chip.umn.edu.

Graduation Committee– This group of students assists in the planning of the Graduation Ceremony. This committee meets with their class advisor, the administrative staff and their classmates to discuss specific graduation details. This committee facilitates the process of choosing a keynote speaker (with input from the faculty class advisor), a faculty speaker and a student speaker.

Fundraising Committee– This group of students initiates and follows through with the fundraising activities for the class (with assistance from their classmates). It is their responsibility to communicate with their fellow classmates regarding the opportunities available to the class for fundraising and facilitate the process. All fundraising activity accounts will NOT be assessed the quarterly IRS tax typically associated with all other University accounts.

Academic Health Center Student Consultative Committee (AHC SCC) – This student will serve as the representative for PT students at a monthly meeting throughout the academic year. This committee meets with the Assistant Vice President for Education to discuss AHC student issues and is representative of programs/departments/schools AHC wide. This position is appointed by the Associate Program Director.

Phillips Neighborhood Clinic Representative- There are many roles for Physical Therapy at the PNC. After obtaining their evaluative skills, second year students participate as student clinicians overseen by Clinical Instructor Preceptors. First year students may participate in the clinic via community outreach, working Intake, and working Front Desk. There are also leadership opportunities available on the Administrative Board and as PT Representative.

Administrative Board Responsibilities
The PNC Administrative Board consists of about 10 student members from the AHC. Every discipline at PNC is to be represented on the board. The board will consist of: 2nd year medical student (2), 1st year medical student (2), 2nd year PT (1), 1st year PT (1), Pharmacy (1), Public Health (1), Social Work (2). Each member of the board will choose a position to hold within the board. These positions include: Finance/budget, Finance/fundraising, volunteer coordinator, outreach coordinator, facilities management, and chair.
Aside from sitting on the board at all PNC administration meetings, 2nd year PT board member will have the opportunity to act as evening coordinator at the clinic. Board members are an important part of PNC, as they make important decisions on how the clinic will be run. PT board members are also acting as ambassadors of PT and are expected to cultivate respect and understanding for the profession.
PT Representative

A 2nd year PT student will hold the PT rep position. This person acts as the coordinator within the PT program. This includes recruiting Clinical Instructors when needed and making sure new CI’s have the proper paperwork filled out. PT rep also recruits PT student clinician volunteers. This includes making sure volunteers have filled out applications and attended an orientation session about the clinic. Orientation sessions will be planned and run by PT rep and PT board members. PT rep will be responsible for scheduling 2nd year PT as student clinicians, and for scheduling CI’s for the clinic. PT rep may also be responsible for helping with the scheduling for first year PT students in community outreach, front desk, and intake.

Classroom Maintenance and Use

In order to maintain a quality and professional learning environment, students are expected to keep the classrooms and labs neat and orderly, including research labs (please refer to the course syllabus for additional details regarding academic penalties). Food and beverages are allowed in classrooms 202, 354, & 555 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. Plinths and chairs are to be rearranged at the conclusion of labs. Equipment and linen should be properly cared for and stored.

Classrooms in ChRC are available for use during non-class hours for study or skills practice. However, students should not practice skills that involve a potential hazard without a faculty person on the floor. Access to classrooms after hours is via the keypad. Codes are provided to students at Mandatory Orientation and any updates/changes are emailed to students. Also, for security reasons, students using the classrooms during off hours should be accompanied by at least one other student.

Classroom and Laboratory Safety

Equipment

Non-consignment electrical devices and equipment utilized in the classroom laboratory are calibrated and safety checked yearly. It is the research advisor’s responsibility to manage scheduling of research laboratory calibration and safety check requirements.

Fire Alert Procedures

1. The code words "Code Red" when broadcast over the speakers indicates either a fire somewhere in the Medical Center or a fire drill.
2. Stay in the area but clear the hall when the alarm is sounded and close all doors. Do not leave your area until the "All Clear" is announced unless instructed to do so by the fire warden.
3. If you are on a nursing unit, report to the station desk to assist in the care of patients.
4. Please assume professional responsibility for the safety of patients, visitors and staff.
5. If in the classroom, remain there until notified of the end of the fire alert. In any area of the Medical Center, follow the instructions of the fire warden.

6. If evacuation is necessary, go immediately to one of two locations: 1. The east side main entrance / exit off fourth floor of ChRC, across Church Street, on the sidewalk beside Mayo Building, or 2. The south side entrance / exit off first floor next to East River Road. Stay in that location for a head count to be sure all students / faculty / staff have evacuated. Contact emergency personnel if a student or faculty/staff member is missing.

Hazardous materials
Each research laboratory has policies in place governing the use and storage of hazardous materials. For additional University policy please see http://policy.umn.edu/operations/environment-proc05.

The Program in Physical Therapy Administrative Office (311 ChRC) houses a Building Emergency Procedures Manual for additional building specific procedures (black 3-ring binder in the supply room in the main office, below the staff/faculty mailboxes). For additional University emergency protocols visit the Department of Public Safety’s Office of Emergency Preparedness http://www.dem.umn.edu

Clinical Education

The clinical education component of the University of Minnesota DPT program offers students an exciting opportunity to engage in collaborative, experiential learning in a variety of physical therapy settings.

Students must successfully complete 4 part-time clinical Clerkships, which occur in the first and second year and 4 full-time Internships, which occur in the third year. The first and second full-time Internships are 9 weeks in length. The third and fourth full-time Internships are 11 weeks in length. Currently, the program maintains greater than 350 active clinical sites around the country. The majority of these sites are in the greater Twin Cities area, within the state of Minnesota and the surrounding states. Because of the increased number of physical therapy schools nationally, it has become increasingly difficult to secure a sufficient number of appropriate clinical facilities locally to meet our students’ clinical education needs. Consequently, students should expect that one or more of their Clinical Internships might be outside the Twin Cities metropolitan area, possibly involving additional housing and travel expense. Travel and housing arrangements are to be arranged expressly by the student.

Students will also be asked to travel to clinics throughout the Twin Cities area routinely as an adjunct to many courses in the curriculum. Students are required to provide their own transportation to these clinical experiences. On-site student clinical collaborations need to be established with clinical sites that we have current contracts with, if new clinical sites are needed please see the DCE to verify current clinical contract information.
It is important to note that in order to enter into the full-time Clinical Internships, students must demonstrate 1) satisfactory performance in the most recent professional behavior assessment, 2) good health, 3) satisfactory performance in all required courses in the curriculum, and 4) satisfactory psychomotor skills. Grades of “I” (Incomplete) must be replaced by a satisfactory grade prior to beginning Clinical Internships. Students must also have demonstrated compliance with the Academic Health Center immunization policy, a current certification in cardiopulmonary resuscitation, and a current satisfactory criminal background check. More details on the clinical education component of the curriculum are covered in the Clinical Education Handbook.

Students must successfully complete 4 part-time clinical Clerkships and 4 full-time Internships as a requirement for graduation.

**Complaint Policy**

Briefly, if a student cannot resolve an issue informally with the appropriate faculty member, they should be referred to the Student Dispute Resolution Center (SDRC). The SDRC is located at 107 Eddy Hall on the University of Minnesota Campus, 612/625-5900, [http://www.sos.umn.edu/](http://www.sos.umn.edu/). This Center also provides representation for grievances and disciplinary hearings.

Faculty, students, and the general public can register complaints about the Program by contacting the Commission on Accreditation in Physical Therapy Education, 1111 N. Fairfax St., Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: [http://www.capteonline.org](http://www.capteonline.org).

External complaints about the program (e.g. from prospective students, family members of enrolled/prospective students, clinical education sites, employers of Program graduates, and the general public) should first be directed to the Associate Program Director. When possible, the Associate Program Director will address the complaint directly with the party involved within 14 working days. Once resolved, a letter from the Associate Director will acknowledge a summary of the complaint and the resolution in writing. A copy of the letter will be sent to the party involved, and a copy filed with the complaint in the Associate Program Director’s office for 5 years. If not resolved informally, or if the complaint is against the Associate Director, a person may file an official complaint in writing to the Program Director, Department Chair, Medical School Dean, or higher. The Associate Program Director will inform the Program Director of all complaints received, to allow a second objective perspective in responding to the complaints. Further sharing of complaints with the faculty / Department Chair / Dean, etc., would depend upon the nature of the complaint.

Lastly, the student suggestion box, located outside of the main office (ChRC 311), provides students an anonymous way to register a grievance. These are read and acted upon by the Associate Director of the Program.
Computer Access

Students need to have access to their own personal computer & printer for course handouts & other related course requirements. Students can choose to print their course handouts, or take notes electronically (directly onto the course handouts) on their laptops during class. (Also see “Photocopying”.)

Conference Attendance & Travel Award Policy

Students will have the opportunity to attend a number of conferences during their time in the Program. Those opportunities include: Spring State APTA Conferences, National Student Conclave (NSC), and Combined Sections Meeting (CSM – an annual national conference of the APTA). See Appendix 4 for instructions and the form to request attendance at the State APTA Conference, & Appendix 3 for the form to request attendance at CSM. Instructions & form to request attendance at NSC will be emailed out to students each fall. Students may attend both NCS & CSM in the same academic year, but can only receive Program funding to one of the conferences.

The program has established conference attendance awards to defray some of the costs that graduate students incur while attending professional or scientific meetings representing the University of Minnesota. Selection of students to attend the requested conference and decision on funding support is made by the Awards Committee. Students are also encouraged to apply for University Wide Graduate Student Travel Grants. Students should be mindful of classroom obligations when planning to attend professional or scientific meetings as they may not be excused from class to attend.

Confidentiality & HIPAA

As students and professionals in a health care field, you will be exposed to protected personal information regarding patients in the classroom, research labs and in the clinic. It is critical that you treat this information with high confidentiality and not discuss it in inappropriate surroundings or in any way that would identify the patient.

To comply with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations, and to fulfill the goals of fostering an environment at the University of Minnesota that is sensitive to the privacy of individual health information, every University of Minnesota student, faculty member, researcher, and staff person who may have access to protected health information will complete one or more online courses about privacy and data security.

HIPAA is a federal law and the requirements apply to all health care providers and insurers nationwide. The University online training will train students on HIPAA’s privacy requirements and computer security, will be a benefit to students in their experiential training, and will be attractive to future employers who are required to comply with HIPAA’s requirements.
All AHC students will be required to view the HIPAA Privacy and Security video and complete the Safeguarding PHI on Computers online course. Additional training requirements will depend on your job duties and the settings in which you may have access to individual health information and may include online courses about privacy of individual health information in research and clinical settings.


Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. This information can also include records kept by the school in the form of student files, student system databases kept in storage devices such as servers, or recording or broadcasts which may include student projects.

In general, a student's prior written consent is always required before institutions can legitimately disclose non-directory information. Prior written consent must include the following elements:

- Specify the records to be disclosed
- State the purpose of the disclosure
- Identify the party or class of parties to whom the disclosure is to be made
- The date
- The signature of the student whose record is to be disclosed
- The signature of the custodian of the educational record.

Prior written consent is not required when disclosure is made directly to the student or to other school officials within the same institution where there is a legitimate educational interest. A legitimate educational interest may include enrollment or transfer matters, financial aid issues, or information requested by regional accrediting organizations.

All faculty/staff wishing to disclose any information that is protected under FERPA must complete the “FERPA Consent for Disclosure Form” (Appendix 15) & obtain the respective student’s dated signature.

For additional information on FERPA, please see the National Academic Advising Association website at: [http://www.nacada.ksu.edu/resources/ferpa-overview](http://www.nacada.ksu.edu/resources/ferpa-overview). For additional information please visit the Office of Information Technology: [http://www1.umn.edu/oit/security/moreinfo.html](http://www1.umn.edu/oit/security/moreinfo.html).

**Course Evaluations and Surveys**

Students will be given the opportunity to evaluate each course instructor and the Program as a whole on a regular basis. Students are expected to accept this responsibility for contributing
to the continual improvement of the Program through thoughtful, respectful, and constructive feedback.

Course Schedules

Annual Program calendars are sent out by the Administrative Assistant each year identifying when semester classes start/end, and other important dates (Graduation, Poster Day, etc.). In general semester classes usually begin at the following times: **Fall Semester** = Tuesday after Labor Day; **Spring Semester** = first-year students follow Med School calendar which usually begins the first Monday in January after New Year’s Day, second-year students usually begin on the Tuesday after Martin Luther King Day; **Summer Semester** = Monday after Memorial Day for first and second-year students (soon to be second and third-year students), while new incoming students begin Anatomy on a Monday in mid-July.

Criminal Background Study

State law requires that any person who provides services involving direct contact with patients and residents at hospitals, nursing homes and other health care facilities, demonstrate Criminal Background Clearance.

When a student is accepted into our PT Program, the student will receive a “conditional acceptance”, conditional upon both a state and a national background check. State background checks need to be completed each year, and the cost will be covered by the PT Program. National background checks will be completed prior to admission to the Program, and again prior to full-time clinical internships and students are responsible for the cost. National background checks will include: (1) Criminal Search – County; (2) Fraud and Abuse Control Information System (FACIS) Level 1 Individual; (3) National Criminal Database; (4) National Sex Offender Public Registry; and (5) ID Trace. If issues are identified on the initial background checks, the Admissions Committee Chair will be notified, and the Chair will then notify the student, informing him/her of the issue(s) identified, and also inform the student that s/he has an opportunity to write a letter of explanation regarding the issue(s). The Background Check Review Committee [comprised of the Admissions Chair, DCE (Director of Clinical Education), & Associate Director] will review the criminal findings, the student’s letter of explanation, and render a decision of admittance based upon PT Program policy, clinical site internship requirements, and MN State Board of Physical Therapy licensure requirements. The student will not be present at the meeting (nor any representative for the student). Documentation of this meeting will occur, and those meeting minutes will be held in the Admissions Chair’s office for seven years. The Admissions Committee Chair will communicate the Committee’s decision to the student. The Committee’s decision is final with no appeal process.

If issues are identified on subsequent background checks, the DCE will notify the Associate Director. The Associate Director will then inform the student of the issue(s) identified, and that s/he is being referred to either the Background Check Review Committee or the Student Progress Committee for review of the situation. The Associate Director will also inform the
student that s/he has an opportunity to write a letter of explanation, providing more detail and background information about the issue(s) that were identified. If the student is referred to the Student Progress Committee, the DCE will be a member of that Committee, and the Student Progress Committee will then address the issue as per usual protocol.
### Program in Physical Therapy

#### DPT Curriculum Schedule (semester credits)

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>July – August (6 weeks)</td>
<td>1st Fall Semester</td>
<td>1st Spring Semester</td>
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<tr>
<td></td>
<td>PT 6058 Anatomy for Physical Therapy (6)</td>
<td>PT 6002 Ethics in Public Health: Research and Policy (1)</td>
<td>NSC 6112 Medical Neurology for Professional Students (5)</td>
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<tr>
<td></td>
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<td>PT 6231 Clinical Biomechanics (5)</td>
<td>PT 8132 Research Seminar (1)</td>
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<tr>
<td></td>
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<td>PT 6280 Clinical Assessment (4)</td>
<td>PT 6310 Physiology for Physical Rehabilitation (5)</td>
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<td></td>
<td></td>
<td>PT 6213 Clerkship I (2)</td>
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<tr>
<td></td>
<td></td>
<td>PT 6281 Scientific Foundations I: Theory of Exercise (3)</td>
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<tr>
<td></td>
<td></td>
<td>PT 6340 Human Growth &amp; Development (3)</td>
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<td></td>
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<td>PT 8131 Research Seminar (1)</td>
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<td></td>
<td>Total semester credits (6)</td>
<td>Total semester credits (19)</td>
<td>Total semester credits (17)</td>
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<tr>
<td>Year 2</td>
<td>June - August (10 Weeks)</td>
<td>2nd Fall Semester</td>
<td>2nd Spring Semester</td>
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<td></td>
<td>PT 6813 Cardiopulmonary Physical Therapy (3)</td>
<td>PT 6283 Musculoskeletal Rehabilitation I (7)</td>
<td>PT 6282 Scientific Foundations II: Neuromotor Control (3)</td>
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<td>PT 6250 Acute Care Physical Therapy (2)</td>
<td>PT 6293 Essentials of Rehabilitation Research (4)</td>
<td>PT 6287 Neurorehabilitation (8)</td>
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<td>PT 6251 Integument (2)</td>
<td>PT 8193 Research Problems (2)</td>
<td>PT 6284 Musculoskeletal Rehabilitation II (4)</td>
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<td>PT 6215 Clerkship III (1)</td>
<td>PT 8193 Research Problems (2)</td>
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<td>PT 6216 Clerkship IV (1)</td>
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<td>PT 6252 Pathophysiology (3)</td>
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<td>Total semester credits (14)</td>
<td>Total semester credits (14)</td>
<td>Total semester credits (18)</td>
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<td>Year 3</td>
<td>June - August (10 Weeks)</td>
<td>August - June (40 weeks)</td>
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<td></td>
<td>PT 8193 Research Problems (1)</td>
<td>PT 6295 Clinical Internship I (10)</td>
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<td></td>
<td>PT 6288 Pediatric Rehabilitation (8)</td>
<td>PT 6296 Clinical Internship II (10)</td>
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<td>PT 6290 Administration (4)</td>
<td>PT 6297 Clinical Internship III (10)</td>
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<td></td>
<td></td>
<td>PT 6298 Clinical Internship IV (10)</td>
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<td></td>
<td>Total semester credits (13)</td>
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<td>Total Internship Credits (40)</td>
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**Total Credits = 141**

Changes in course numbers and sequence may occur during the course of the curriculum.

Electives:  
- PT 6220 Clinic Volunteer (1)  
- PT 6219 Foundations of Interprofessional Communication and Collaboration (FIPCC) (1)
Disability Resource Center

Services for Students with Disabilities

The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. The University recognizes that reasonable accommodations may be necessary for students with disabilities to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. Students are responsible for seeking assistance at the University and making their needs known.

One of the first places to seek assistance is Disability Resource Center (DRC). This office is provided by the University of Minnesota to promote access, which means ensuring the rights of students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assisting the University in meeting its obligations under federal and state statutes.

The DRC has Academic Health Center Liaisons who provide direct assistance such as: securing documentation of disability conditions, determining and implementing reasonable accommodations, referral to other appropriate resources, and consultation for enrolled and prospective students. The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free. Students must present a letter from Disability Resource Center, outlining the accommodations that have been recommended for him / her by the DRC, to every course instructor, every semester, if the student wants to receive special accommodations in that class / clinical internship. For more information or to arrange reasonable accommodations, contact the DRC Academic Health Center Liaisons in the McNamara Alumni Center, Suite 180, (612) 626-1333 (voice or TTY)

Diversity

University of Minnesota Mission Statement
(Mission Statement, University of Minnesota Board of Regents Policy, adopted: 1/14/94)

Philosophy: The University of Minnesota is founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

Purpose: In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and
supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

Graduate School Commitment to Diversity
The Graduate School embraces the University of Minnesota’s position that promoting and supporting diversity among the student body is central to the academic mission of the University. We define diversity to encompass many characteristics including economic disadvantage, special talents, evidence of leadership qualities, race or ethnicity, a strong work record, and disability. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. Higher education trains the next generation of leaders of academia and society in general, and such opportunities for leadership should be accessible to all members of society. The Graduate School and its constituent graduate programs are therefore committed to providing equal access to educational opportunities through recruitment, admission, and support programs that promote diversity, foster successful academic experiences, and cultivate the leaders of the next generation.

E-mail

It is the policy of the University that all electronic communication occurs via your official University of Minnesota student email address. This account should be accessed on a daily basis for current Program and University communications. The current University G-Mail system does not allow University emails to be forwarded to other email addresses.

For questions regarding your University email account please contact the Physical Therapy Program Administrative Office. You can also visit the University’s Policy at: http://policy.umn.edu/education/email.

Emergencies-For any campus emergency call 911.

If someone needs to contact you during school hours for an emergency have him/her call the Physical Therapy Program Administrative Office at 612/624-2662 or 612/626-5303. Messages regarding rides, work, meetings, etc. will not be taken.

Emergency Loan Fund

The Crippled Child Relief Fund has given the Program a modest fund to be used for interest-free, short-term emergency loans. Such loans are to be used to help cover living expenses temporarily as the student awaits a delayed student loan or other payments. The maximum allowable loan is $500 but the actual amount may be lower and depends on the current balance in the fund, which in turn depends on the amount of outstanding student loans. See Associate Director for approval of loan.
Entrance and Exit: Children's Rehabilitation Center

Students may enter the building on either the Church Street level or the River Road level. For after-hours access to the building, students need to gain authorization by having your “U” card activated by the administrative staff office. In order to gain access, you will then need to use the card key reader which is located to the left of both East River Road & Church Street entrances.

Ethics in Research

The University of Minnesota Graduate School requires that all graduate students complete training on Responsible Conduct in Research. The training modules will vary from one research advisor to the next. For example, the training modules to be used for access to the Center for Magnetic Resonance Imaging (for fMRI) include:

- CMRR Safety Training
- Introduction to Research Safety
- Chemical Safety
- Chemical Waste Safety
- HIPAA Training
- Human Subjects Training
- Blood Borne Pathogen Training
- CPR Training

Your research advisor will announce the required training modules specifically for you.

Equipment Use and Maintenance

In order to insure the safety of all students, no students should use any equipment, for any purpose, until they have been properly instructed in the use of that equipment, by course instructors, in classroom / lab settings. All clinical equipment is safety checked and calibrated on an annual basis. The course instructor for the Therapeutic Procedures course coordinates this process, in consultation with the course instructor for the Musculoskeletal courses.

Faculty/Staff List

The appointed core faculty & staff within the Program are listed below along with their email address, office/lab phone number and location.

Core Faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Anderson</td>
<td><a href="mailto:ander646@umn.edu">ander646@umn.edu</a></td>
<td>626-3554</td>
<td>274 ChRC</td>
</tr>
<tr>
<td>Teresa Bisson</td>
<td><a href="mailto:tbisson@umn.edu">tbisson@umn.edu</a></td>
<td>624-2364</td>
<td>602 ChRC</td>
</tr>
<tr>
<td>Jim Carey</td>
<td><a href="mailto:carey007@umn.edu">carey007@umn.edu</a></td>
<td>626-2746</td>
<td>377 ChRC, 306 ChRC</td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>Phone Numbers</td>
<td>Office Location</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Arin Ellingson</td>
<td><a href="mailto:ellin224@umn.edu">ellin224@umn.edu</a></td>
<td>625-1471</td>
<td>366B ChRC</td>
</tr>
<tr>
<td>Bernadette Gillick</td>
<td><a href="mailto:gillick@umn.edu">gillick@umn.edu</a></td>
<td>(Office) 626-3121</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Lab) 624-6415</td>
<td></td>
</tr>
<tr>
<td>Ward Glasoe</td>
<td><a href="mailto:glaso008@umn.edu">glaso008@umn.edu</a></td>
<td>624-9894</td>
<td>372 ChRC</td>
</tr>
<tr>
<td>Manda Keller-Ross</td>
<td><a href="mailto:kell0529@umn.edu">kell0529@umn.edu</a></td>
<td>(Office) 625-3175</td>
<td>603 ChRC</td>
</tr>
<tr>
<td>Teresa J Kimberley</td>
<td><a href="mailto:tik@umn.edu">tik@umn.edu</a></td>
<td>(Office) 626-4096</td>
<td>376 ChRC</td>
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<tr>
<td></td>
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<td>(Lab) 626-0637</td>
<td>306 ChRC</td>
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<tr>
<td>Linda Koehler</td>
<td><a href="mailto:koeh0139@umn.edu">koeh0139@umn.edu</a></td>
<td>(Office) 626-1502</td>
<td>282 ChRC</td>
</tr>
<tr>
<td>Amanda LaLonde</td>
<td><a href="mailto:lalonde@umn.edu">lalonde@umn.edu</a></td>
<td>626-4691</td>
<td>398 ChRC</td>
</tr>
<tr>
<td>Wynn Legon</td>
<td><a href="mailto:wlegon@umn.edu">wlegon@umn.edu</a></td>
<td>626-1183</td>
<td>322 ChRC</td>
</tr>
<tr>
<td>Dawn Lowe</td>
<td><a href="mailto:lowex017@umn.edu">lowex017@umn.edu</a></td>
<td>(MCB Office) 626-3344</td>
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<td></td>
<td></td>
<td>Fax 6-3765</td>
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<tr>
<td></td>
<td></td>
<td>(MCB Lab) 625-5022</td>
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<tr>
<td>Paula Ludewig</td>
<td><a href="mailto:ludew001@umn.edu">ludew001@umn.edu</a></td>
<td>(Office) 626-0420</td>
<td>366C ChRC</td>
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<tr>
<td></td>
<td></td>
<td>(Lab) 626-3298/612-273-2069</td>
<td>366 ChRC</td>
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<tr>
<td>Becky Olson-Kellogg</td>
<td><a href="mailto:olso0184@umn.edu">olso0184@umn.edu</a></td>
<td>624-6591</td>
<td>374 ChRC</td>
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<tr>
<td>Jacquelyn (Jacque)</td>
<td><a href="mailto:jmruen@umn.edu">jmruen@umn.edu</a></td>
<td>301-1594</td>
<td>284 ChRC</td>
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<tr>
<td>Ruen</td>
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</tr>
<tr>
<td>LeAnn Snow</td>
<td><a href="mailto:snow0018@umn.edu">snow0018@umn.edu</a></td>
<td>(Office ChRC 510D) 624-3903</td>
<td>510D ChRC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Lab) 626-5782</td>
<td>2-212 MTRF</td>
</tr>
<tr>
<td>LaDora Thompson</td>
<td><a href="mailto:thomp067@umn.edu">thomp067@umn.edu</a></td>
<td>(Office ChRC 366A) 626-5271</td>
<td>366A ChRC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Lab MTRF 2-425) 626-3169</td>
<td>2-206 MTRF</td>
</tr>
<tr>
<td>Ann Van de Winckel</td>
<td><a href="mailto:avandewi@umn.edu">avandewi@umn.edu</a></td>
<td>(Office) 625-1191</td>
<td>378 ChRC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Lab) 626-2445</td>
<td>302 ChRC</td>
</tr>
</tbody>
</table>

**Program Staff:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone Numbers</th>
<th>Office Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich Adameczak</td>
<td><a href="mailto:adamc002@umn.edu">adamc002@umn.edu</a></td>
<td>625-3966</td>
<td>379 ChRC</td>
</tr>
<tr>
<td>Maureen Boxrud</td>
<td><a href="mailto:brown029@umn.edu">brown029@umn.edu</a></td>
<td>626-6415</td>
<td>396 ChRC</td>
</tr>
<tr>
<td>Open Position</td>
<td></td>
<td>625-2177</td>
<td>311 ChRC</td>
</tr>
<tr>
<td>Liz Goebel</td>
<td><a href="mailto:goebe005@umn.edu">goebe005@umn.edu</a></td>
<td>624-2662</td>
<td>311 ChRC</td>
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<tr>
<td>Caryn Korman</td>
<td><a href="mailto:cakorman@umn.edu">cakorman@umn.edu</a></td>
<td>625-3645</td>
<td>Mayo 743</td>
</tr>
<tr>
<td>Conrad Lindquist</td>
<td><a href="mailto:lindq004@umn.edu">lindq004@umn.edu</a></td>
<td>626-4109 (396 ChRC)</td>
<td>273-2073</td>
</tr>
<tr>
<td></td>
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<td>#RT12 2512 7th S</td>
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</tr>
<tr>
<td>Elena Montalto</td>
<td><a href="mailto:em421@umn.edu">em421@umn.edu</a></td>
<td>626-5303</td>
<td>311 ChRC</td>
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<tr>
<td>(Student Assistant)</td>
<td><a href="mailto:stude055@umn.edu">stude055@umn.edu</a></td>
<td>625-2689</td>
<td>311 ChRC</td>
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</tbody>
</table>

The campus mailing address for the Program is:
Program in Physical Therapy
University of Minnesota
The location of the Children’s Rehabilitation Center on campus if you should need to inform someone is 426 Church St. SE. The Program’s main office is Rm #311.

The Program’s website address is: [http://www.physther.umn.edu](http://www.physther.umn.edu)

**Fees**

Students will typically have University and Medical School fees and on occasion Program fees for each semester that they are enrolled in the Program. However, for the two semesters when third year students are off campus at their Clinical Internship sites, a waiver request can be completed in order to be exempt from paying U of M student services fees. Students must be ≥ 70 miles away from campus at their internship site in order for the fee waiver to be approved. If the fee is waived, students will not be able to utilize the University Recreation Center, legal services, or Boynton Health Clinic for such services as immunizations, eye exams, etc. For a more comprehensive list of Boynton Student Services visit: [http://www.bhs.umn.edu/health-care-coverage.htm](http://www.bhs.umn.edu/health-care-coverage.htm). Students can access the Student Services Fee Waiver Request form through the forms section of One Stop:[http://onestop.umn.edu/forms/index.html](http://onestop.umn.edu/forms/index.html) (scroll down to "Managing your Student Account"). It is the individual student's responsibility to complete and submit this form.

**FERPA (Family Education Rights & Privacy Act) & Consent for Disclosure**

According to FERPA guidelines, a student’s prior written consent is always required before an educational institution can legitimately disclose non-directory information.

Physical Therapy Program faculty or staff members wishing to disclose any information that is beyond normal directory information of a student must complete the Consent for Disclosure Form in Appendix 8, and obtain the respective student’s dated signature.

**Financial Aid**

The Program is located in the Medical School within the Academic Health Center. Financial aid information can be found by calling One Stop, or online at [http://onestop.umn.edu/onestop/financialaid.html](http://onestop.umn.edu/onestop/financialaid.html).

**Fundraising**

Classes usually engage in extensive fundraising events to fund their graduation party, licensure exam review class, & often a gift back to the PT Program. Classes can decide what type of fundraising activities they want to do, and they often get ideas from previous classes.
All fundraising activities must be approved by your Class Advisor, or the Associate Director of the PT Program, to ensure that they meet University guidelines (if they are new fundraising activities that have not been done in the past). Many classes organize a “clothing drive” selling clothing & other items with the PT Program name/logo on them. The current second year class has the “rights” to sell their clothing/gear items to the incoming first year class until the first year students complete their spring semester. Then that class becomes the new second year class & can plan their own clothing/gear drive to sell to the incoming first year class. This is to allow each class to have the opportunity to sell clothing/gear to the new incoming class without competition. All classes can organize their own internal clothing/gear sales within their own class at any time.

Some classes elect to have classmates pitch in a set amount of money to get their class account started. Some classes also choose to continue to have classmates contribute a set amount each semester, to minimize the amount of fundraising needed. All of these decisions are up to each individual class.

**Gifts to Faculty Members**

In accordance with University policy and the Physical Therapy Code of Ethics, faculty are unable to accept gifts from students. If students do wish to express their appreciation to faculty for a particular course etc., it is suggested that they speak with the faculty member to identify a particular need that the course or Program might have, and a group donation can be made toward that cause.

**Grading**

Students who wish to take the Medical School Neuro course for a letter grade (instead of pass/fail) or who wish to take PT 6293 Essentials of Rehabilitation Research, or PT 6282 Scientific Foundations II at a higher level, to allow for credits toward a PhD degree, must first discuss this option with their advisor. The advisor will counsel the student as to whether this is a good plan for the student or not, based upon their current academic performance. If the advisor approves, the student must complete the “Permission Form for DPT Students to Take Courses at 8000 Level or Med School Class for Grade” form found in Appendix 17, & obtain the required signature from their advisor. The completed form should then be given to Liz Goebel in the main office so that she can make the appropriate grading changes for the student.

**Graduate Assistantships**

Graduate assistantships in research are sponsored by the program as they become available. These opportunities are very limited.

**Graduate School Required Forms**
The Graduate School requires paperwork to be submitted at certain milestones in a student’s career. The administrative office will process the necessary forms and update the student as the paperwork is submitted. Feel free to contact the administrative staff for additional information.

Graduation

Graduation is an important ceremony for the students and the Program as a whole. The Program will take responsibility for the graduation ceremony and students will take responsibility for any other celebration arrangements. Graduation arrangements are coordinated with the Class Advisor and administrative staff.

Honor Code for Exams

The following Honor Code for Exams was approved by physical therapy faculty on July 6, 2015. Language for this Honor Code used in part and with permission from University of Minnesota Medical School. All University of Minnesota physical therapy students agree to the following:

“By taking and submitting all exams (including quizzes) in the Program in Physical Therapy, I hereby affirm that I understand and accept the stipulations of the University of Minnesota’s Program in Physical Therapy Rules of Conduct for exams as listed below:

- I will not give, receive, or obtain any form of unauthorized assistance during the exam.
- I will not have any formulas, study materials, notes, papers, or electronic devices of any kind on my possession during the exam.
- I will not remove any materials in any form [written, printed, recorded, photographed, or any other type] from the exam area, or from the exam review posting area.
- I will maintain the total confidentiality of the examination materials.
- I will not reproduce or attempt to reproduce exam material through memorization or any other means.
- I will not provide information relating to exam content that may give or attempt to give unfair advantage to individuals who may be taking the exam in the future (including but not limited to: postings regarding examination content and/or answers on the internet, exam packets that closely mimic or match the items on the exam, or verbal disclosure of items on the exam).
- I understand it is my professional responsibility, and that of my classmates, to report those who are in violation of this agreement to the faculty or Program administration.
  - I understand that I am in a professional program, preparing to become a healthcare professional, and this expectation is in congruence with the Code of Ethics for the Physical Therapist which states: “Principle #4: Physical therapists shall demonstrate integrity in their relationships with
patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.” 4C “Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.”

Course examinations are considered secure documents and as such all exam items and related materials are considered confidential and are not to be released or shared in any forum outside of the testing/review setting.”

Hospitalization Insurance and Health Services

The University of Minnesota requires all Academic Health Center students registered for one or more credits to have hospitalization insurance. You must provide proof of hospitalization insurance to Boynton. Students not providing proof of hospitalization insurance will automatically be enrolled in the University Sponsored Health Benefit Plan (SHBP) and charged an additional amount on their fee statement. This plan provides easy, affordable coverage for the unique needs of AHC students. Additional student health insurance information can be found at https://shb.umn.edu/. For more information on waiving the health insurance plan please see https://shb.umn.edu/students-and-scholars/shbp-waiver.

All University of Minnesota students who pay student services fees are entitled to use Boynton Health Service for out-patient services whether they have private health insurance or elect to pay for the University’s hospitalization insurance. You can access detailed information on this at http://www.bhs.umn.edu/.

Mental Health Services Syllabus Statement - Developed and endorsed by the Provost Committee on Student Mental Health, June 2006

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu and through Boynton Health Services at http://www.bhs.umn.edu/services/mentalhealth.htm.

ID Cards

Students new to the University are required to obtain a U-Card for identification. The U-Card Office is open any business day between 8:30 AM – 4:00 PM. Everyone must bring a
picture ID (either a driver’s license or a state ID card). The U-Card Office is located at Coffman Memorial Union. (612/626-9900)

Injuries

If a student is injured during class or anytime while on campus, s/he should be directed to Boynton Health Services for treatment of minor injuries. Boynton Health Services will fill out an "Accidental Injury Report" form. For major injuries / occurrences, 911 should be called immediately. (Note: Just dial 911; do not add the usual number “8” prefix when making a call off-campus.). The Associate Program Director should also be notified of all student injuries.

Immunizations

Refer to the Clinical Education Handbook for Academic Health Center Immunization Policies.

Information to be disclosed to Minnesota Board of Physical Therapy

As students near graduation, both the students and the PT Program are required to submit information to Minnesota Board of Physical Therapy in preparation for students taking the national licensure exam and seeking licensure to practice physical therapy. The Minnesota Board of PT requires that PT Programs disclose whether students have had any disciplinary action taken against them during their time in the PT Program, and also if there is any derogatory information about the student in his/her official student file. If there is a need for the PT Program to report instances in either of the two required reporting categories listed above, the Associate Program Director, in conjunction with the Program Director, will complete the “Supplemental Form for Certificate of Education for Minnesota Board of Physical Therapy” in Appendix 12. The Program Director will then sign the form and the Administrative Staff will deliver it to the Minnesota Board of PT Office, along with the Certificate of Education Form, per usual protocol. The Administrative Staff will also send the student a copy of the Supplemental Form that was submitted. Any information included on the form will comply with FERPA guidelines, to protect the confidentiality of the student.

If students are seeking licensure in a state other than Minnesota, the PT Program will follow a similar protocol as indicated above if they request similar information. The Supplemental Form will either be altered to match that state’s requirements, or a narrative letter will be submitted, whichever is more appropriate for that state’s requirements.

Interprofessional Education (IPE)

The Physical Therapy faculty uphold the value of interprofessional education (IPE). Students have the opportunity to participate in numerous interprofessional opportunities throughout the curriculum. Some of the voluntary options include: Student Outreach Clinics (see
separate section in Handbook), and the AHC’s 1Health Foundations of Interprofessional Communication and Collaboration (FIPCC) course. Both of these voluntary experiences are offered as a 1-credit, no grade, elective course (PT 6222 Student Outreach Clinic, PT 6219 FIPCC).

Other interprofessional opportunities may be developed by course instructors, and may also be available on your clinical internships.

**Job Opportunities**

The Program maintains an ongoing list of physical therapy job opportunities on the Program website. Students are also encouraged, and provided limited funding, to attend local chapter conferences which will allow them to network with potential employers.

**Joint DPT/PhD Program**

An opportunity exists for a Joint DPT/PhD Degree. For further information on this opportunity, refer to Appendix 9. Students pursuing this option often take the Medical School Neuro course for a grade (A-F) rather than pass/fail (S/N). Students may also take other courses in the DPT curriculum at an 8000 level rather than a 6000 level. Please discuss this with your advisor, and see the associated form, “Permission Form for DPT Students to Take Courses at 8000 Level or Med School Class for Grade” in Appendix 10.

**Laboratory Access by Students Outside of Scheduled Class Times**

Students can access the labs in Children’s Rehabilitation Center outside of scheduled class times, but may not do so alone. Students must have more than one person present and must also have a cell phone with them. See separate policy on “Entrance and Exit: Children’s Rehab Center” for information on accessing the building after hours.

**Licensure/Registration Examination**

For students to become employed as a physical therapist following graduation they must be licensed as a physical therapist in the state of employment. This requires that students pass the National Physical Therapy Examination (NPTE). Prior to internships, students will be given more information on this examination, the deadline for application, and the procedure for becoming licensed or registered.

**Lockers**

The PT Program Administrative Office will assign student lockers. Students will be assigned lockers in Children’s Rehab the first fall semester. Lockers are located on both the 1st and 2nd floors in the Children’s Rehabilitation Center. You will be issued a lock and a combination; please do not use a personal lock.
Mailboxes

A mailbox is provided for each student in the Program. Mailboxes are located across from the Women’s Locker Room (ChRC 297) on second floor of Children’s Rehabilitation Center. Schedules, messages, mail, etc., will be placed in the mailboxes. **Students should check their mailbox daily.**

Moodle

Physical therapy courses use Moodle (the University supported electronic blackboard system) to post course materials. Students can find numerous resources on how to use Moodle at: [http://it.umn.edu/course-management-system-moodle-related](http://it.umn.edu/course-management-system-moodle-related).

Students will only have access to course Moodle sites for one to two semesters after the course ends, as the University will then archive the site. Students will need to save all documents they want from individual course sites prior to that time.

Parking

Parking Services (612/626-PARK) offers the following services for students parked in U of M facilities: unlocking vehicles, jump starts, changing flat tires, and transportation to a service station.

Personal Appearance

Consistent with the University atmosphere, there is no formal dress code for students attending regular classes on campus. Since this is a professional program in a medical environment, however, students are expected to use discretion in their appearance.

For all clinical visits and classroom situations when patients are present, students are required to dress in professional attire. The dress code for physical therapy students includes the following:

1. A sweater, top or collared style shirt with no writing or pictures, clearly covering the abdomen and chest area when arms are raised or student bends forward. Program in PT polo shirts are acceptable.
2. Full length slacks. Denim, or other 5-pocket style pant, capri pants, casual cords, shorts or low-rise pants are not acceptable. No underclothing or skin should be visible when the student bends forward.
3. Socks with appropriate street/walking shoes. Athletic shoes and sandals are not acceptable unless specified by the clinic.
4. One stud style piercing in the ear only. It is also recommended that students refrain from wearing jewelry since in certain laboratory and clinical environments, jewelry can increase the risk of injury to the student or patients.
5. No visible tattoos.
Students should check with full-time clinical internship sites prior to arrival and are expected to adhere to the dress requirements of their assigned clinic. Specific sites may have more restrictive dress codes.

Note that the faculty advisor may alter the dress code requirements as appropriate for research data collection sites.

For laboratory sessions, dress often requires shorts, halter-tops or sports bras and footwear that can be easily adjusted to facilitate laboratory practice.

Students are responsible to adhere to changes in personal appearance policies that may occur throughout the duration of the curriculum.

**Personal Property**

Do not leave purses, backpacks and other valuables unattended! Thefts have occurred in all University buildings including Children's Rehabilitation Center. All valuables should be locked in your locker. Be sure your locker is locked. Also, cars have been broken into at clinical sites and local restaurants to steal backpacks that were visible in cars. It is best practice to put backpacks in the trunk of your car before leaving campus.

**Photocopying**

Students may not use the Program photocopier. Personal copies may be made at the Biomedical Library, or one of the Copies on Campus locations (Coffman Union) or at a commercial copy center near Campus, for example Fed Ex on Washington Ave. Students need to have access to their own personal computer & printer for course handouts & other related course requirements. (Also see “Computer Access”.) Many students elect to take electronic notes on their laptop during lectures. Students will have electronic copies of all PowerPoint lectures in which to take notes on. If students are performing a fundraiser for their class, they are responsible for making those copies on their own. If they are doing a fundraiser for a non-profit organization (e.g. APTA, PNC, etc.) then they can ask the staff in the front office to make copies for them, with approval from the Associate Director. Students need to provide 2 days’ time for those copies to be made.

**Physical Therapy Student Performance of Essential Functions**

Following completion of the Physical Therapy Program the student will perform at the competency of an entry-level physical therapist as indicated by passing grades, the ability to demonstrate the motor, sensory, observation, communication, cognitive, intellectual, interpersonal, ethical, professional, and behavioral skills necessary to perform the clinical component of the curriculum and successful completion of the Clinical Performance Instrument (CPI).
Successful completion of the following essential components is required of all students in order to continue through the curriculum.

**Didactic Preparation**
- Attends class approximately 30+ hours per week, which includes the following: lecture, laboratory and integrated on and off campus clinical experiences. Full-time clinical rotation experiences will typically require the student to attend clinic 40 hours per week or according to the operating hours of the clinic.
- Moves to various locations required for classes. In an average academic day a student must sit 2-6 hours, stand 1-2 hours, and walk/travel 2 hours.
- Maintains classroom work area, personal appearance and hygiene conducive to professional student setting.
- Must successfully complete all required components of the curriculum including all assignments.
- Respectfully participates in classroom discussions with faculty, guests and students.
- Performs, participates, and instruct others in a timely manner in the following: transfers, gait training, physical agents, vital signs, wound care, activities of daily living, therapeutic activities/exercise, task/group activities, and assessment procedures.
- Uses sound judgment and safety precautions throughout participation in all classroom and clinical activities.
- Meets class standards for course completion.
- Applies critical thinking process to requirements of the academic learning experience. Students must perform decision-making activities in class or in the clinic without the use of intermediaries such as a classmate, PTA or PT aide.

**Ethical Preparation**
Students must demonstrate ethical professional behavior as defined by the American Physical Therapy Association Code of Ethics for the Physical Therapist.

**Interpersonal Skills**
Students must demonstrate ability to interact effectively with all people involved in the educational program (patients, fellow students, faculty, clinicians, administrators, support personnel, etc.)

**Tests and Evaluations**
Students must be able to demonstrate competence throughout the Program in Physical Therapy curriculum during both written and practical examinations.

**Physical Tasks**
Upon graduation of the Program all students must demonstrate the ability to perform the following items required throughout the academic and clinical program:
- Students must maintain a current CPR certification for professionals
- Students frequently lift less than 10 pounds and occasionally lift weights up to 100 pounds
- Students will occasionally carry up to 25 pounds while walking up to 50-100 feet
- Students frequently twist, bend and stoop
• Students will occasionally squat, crawl, climb stools, reach above shoulder level, knee and 1/2 kneel
• Students frequently walk on level and uneven surfaces and climb stairs
• Students use their hands in a repetitive manner with both a simple and firm grasp and the use of manual and finger dexterity skills
• Students frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability
• Students frequently move from room to room, place to place, or position to position and must do so at a speed that permits safe handling of classmates and patients
• Students occasionally exert 75 pounds of push/pull forces to objects up to 50-100 feet and occasionally exert 150 pounds of push/pull forces for this distance
• Students frequently coordinate verbal/manual instruction for classroom and clinical activities
• Students use auditory, tactile, and visual senses to evaluate and treat physical and physiological signs
• Students must demonstrate the ability to perform proper body mechanics safely with gait, transfer and treatment techniques used with the treatment of patients

**Clinical Preparation and Assessment**

Requirements for participation in full-time clinical internships

It is important to note that in order to enter into the full-time clinical internships students must demonstrate 1) satisfactory performance in the most recent professional behavior assessment, 2) good health, 3) satisfactory performance in all required courses in the curriculum, and 4) satisfactory psychomotor skills. Grades of “I” (Incomplete) must be replaced by a satisfactory grade prior to beginning clinical internships. Students must successfully complete 4 part-time clinical Clerkships and 4 full-time internships as a requirement for graduation.

Students must also have demonstrated compliance with the Academic Health Center immunization policy, a current certification in cardiopulmonary resuscitation, and a current satisfactory criminal background check. More details on the clinical education component of the curriculum are covered in the Clinical Education Handbook.

**Poster Day**

The research course series (PT 8131-8193), and associated research project culminate in the Poster Day session where each student group defends their project to the full faculty, fellow students, and the larger University community. Guests external to the PT Program will be invited. Poster Day will be scheduled on the third Thursday in June each year, from 1:00-3:15pm.

**Second Year Students (third year as of summer session):** This event is part of your Summer PT 8193 Research Problems course requirements and attendance and participation is required. An abstract (up to 350 words) of your research work that you will present as a
poster should be approved by your advisor and submitted to Liz Goebel (goebel005@umn.edu) for inclusion in a handout for the poster session. The abstract should use APTA CSM format for authors and subject heading. Poster Day will be scheduled the third Thursday in June. Exact date for abstract submission will be determined each year. You are expected to have your poster displayed and participate in the entire session. Poster dimensions may vary if using your poster for another scientific conference presentation with its own guidelines. General recommendations are about 5 feet wide by 3.5-4 feet high. Your advisor has access to instructions for uniform poster formatting and poster templates through the Physical Therapy shared drive under the Poster folder.

On Poster Day, you should arrive on time, be engaged throughout the entire session in presenting and defending your work, or reviewing and critiquing the work of your classmates. You are expected to dress professionally and wear your nametag. This is a professional presentation of your work, similar to presenting at a professional state or national conference with your future physical therapist peers. There will be brief introductory comments at 1 pm from the Class Advisor, and the Program Director will have some brief comments at the end of the session. You are welcome to invite family members, significant others, etc., to Poster Day to view your research. One person from each research group should report the total number of guests from your research group to Liz, within 1 week of Poster Day, so she can ensure there will be plenty of refreshments.

**First-year Students:** Poster day will be held on the third Thursday in June from 1 to 3:15 pm. Attendance at this event is required as part of your course requirements for PT 8193. This is your opportunity to observe what will be expected of you next year for your own work. You should arrive on time and be engaged throughout the entire session in reviewing and critiquing the work of the students in the preceding class. At the initiation of the poster session, you will meet as a group with your research advisor, to learn the process of participation and critique in the poster session. Your research group should discuss Poster Day with your research advisor, prior to the scheduled date, so that you understand how professional poster presentations are structured, and you are clear on your expectations.

**Potential Health Risks & Standard Precautions**

There are a number of potential health risks that students may encounter throughout their educational program, both in the classroom and in clinical settings. The most common potential risks include exposure to infectious diseases through working with ill patients, and musculoskeletal injuries (e.g. sprains / strains) from the physical aspects of the job (e.g. transferring or ambulating with patients, manual therapy techniques, etc.). In order to minimize these potential health risks, students are required to utilize proper body mechanics at all times (classroom, lab, and clinic), and to utilize standard precautions at all times (classroom, lab, clinic). Students must also follow all additional precautions for patients on any isolation precautions.
Professional Behavior Measure

Physical Therapy faculty and clinicians nationally agree that development and assessment of professional behaviors should be an important part of the physical therapy curriculum. The purpose of this checklist is to effectively measure and provide feedback about behaviors that will influence an individual’s ability to meet expected role requirements as a student and an entry-level professional physical therapist. The professional behaviors presented in the assessment are not meant as a portrayal of personality but as the necessary abilities required for professional clinical performance.

An assessment will be completed by all your instructors at the end of each semester (Appendix 6). Results from all your current course instructors will be pooled and documented to serve as a tool to monitor your professional development over time. As necessary, you will receive feedback regarding your professional behavior from your academic advisor.

It is expected that students will progress to a level of “3” or “4” by the beginning of their first full-time clinical internship. If the student fails to meet acceptable professional levels indicated by more than 1 instructor per semester per year, an action plan may be devised to address deficiencies and/or a recommendation may be made to the Associate Program Director for a referral to the Student Progress Committee to review the deficiencies and make recommendations to the Associate Director regarding the probationary process. This assessment tool will be discussed in detail in the clinical education curriculum.

Professional Membership – APTA

All students are strongly encouraged to become student members of the American Physical Therapy Association. The cost is approximately $80 for National dues and $10 for Minnesota Chapter dues. The benefits of enrolling and the application procedure will be discussed during the first few semester in the Program. Additional information about the APTA can be accessed at http://www.APTA.org.

Registration

All students are registered each semester by the program administrative staff. If there are any questions please contact Liz Goebel in ChRC 382 at 612-624-2662.

Research Lab Space Policy

Each of the primary research faculty in the Program in Physical Therapy has been assigned research space to independently conduct their scholarly work, to engage in research, and to supervise student projects. The use of this laboratory space can be restricted by the Research Advisor assigned to that space to include only those students and personnel who are directly working on projects supervised by that advisor. Non-advisee students should obtain
permission from the faculty member responsible for a particular lab to use or occupy that laboratory space.

**Research Project**

All students must complete a research project or series of literature reviews on topics related to physical therapy as determined by the faculty advisor. Students will be assigned to small groups and directed by a physical therapy faculty member in an assigned research area related to the expertise of the faculty advisor. This project will form the core element of the courses PT 8131 & 8132 Research Seminar, and 8193 Research Problems. Each student within the group must contribute substantively to the completion of the project.

Satisfactory completion of the research thread in the curriculum requires all students to successfully complete or pass the following items: preparation of an abstract that summarizes the research project, preparation of a research poster based upon that abstract, orally presenting the research poster to students, faculty, and guests during Poster Day, and passing a comprehensive research exam. The final grade for PT 8193 will be based on the elements listed, the students’ level and quality of participation, as well as the student’s professional behavior during the full course of the research project. Students are required to attend the poster presentation day, following the standard attendance policy of the PT Program.

The comprehensive research exam will consist of four major categories: Introduction, Methods, Results/Discussion, and Clinical Implementation. Each faculty advisor can develop their own exam questions from the broad categories, tailoring the questions to the research engaged in by the group. Students are required to take the exam during their last summer semester, but all exams must be completed by July 15. Students will have 2 hours to take the exam (graded as pass/fail), and the exam must be completed in-house. Completion of exams by July 15 is necessary in order to allow faculty time to grade the exams, as well as for students to retake the exam if necessary. If a student fails the comprehensive written research exam, s/he will be allowed to retake the exam once more, and this must be completed prior to starting their full-time clinical internships. If a student fails the exam a second time, the student will be referred to the Student Progress Committee. Resources for the exam will only be allowed if they are given to the students by the instructor for use during the exam.

All facets of the research project are expected to be completed before students begin their full-time clinical internships in Fall Semester of the third year. Under extenuating circumstances only, students may petition to extend the completion of the project into the clinical internship period; however, such action most probably would delay graduation for those students. More details of this research project will occur in PT 8131 Research Seminar during Fall Semester of the first year.

Students may refer to the following web site for additional information on research involving human and animal subjects: [http://www.research.umn.edu/subjects/](http://www.research.umn.edu/subjects/)
Scholarships/Fellowships/Awards

Students will be notified of scholarships and fellowships in the Spring of each year, and the formal announcement of all scholarship and fellowship recipients will occur at the beginning of Poster Day, by the respective Class Advisor.

The Barbara Lee Graham Scholarship was established by the family of Barbara Lee Graham, who was a 1950 alumna of the Program and a talented physical therapist with a commitment to promoting education in students. From this endowment, a scholarship will be awarded based on merit, potential and need to one or more third-year students. The application process is open to any student entering his or her third year. Eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee.

The Margie P. Gardner Fellowship was a PT and faculty member at the University of Minnesota who tirelessly served the profession of PT and her community in general. She also exemplified the following characteristics: respectful, well-respected, kind, caring, efficient, tenacious, and insightful. This fellowship is designed to award an individual who also exemplifies those characteristics. In the spring of the year, each class (1st and 2nd year) can nominate 1-3 individuals who are in good academic standing and who demonstrate the characteristics exemplified by Ms. Gardner. Each class may design their nomination procedure as they see fit. Nominated individuals should have shown tireless service to the class, the Physical Therapy Department, the University, the profession of physical therapy and/or to the community. Two fellowships (one from each class) will be awarded. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee.

The Eleanor Daly Scholarship was established in honor of Eleanor Daly, 1948 alumna of this program, who has been involved in providing physical therapy to needy individuals in many different countries. This scholarship is awarded on a competitive basis to one or more PT students in their 3rd year of study who are involved in an international Internship. The purpose of this award is to assist with international travel expenses. Application for award will be made after Internship selection in summer of the third year. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee.

The Beatrice E. and Hurd Boody Scholarship was established in honor of Beatrice E. Boody, a 1945 graduate of the Physical Therapy Program. Beatrice Boody dedicated her career to helping others through the art and science of the physical therapy profession. This scholarship will be awarded to one or more PT students. The student demonstrates keen observational, leadership and communication skills, and intends to pursue a career in hospital-based PT. The Boody Scholarship is to be given to a graduating third-year student. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee.
The Sharp Family Fellowship was established by Janice C. and Samuel Sharp. Janice Sharp is a physical therapist and graduate of the Physical Therapy program. This fellowship is based on merit and potential for high professional contributions and is awarded to a student entering his or her third year. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient will be determined by the Awards Committee.

The Janice Steadland Fellowship recognizes individuals who through their principles and practices exemplify a high standard of clinical excellence. Recipients must have made “with Distinction Honors” on the Physical Therapy Clinical Performance Instrument during the first three Clinical Internships and nominated by the Academic Clinical Coordinator of Education. The nominated graduating third-year students will be asked to fill out the Janice Steadland Fellowship Application. This fellowship will be given to one graduating third-year student. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient will be determined by the Awards Committee.

The Rudolph A. Ptak Fellowship was established by Ruby Ptak, who was a 1953 alumnus of the Program. He was a loyal and talented physical therapist for several decades at the University of Minnesota Hospitals with a strong commitment to advancing the profession through student education. This fellowship is based on merit and potential for high professional contributions. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee.

The 21st Century Fellowship was developed by alumni contributions following the 60th anniversary of the U of M Program in Physical Therapy and is based on leadership and merit.

The Donna Pauley Fellowship was established in honor of Donna Pauley, a 1947 graduate of the Program and the long-standing director of the Physical Therapy Department at the University of Minnesota Hospital. She was also one of the first Presidents of the Minnesota APTA. The award is given out to graduating students who demonstrate strong leadership skills and intend to pursue a career in the area of Geriatric Physical Therapy.

The 1st Year DPT Student Rudolph A. Ptak Fellowship was established by Rudy Ptak, who was a 1953 alumnus of the program. He was a loyal and talented Physical Therapist for decades at the University of Minnesota Hospitals with a strong commitment to advancing the profession through student education. This fellowship is based on academic excellence and potential for high professional contributions and will be given to at least one student in the first-year class.

The U of MN nominee for Outstanding Physical Therapy Student Award given by the MN Chapter of the APTA will be determined by faculty vote based on students who have shown: consistent “with distinction” marks in the Clinical Internships, service to the APTA, and strong academic performance. Notice of the nomination will be made to the student prior to the Spring MN APTA meeting, final selection is made by the APTA.
Nomination for National APTA Scholarships may also occur in the final year of study for exceptional students.

**Scholastic Conduct**

The Program strongly upholds the University’s policy on scholastic dishonesty, which includes cheating on a test or assignment, sharing examination information, plagiarizing, submitting the same work to meet the requirements of more than one course, or interfering with another student’s work. When charges are upheld, the student may be placed on probation, receive a lower grade in course, be failed in a course, or be dismissed from the Program. Students are also referred to: the section “Honor Code” earlier in this document, and also the Policies and Procedures of the Student Progress Committee in Appendix 1 at the end of this document. For further information on the University of Minnesota policy see [http://www1.umn.edu/oscai/](http://www1.umn.edu/oscai/). Examples of what constitutes plagiarism are also available at: [http://writing.umn.edu/tww/sources/definitions.html](http://writing.umn.edu/tww/sources/definitions.html).

**Smoking / Tobacco Use**

University regulations prohibit all smoking & use of tobacco anywhere on campus.

**Student Employment**

Because of the intense nature of the curriculum and the importance in mastering the content, the faculty discourages students from any employment that would interfere with independent studying time. If employment needs to occur, it must not interfere with class schedules, research activities, or Clinical Internships. Students must keep their schedules open from 8am-5pm every day for PT Program related classes / events. All personal or work activities must be scheduled outside of this timeframe.

**Student 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. The advisor will also work with the student to ensure that s/he is receiving all appropriate supportive services from the University. The student and faculty advisor may also consult the Associate Program Director to 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 Associate Director may have the Student 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 Student 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 Associate Director. The Associate Director will consult with the student’s faculty advisor and also the Program Director, if needed, prior to responding to the student’s request. If the leave of absence will occur during the semester, the student would need to consult University regulations to determine what semester grade will appear on the record and whether any tuition revenue for the current semester is refundable, which depends on the timing of the action.

**Student Lounge**

The Program in Physical Therapy’s student lounge is located in ChRC 202. All students currently registered in the occupational or physical therapy programs can use this lounge. Student groups can schedule the area in advance for student-related activities on a first come/first serve basis. Post your reservation near the door in the hallway 24 hours in advance. Include the date and time your group will be using the lounge. Indicate the group’s name and the name of a contact person. Do not schedule over the lunch time (12-1:30 p.m.). Do not restrict use of the lounge to others for a lengthy period of time as we do not want to limit the use of the lounge for other students. For scheduling please see the PT Program Administrative Office (ChRC 311). Faculty can schedule the student lounge area for a reasonable duration if and only if other instructional areas are not available. Food and beverages are allowed in the area. PT Students are responsible for cleaning the lounge during summer & fall semesters, & OT Students are responsible for cleaning the lounge during the spring semester. The Associate Program Director will contact Class Presidents to initiate the cleaning process.

Students are expected to:

1. Label and date all items in the refrigerator that are stored longer than 24 hours. Otherwise it may be thrown away when we clean.
2. Label any food item that you don’t want others to use.
3. Clean up your area when done.
4. Wash your dishes and utensils before leaving the room.
5. Discard your recyclables, newspapers, and trash.

**Student Outreach Clinics**

DPT students have the opportunity to work in several pro bono physical therapy clinics listed below. All of these voluntary outreach experiences are offered as a 1-credit, no grade, elective course (PT 6222). Students are supervised by licensed physical therapists serving as Preceptors. All Preceptors are required to provide licensure documentation, proof of liability insurance and must complete an application process. Documentation of these required items
are maintained by the Student Representative for the specific clinical site and also by the Outreach Committee. Supervising physical therapists are approved by the Outreach Committee and Associate Program Director. Each voluntary outreach experience has a formal manual with policies, procedures and required training.

**Minneapolis Indian Health Services Diabetic Foot Clinic**
In January 2005, this outreach experience was developed in collaboration with the already existing Indian Health Services diabetic clinic located in the Phillips Neighborhood of Minneapolis. Two Tuesday evenings each month the University of Minnesota DPT students provide exercise information, preventative education, and wound care foot services to the Native American population in the greater Minneapolis area. In 2008, the St Catherine’s University DPT students joined the program to provide the same service on one Thursday afternoon each month. Physical Therapy students under the supervision of a licensed physical therapist Preceptor work alongside physicians, nursing, and lab staff at the clinic to address the complications associated with diabetes in a culturally sensitive manner.

**Phillips Neighborhood Clinic**
In March 2003 the Phillips Neighborhood Clinic (PNC) was developed as a collaboration between the Academic Health Center, the Community-University Health Center, the Center for Health Interdisciplinary Programs, and the Oliver Presbyterian Church. Located in the basement of Oliver Presbyterian Church in Minneapolis, the clinic delivers affordable health care to one of the poorest areas in the city. The clinic is staffed by a volunteer team of professionals from several disciplines; including medicine, physical therapy, laboratory science, pharmacy, nursing, nutrition, and social work. The Phillips Neighborhood Clinic is a functioning student-run clinic, operating every Monday & Thursday evenings from 6-9 p.m. Participating students are scheduled by the PNC PT representative and all PT students are directly supervised by licensed physical therapists acting as Preceptors.

The PNC experience is offered for 1st year students to participate in patient scheduling, and clinic organization as “Patient Advocates”. During the second year, DPT students serve as PT Clinicians, performing physical therapy examinations and providing treatment for a variety of conditions under the direct supervision of a licensed physical therapist Preceptors. In this role as Clinicians, students also learn to interact with patients from diverse backgrounds and cultures as well as working with a variety of medical disciplines. Students gain practice with many of the hands on therapeutic skills that they learn in the classroom. Additionally, this experience provides an interprofessional approach to health care with students from other schools in the Academic Health Center.

Student volunteers must commit to a minimum of 3 scheduled clinic sessions / semester. The designated clinic representative will report attendance and clinical activities to the Program in Physical Therapy to verify satisfactory completion of the elective.

There will be workshops scheduled periodically to orient new students to the skills necessary to function in a clinical setting. Additionally, students will be paired with more experienced students for mentoring.
Student Probation and Due Process

Students demonstrating substandard performance academically, non-academically, clinically, or in professional conduct, will be placed on probation. This action formally indicates that the student is in serious jeopardy of not completing the Program. When warranted, the Student Progress Committee will review the situation in question and make recommendations to the PT Program Director regarding further action. It is the student’s responsibility to read the Policies and Procedures of the Student Progress Committee, which is attached to this document in Appendix 1.

Students have the right to due process and to appeal decisions. The possible channels are listed below and students should consult with the Associate Program Director to determine the proper channel.

Course instructor
Student Conflict Resolution Center, 612/624-7272, http://www.sos.umn.edu/
Faculty advisor
Associate Program Director
Program Director
Student Progress Committee (Program)

Please see Appendix 1 for more information on student probation and due process.

Student Progress Committee

Students with academic or behavioral difficulties may be referred to the Student Progress Committee. Refer to Appendix 1 for complete information / policies / procedures related to the Student Progress Committee.

Student Resource Room/Library

The PT Student Resource Room/Library is currently located in Room118 ChRC and may be used at any hour. This is primarily a computer room with reference textbooks and occasionally required readings will be placed there by course instructors. The code to the door keypad will be announced during orientation. No food or beverages are allowed in this room due to all of the computers & printers. Computers are not to be used for games and personal business.

All students at the University of Minnesota have access to the computer lab in the basement of Coffman Memorial Union also.
Student Response Systems

Various courses in the PT Program will use an electronic student response system. These will be web based systems that allow students to use cell phones, tablets, or laptops to reply. Course instructors will notify students if they will be utilizing this educational/learning method in their class. If so, it is expected that all students will participate in this process & have an electronic device available each day in class to participate.

Student Safety and Respect

The Program and the University are committed to ensuring the safety and respect for all students in the Program. Students should be aware of the Campus Escort service available that provides free 24 hour walking and biking security escorts to and from campus locations and nearby adjacent neighborhoods are available for all students, staff, faculty, and visitors (612-624-WALK)

The Gopher Chauffeur is also a free transportation service that promotes safety in the campus community by providing University of Minnesota students with safe rides home. For more information, refer to: http://www.bhs.umn.edu/peer-health-promotion/gopher-chauffeur.htm

The University prohibits the unlawful possession, use, or distribution of alcohol and illicit drugs by students.

The University also has a strong policy against sexual harassment, which is broadly defined to include behavior that may not be considered overtly sexual. Students who feel that they are victims of sexual harassment should contact the Associate Program Director or the Office of Equal Opportunity & Affirmative Action at 612/624-9547.

Student Withdrawal

A student who finds that continuing in the Program may be ill-advised for one reason or another may withdraw from the Program. Such action is implemented by a letter of withdrawal to the Associate Program Director. The student should consult University regulations to determine what semester grade will appear on the record and whether any tuition revenue for the current semester is refundable, which depends on the timing of the action.

Technical Standards

The Program of Physical Therapy is mindful of the unique nature of the physical therapy curriculum. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, the student is required to direct or perform treatment on the patients throughout the University of Minnesota Program in Physical Therapy curriculum and its clinical affiliates.
This includes the completion of treatment safely and within an acceptable amount of time. With this in mind, the student must be able to meet the Program’s technical standards with or without reasonable accommodation. The Technical Standards (which are also available on the Program in Physical Therapy website) are located in Appendix 5.

Testing

Students are to take tests at the designated time. Examinations can only be taken at a later date for University approved legitimate absences as explained in the University Policy at the following link: http://policy.umn.edu/education/makeupwork. In such instances the exam may be taken late or the student may be given an “I” in the course in the case of the final exam. The student would then be assigned the appropriate grade when the coursework is completed. Students are not allowed to take an exam early. The course Instructor/Coordinator will make the final determination.

Also see policy on “Honor Code for Exams.”

Transportation

It is the responsibility of each student to provide transportation to assigned clinical sites during each semester and to be on time for these assignments. The complete guide to transportation on campus can be accessed at http://www1.umn.edu/pts/. This site includes guidelines for Student Parking Lottery, Busing, Biking and Parking. There is also information regarding the option of renting a secure parking locker for your bike.

University Policies/Web Sites

Other University policies may provide information and guidance relevant to the graduate education experience.

- Student Conduct Code, adopted 7/10/70, amended 12/13/75, 3/11/94, 6/13/03, 12/8/06, 10/12/12, 6/10/16 http://regents.umn.edu/policies/index

Verification of Student Identity in Online Courses

Any course that is taken online, as part of the curriculum, will require students to access the course website using their x500 login and password. Students will also be required to
confirm an “Honor Code Statement”, verifying that the student is indeed the person that they are stating they are, for all assignments and exams.
APPENDICES

Appendix 1 – Student Progress Committee Policies and Procedures

STUDENT PROGRESS COMMITTEE POLICIES/PROCEDURES

INTRODUCTION

The faculty of the Program in Physical Therapy is responsible for assisting students to prepare for professional practice at a level of competence consistent with current health care and Program standards. This competence includes the ability to apply treatment theories to the solution of clinical problems and the ability to develop therapeutic and professional relationships with clients and staff, respectively. The overall goal is to provide strong academic foundation and professional competence in current and future professional practice.

The faculty is committed to assisting students to succeed in their professional Program. In most cases the student is the first one aware of a problem and, therefore, is encouraged to initiate contact with professors and advisors. Faculty can provide study tips, extra help, and referral to other resources on campus.

The Student Progress Committee, when activated by the Program Director, is responsible for monitoring the progress of students during the professional Program. The committee offers assistance, recommends remedial action or, in extreme circumstances, may recommend termination of the student from the Program. These actions are taken when a student makes unsatisfactory academic or clinical progress, displays substandard psychomotor skill, displays behavior which does not meet professional standards, or commits violations of the conduct code found at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

STUDENT PROGRESS COMMITTEE MEMBERSHIP

The committee is composed of a minimum of three members: the chair of the committee, a clinical therapist with supervisory clinical experience, and a faculty member from the Occupational Therapy Program. The PT Program Director will provide a substitute member when a regular member is unavailable or when a conflict or potential conflict of interest exists between the student and a member or members of the committee.

The composition of the Student Progress Committee for student meetings/hearings may be augmented by additional core faculty members or a faculty from another program in the Academic Health Center.

The Associate Program Director serves as an ex officio member. The ex officio role indicates that the Associate Program Director is a member of the committee by reason of his/her office, and does hold voting rights.
Other individuals such as a student advocate may attend meetings when relevant to the situation being considered and when prior written notification is given to the chair of the committee.

The Program Director appoints committee members for one-year terms and provides written notification of appointment. Individuals may serve successive terms.

**STUDENT CONDUCT CODE:**
All physical therapy students must review the Code of Conduct and sign a form acknowledging that they have read and agree to follow the code. The Code of Conduct can be found at: [http://www1.umn.edu/oscai/](http://www1.umn.edu/oscai/).

**HONOR CODES FOR EXAMS**
Refer to policy on “Honor Code for Exams” found earlier in Handbook.

**PROGRAM STANDARDS**
Graduate physical therapy students are expected to demonstrate professionalism, integrity, accountability, mastery of course materials and respect for self and others throughout their education. Failure to do so may result in academic probation, remediation of coursework or dismissal from the program.

Students demonstrating substandard performance academically, in psychomotor skill, clinically, or in professional conduct, will be placed on probation by the Associate Program Director (who then notifies the Program Director of such action). This action formally indicates that the student is in serious jeopardy of not completing the Program. Student probation may occur when the following standards are not met:

**A. Academic Progress In Core Courses**

Incomplete or substandard academic performance in a core course will result in a grade of I (incomplete), D, F, or N in that course at the discretion of the course instructor. Core courses consist of all required academic courses required in the professional Program. A grade of I may signify either of two things: 1) the student has not completed one or more course assignments, or 2) the student has not yet demonstrated mastery of the course content and needs to complete remedial work, followed by further examination. The former situation may or may not result in academic probation depending on the circumstances. The latter situation will result in automatic probation, executed by the Associate Program Director under the advisement of the course instructor. The Associate Director will notify the Program Director of such action. Except for extraordinary circumstances, the grade of “I” must be replaced by a satisfactory grade of C or higher by the beginning or end of the subsequent semester, depending on the circumstances, or the student will be subject to immediate dismissal from the Program.

A grade of D or F in a core course or N in the Medical School Neuroscience course, is a failing grade and represents serious deficiency in mastery of the course content. This will
result in the Student Progress Committee providing a recommendation to the PT Program Director of either immediate dismissal or to retake the course in the next academic year. In the latter case, the original grade and the retake grade will appear on the student transcript. However on the Degree Program that the student registers with the Graduate school only the retake grade will appear. (Grades of D or F are not accepted by the Graduate School). Also, it is likely that students will not be allowed to proceed with other physical therapy courses, including clinical internships, until the failed course has been retaken with a satisfactory grade. Thus, retaking courses generally will delay graduation by one year.

The cumulative grade point average of the core courses for each semester and the GPA that will go on the student’s degree program must equal or exceed 2.8. Students with a lesser GPA will be placed automatically on probation. These students must raise their GPA for core courses to at least 2.8 by the end of the next semester or they will be subject to dismissal from the Program. Students with less than a 2.8 cumulative GPA in core courses at the end of the last academic semester will be dismissed from the Program.

Students who have been removed from academic probation and again produce substandard (probationary) performance in any area in a subsequent semester are subject to immediate dismissal from the Program.

On calculating the GPA, the grade points are assigned as follows:

\[
\begin{align*}
A & = 4.0 \\
A- & = 3.67 \\
B+ & = 3.33 \\
B & = 3.0 \\
B- & = 2.67 \\
C+ & = 2.33 \\
C & = 2.0 \\
C- & = 1.67 \\
D & F grades must be repeated
\end{align*}
\]

**B. Psychomotor Skill**

Competence in the application of therapeutic procedures and techniques on patients is critical to clinical success in Physical Therapy. This competence is assessed within the core curriculum by practical examinations, whereby the student demonstrates both psychomotor skill and clinical decision-making. Failure to perform satisfactorily in any practical examination by the third attempt will result in course failure and automatic referral to the Student Progress committee, whereby the student may be subject to dismissal from the Program. Each course instructor will determine the skills to be tested and the criteria for satisfactory performance on practical examinations for clinical courses (see individual course syllabi). The following retest conditions will apply to all practical exams in all courses:

- The primary course instructor will administer the second attempt
• The student’s advisor will be notified by written or electronic medium after failure of the second attempt to assist the student with resources to prepare for the final test administration.

• The primary course instructor will administer the third (final) attempt with another core faculty member present.

• Upon successful performance of the exam, the student will be awarded the original score for the examination from the first (failed) attempt.

C. Clinical Performance

Students must satisfactorily complete all required clinical assignments. If students are having difficulty, they should contact the Director of Clinical Education (DCE) to discuss potential solutions to their problems. Unsatisfactory student performance in clinical education is reported to the DCE by the clinical supervisor and may result in the student being placed on clinical probation by the Associate Program Director in consultation with the DCE. The Associate Director will notify the Program Director of such action. In the case of probation from unsatisfactory clinical performance, the student must show satisfactory clinical performance, as judged by the DCE in consultation with the clinical supervisor, by the end of the next clinical internship or the student will be reviewed by the Student Progress Committee and be subject to dismissal from the Program.

D. Professional Behavior and Code of Conduct

Unprofessional behavior in the classroom, research lab or clinic is considered grounds for probation or immediate dismissal from the program. Students are to exhibit professional conduct and appearance in the classroom and clinical settings at all times. For additional information regarding expected role requirements as a student and an entry-level professional physical therapist please see the see the Professional Behaviors Form (Appendix 9).

The faculty and clinical supervisors are responsible for documenting that students demonstrate professional standards of practice and adherence to both the institution’s and the profession’s code of conduct including the Minnesota Board of Physical Therapy Practice Act (www.state.mn.us).

Scholastic dishonesty (e.g., cheating, plagiarizing, falsifying/forging or misrepresentation) and other violations of the University of Minnesota Conduct Code are grounds for probation or dismissal. The Statement of Standards of Student Conduct Enforceable by University Agencies includes a description of disciplinary offenses actionable by the University. For a complete explanation of the code and disciplinary procedures, see the University’s Conduct Code http://www1.umn.edu/oscai/.

If a student is placed on probation for behavioral reasons and satisfactory progress has not been shown in professional behavior by a specified period, the student will be reviewed by the Student Progress Committee and will be subject to dismissal from the Program.
PURPOSES AND PROCEDURE OF COMMITTEE MEETINGS FOR ACADEMIC PERFORMANCE

Academic performance encompasses academic progress in core courses, psychomotor skills, clinical performance, and professional behavior and code of conduct as outlined in the Program Standards above. There are two purposes for committee meetings related to academic performance. The first is to gather and clarify information relevant to student performance. The second is to recommend actions to the PT Program Director.

When a student meeting is conducted, the student has the opportunity to submit written information in advance or to be present for a segment of the meeting to clarify as much information as he/she deems appropriate. Faculty members, clinical supervisors or other appropriate individuals also may contribute information in writing prior to a student meeting so that committee members have as much information as possible.

The Director of the Program provides the student with written notice of the meeting and the chair of the committee provides the student with written notice of the proposed meeting time. Notice is made at least 5 days prior to the scheduled meeting unless the student agrees in writing that an expedited schedule is acceptable. The student must reply, in writing, of intent to attend the meeting. The letter regarding the proposed meeting time will also state a deadline date and time by which the student must reply.

The student may request clarification of committee procedures from the Program Director, the Associate Director, or the chair of the committee. The student may:

- Request that a committee member or members be replaced for the meeting if he or she feels that a conflict of interest exists,
- Examine his or her student file prior to the meeting,
- Present his or her written or verbal statement or the statement of his or her advocate,
- Hear and ask questions of individuals appearing before the committee,
- Have an advocate at the meeting. The advocate may be any person from within or outside the University. If the student will have an advocate at the meeting, the committee chair must be notified in writing sufficiently in advance so that the chair may assemble and schedule additional University representatives if necessary. Arranging for such additional personnel may delay the meeting time.

This meeting is recorded. The committee reaches a decision on a potential course of action by a simple majority vote. Minority views will also be forwarded to the Program Director. The recommendations of the committee are forwarded to the Program Director for review and action. The Program Director will provide written notification of the decision and the rationale for the decision to the student.
NON-ACADEMIC STANDARDS

Physical therapy students are expected to conduct themselves in a professional manner in both the classroom and clinical setting. Failure to adhere to the following behavioral standards may result in written warning, exclusion from the learning environment, probation, mandatory leave of absence and/or dismissal from the program. These sanctions may occur if when the following standards are not met:

A. Students must comply with the program handbook and the University of Minnesota’s Statement of Standards of Student Conduct Enforceable by University Agencies.

B. Students must comply with the Minnesota Physical Therapy Practice Act.

C. Students must demonstrate ethical and non-disruptive behavior at all times and in all settings during their educational and clinical experience.

D. Students must not demonstrate patient mismanagement or misconduct, such as treating a patient without supervision, verbal or sexual harassment, physical abuse or abandonment.

E. Students must display integrity and honesty in all patient, student, or educational activities and respect the patient’s right for confidentiality.

F. The students must always accurately represent him/herself as a physical therapy student.

G. Students must show respect for patients, peers, staff, faculty and others regardless of race, color, national origin, gender, religious preference, age, disability, sexual orientation, marital status, public assistance status, veteran status, clinical diagnosis or political beliefs.

H. Refrain from any emotional, physical, or behavioral activity, such as, unlawful conduct, unethical behavior, or taking any chemical substances, within or outside the University of Minnesota community which would impair the student’s judgment, result in disruptive/disorderly behavior within the University of Minnesota community or impair the student’s ability to function as a physical therapy student.

I. Students must refrain from theft, property damage and abuse of equipment during their educational and clinical coursework.
PURPOSES AND PROCEDURE OF COMMITTEE HEARINGS FOR NON-ACADEMIC PERFORMANCE

Non-academic performance encompasses adherence to non-academic standards outlined above, University Conduct Code, and Minnesota Board of Physical Therapy Practice Act. There are two purposes for the committee hearings. The first is to determine whether the student has violated the non-academic standards above. The second is to recommend actions to the PT Program Director.

When a student hearing is conducted, the student has the right to be present at the hearing. The student has the right to review any evidence submitted for the hearing. The University has the burden of proving the student committed a violation of non-academic standards. Faculty members, clinical supervisors or other appropriate individuals may contribute information in writing prior to a student hearing so that committee members have as much information as possible.

The Director of the Program provides the student with written notice of the hearing and the chair of the committee provides the student with written notice of the proposed hearing time. The notice will include a description of the alleged unprofessional/improper behavior that was allegedly violated. Notice is made at least 10 days prior to the scheduled hearing unless the student agrees in writing that an expedited schedule is acceptable. The student must reply, in writing, of intent to attend the hearing. The letter regarding the proposed hearing time will also state a deadline date and time by which the student must reply.

The student may request clarification of committee procedures from the Program Director, the Associate Director, or the chair of the committee. The student may:

1. Request that a committee member or members be replaced for the hearing if he or she feels that a conflict of interest exists.
2. Examine his or her student file prior to the hearing.
3. Present his or her written or verbal statement or the statement of his or her witnesses.
4. Hear and ask questions of individuals appearing before the committee.
5. Have an advocate at the hearing. The advocate may be any person from within or outside the University. If the student will have an advocate at the hearing, the committee chair must be notified in writing sufficiently in advance so that the chair may assemble and schedule additional University representatives if necessary. Arranging for such additional personnel may delay the hearing time.

The hearing is recorded. The committee reaches a decision on a potential course of action by a simple majority vote. Minority views will also be forwarded to the Program Director. The recommendations of the committee are forwarded to the Program Director for review and action. The Program Director will provide written notification of the decision and the rationale for the decision to the student.
COMMITTEE ACTION

When a student has substantial academic, non-academic, psychomotor, clinical or professional conduct difficulties, the Program Director may request the Student Progress Committee to review the student’s overall performance in the program, evidence presented at the meeting/hearing and other relevant information and make recommendations for a course of action. The student does not have to be on probation to call the committee to action. The committee may also be called to action by the Program Director through appeal from the student (see below). Depending on the circumstances, the committee may forward any of the following recommendations or other recommendations to the Program Director for review and final decision:

1. If the student is not already on probation, initiation of probation based on either substandard academic, non-academic, psychomotor, clinical performance or unprofessional conduct,
2. Continuation of probation,
3. Discontinuation of probation,
4. Remedial academic, psychomotor, or clinical work,
5. Use of professional counseling or other resources at the University,
6. Suspension from the Program until evidence is available that circumstances which have interfered with satisfactory progress are resolved,
7. Dismissal from the Program.

APPEALS

There are separate procedures for appealing decisions made by the Program Director based on academic and non-academic performance. It is the program’s position to resolve all issues related to the student’s performance within the program whenever possible.

ACADEMIC PROCEDURE

Decisions made by the Program Director related to academic performance may be appealed to the Student Progress Committee only if the decision was made without the use of relevant evidence. The student must request an appeal within 10 business days (Monday-Friday) of the Program Director’s decision.

If the Student Progress Committee refuses an appeal request, the student may submit a written request for a further appeal to the Program Director. The specific reasons for the requested appeal meeting must be included. The Program Director may then either refuse the appeals request or convene an ad hoc committee to consider the appeal. The ad hoc committee shall be composed of three faculty members from the Allied Health Programs in the Medical School. The ad hoc committee will hear and review evidence from the student and faculty of the Program. The recommendations of the committee are forwarded to the Program Director for review and action if necessary. Any final decision of dismissal from the Program will be made by the Program Director.
Higher levels of possible appeal by the student are outlined in the University of Minnesota’s Board of Regents Policy on Conflict Resolution Process for Student Academic Complaints located at:
http://www1.umn.edu/regents/policies/academic/Conflict_Res_Process_Students.pdf,
and in the Administrative Procedure entitled “Conflict Resolution Process for Student Academic Complaints: Twin Cities” located at:
http://www.policy.umn.edu/Policies/Education/Student/STUDENTCOMPLAINTS_PROC01.html

NON-ACADEMIC
If the Program Director’s final decision is rejected by the student he/she may submit an appeal to the University President’s Student Review Behavior Panel within 10 days of the Program Director’s decision. Appeals can be requested on the following grounds: new evidence not reasonably available at the hearing, hearing was procedurally unfair; sanction was inconsistent with the offense; or the decision was contrary to the evidence.

Some of this language in this document has been adapted from the University of Minnesota’s School of Nursing Program Handbook with their permission.
Appendix 2 – Mutual Responsibilities in Graduate Education

Mutual Responsibilities in Graduate Education
at the University of Minnesota

I. Introduction
A major purpose of graduate education at the University of Minnesota is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional scholar. Graduate research and teaching assistantships offer an "apprenticeship" experience in the academic profession as well as financial support. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. This shared responsibility with faculty extends to all of the endeavors of graduate students, as students, employees, and members of the larger academic community.

High quality graduate education depends on the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

II. Suggested Principles for Mutual Roles and Responsibilities
The following principles illustrate what students should expect from their programs and what programs should expect from their students, to help achieve excellence in graduate education:

Principle 1: Information About Policies and Procedures
The University, collegiate units and graduate programs are responsible for providing students and prospective students with access to information about their graduate program, areas of specialization, degree requirements, and average time to completion of degrees. Graduate programs are responsible for providing access to information about graduate student financial support in the program, such as the prospects for fellowships, assistantships or other financial support and the proportion of students receiving financial support. In addition, graduate programs should provide students and applicants with information about career experiences of graduates of the program. All such information should be presented in a format that does not violate the privacy of individual students. Programs are encouraged to provide relevant information in their handbooks, websites or other readily accessible formats.

Students are responsible for keeping themselves informed about current policies of their program, their collegiate unit, and the University that affect graduate students. Students and alumni also have a responsibility to respond to program inquiries about their career development.
Principle 2: Communication About Academic Status
The collegiate unit and graduate programs are responsible for providing students with information about their individual academic status: who in the collegiate unit and in their graduate program is responsible for communicating to them about admission issues and progress through the degree program, how the communication will take place, and the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for communicating with the collegiate unit and their graduate program about changes in their circumstances that affect their status and progress toward the degree.

Principle 3: Research Contributions
Individual faculty as research directors are responsible for providing students with appropriate recognition for their contributions at conferences, in professional publications, or in applications for patents. It is the faculty member's responsibility to clarify the principles for determining authorship and recognition at the beginning of any project.

Students are responsible for discussing their expectations regarding acknowledgment of research contributions or intellectual property rights with the appropriate person(s) in the research team, preferably early in the project.

Principle 4: University Governance
Departments and graduate programs are responsible for defining specific opportunities for student participation on committees as they deem appropriate. The University recognizes that graduate students make important contributions to governance and decision making at the program, department, college, Graduate School and University level; specific roles for participation are defined at each level by the relevant governing bodies.

Students are responsible for participating in University governance and decision making that enrich the campus community.

Principle 5: Respectful Employment Conditions
University faculty and staff are responsible for assuring that graduate students are able to conduct their work, as students or students/employees, in a manner consistent with professional conduct and integrity, free of intimidation or coercion. Students who are employees also have the protection of all University employment policies and laws. Graduate programs are responsible for providing clear communication to students about the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for reporting unprofessional conduct to the appropriate body or person, as defined in the academic or employment grievance policy; they should be able to do so without fear of reprisal. Students are responsible for acting in a respectful and fair manner toward other students, faculty, or staff in the conduct of their academic work or work they may do in connection with an assistantship.
Principle 6: Conditions of Employment

The University (through its departments, research projects or other employing units) is responsible for providing to prospective graduate assistants a written offer of financial support before a response to the offer is required. Such communication must indicate their salary and the terms and conditions of their appointment, including the general nature of the work they will be performing, duration of employment, and whether and how this employment is tied to their academic progress. The details of specific teaching or research assignments may need to await later written clarification.

Students are responsible for accepting the conditions of employment only if they believe they are qualified and able to complete the tasks assigned. Students have a responsibility for communicating in writing any changes in their circumstances that affect their ability to fulfill the terms and conditions of their employment.

Principle 7: Safe Work Environment

Supervisors are responsible for providing a safe working environment for graduate students, and for developing and publicizing safety policies and training programs to achieve that goal.

Graduate students are responsible for helping to maintain a safe working environment, for adhering to safety policies, for participating in training programs and for reporting safety violations to the proper authority.

Principle 8: Responsible Conduct of Research

Students are responsible for carrying out their research in a responsible manner. The faculty and the Director of Graduate Studies (DGS) of the graduate program are responsible for ensuring that students receive training and guidance in the responsible conduct of research as appropriate for each field.

http://policy.umn.edu/education/doctoralperformance-appd
Appendix 3 – National Conference Travel Authorization

National Conference Travel Authorization

This form authorizes _______________________________________.

Name of student

Class of ________, APTA Membership # ___________________ *

to attend the ____________________________________________________________________ professional or scientific meeting.

The Program in Physical Therapy will register and pay for the early bird registration for this student. Travel receipts must be delivered to the office by March 1st and reimbursement will be made for up to $200.

Dates attending event: __________________________________________________________
Presenting: □ poster □ platform □ other

Title of presentation: _____________________________________________________________

If not presenting, explain reason for attending conference:

_____________________________________________________________________________
_____________________________________________________________________________

Research advisor: ________________________________________________________________

Signature of research advisor: ___________________________________________________

Signature of student: _____________________________________________________________

Email address: ________________________________________________________________

- Non-APTA members or registration fees above the “Early Bird APTA Member” fee, will be paid by student with a check made out to the Program in PT when submitting this form.
- Priority for funding for national conferences will follow the same guidelines as priority for funding state conferences (See next policy re: funding state conferences)
Appendix 4 – Minnesota APTA State Conference Attendance Awards

Minnesota APTA State Conference Attendance Awards

The University of Minnesota Physical Therapy Program has established Minnesota APTA state conference attendance awards to support basic conference (e.g. Saturday events only) registration fees at the APTA member rate for attending Spring Minnesota State Chapter Conference representing the University of Minnesota Program in Physical Therapy. Participation in educational or social events with additional cost will be the responsibility of the student. These awards are supported by alumni donations. Deadlines will vary annually based on meeting dates. Notification of the deadline will be provided prior to each meeting.

Any entry-level 1st, 2nd, or 3rd year Physical Therapy student is eligible to apply but, other factors being equal, preference will be given to students presenting research or educational platforms or posters from their scholarly work while in the Physical Therapy program, or participating in some other official capacity. Preference for awards will also be given to students who are APTA members and who have not received previous support. Generally, 5 students from each class will be supported, although the award amounts and number of awards are dependent on the availability of funding. Registration costs above the APTA member rate and ‘early bird’ registration rate are the student’s responsibility. For students presenting, a notice of abstract acceptance must be provided. To apply for the award, please submit one copy of the attached form, and where appropriate, a copy of the abstract of the work you have submitted for presentation. Include a copy of the letter of acceptance if you have one, or state when you expect to be notified of the abstract’s acceptance or rejection.

Recipients of these awards will be expected to submit a brief written report about their experience at the meeting upon return. This report or a summary of it may be published in a newsletter and will be made available to Alumni of the Program in Physical Therapy. In addition, the awardee should expect to be asked to present to their fellow students at an informal meeting. Please submit or email your complete application and a completed registration for the conference to the Physical Therapy Awards Committee via Liz Goebel (goebe005@umn.edu, Room 311 ChRC, MMC 388, The University of Minnesota, 420 Delaware St. SE, Minneapolis, MN 55455).
Conference Attendance Award Application

Name of event:

Dates of event:

Dates attending the event: _______________________________________________

Location: ___________________________  Class of: ______________

Name of student: _________________________     APTA Membership # __________

Please list previous events you have attended, indicating if you have had financial awards for any of them.

Will you be presenting at this event?   Yes      No

If yes, please attach a copy of the abstract of the work you have submitted for presentation and a copy of the official letter of Acceptance, if possible.

Signed: ____________________________________________________________________

______________________________
Student

Email address:
Appendix 5 – Minimum Technical Standards for Admissions and Matriculation

The University of Minnesota Program in Physical Therapy
Minimum Technical Standards for Admissions and Matriculation

The University of Minnesota Program in Physical Therapy is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

In adhering to this policy, the University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statues and regulations relating to equality of opportunity. In this venue, the Program in Physical Therapy encourages all qualified individuals to apply for admission to the Doctor of Physical Therapy (DPT) program.

The University of Minnesota Program in Physical Therapy recognizes the award of a Doctor of Physical Therapy Degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice physical therapy. The DPT degree is a broad degree unique in that the graduate is prepared and upon licensure is allowed to practice all disciplines of the physical therapy profession. This requires that the student in the curriculum acquire didactic knowledge as well as learning skills and attitudes essential to the profession and agreed upon by the faculty as requisite for the practice of physical therapy. The student requires both cognitive and technical skills to negotiate this curriculum.

The Program of Physical Therapy is mindful of the unique nature of the physical therapy curriculum. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, the student is required to direct or perform treatment on the patients throughout the University of Minnesota Program in Physical Therapy curriculum and its clinical affiliates. This includes the completion of treatment safely and within an acceptable amount of time. With this in mind, the student must be able to meet the following technical standards with or without reasonable accommodation.

1. Motor Skills

GENERAL: Candidates and students should have sufficient motor functions such that they are able to execute movements reasonably required to provide general care and treatment to patients within an acceptable amount of time.

SPECIFIC: It is required that a candidate possess the motor and sensory skills necessary to directly perform a patient examination, palpation, percussion, auscultation and other diagnostic maneuvers and procedures. The candidate must be able to perform general movements to provide therapeutic care, such as transfer/transport and position disabled patients, physically restrain adults and children who lack motor control, position and
reposition self around patients, gait training, manual mobilization techniques, and wound debridement. A candidate must be able to perform basic life support (including CPR).

2. Sensory/Observation
   GENERAL: A candidate must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and physical sciences.

   SPECIFIC: This includes, but is not limited to, information conveyed through the use of vision, hearing and somatic sensations. A candidate must be able to understand and interpret information from written documents and to process information presented in images from paper, films, slides, video, computer and cadaver dissection.

   GENERAL: A candidate must be able to learn to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications, waveform readings and other graphic images to determine a patient’s condition and safety when performing physical or manual techniques.

   SPECIFIC: A candidate must be able to learn to perform visual and tactile physical examinations and treatment to discern differences and variations in color, shape, and general appearance between normal and abnormal, soft and hard tissues. Use of tactile senses may be through either direct or indirect musculoskeletal bony prominence or ligamentous palpation and peripheral pulse palpation; visual and tactile evaluation for inflammation and presence and degree of edema. A candidate must also possess the visual acuity to read charts, records, small print and handwritten notation, and distinguish variations in colors.

3. Communication
   GENERAL: A candidate must be able to learn to communicate effectively and sensitively with patients and/or guardian, physician, other health care professionals, community or professional groups and colleagues; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. For effective patient treatment, the candidate must be able to communicate effectively and efficiently with all members of the health care team.

   SPECIFIC: A candidate must have sufficient facility with English to: retrieve information from literature, computerized data bases and lectures and to communicate concepts on written exams and patient charts; elicit patient backgrounds; describe patient changes in moods, activity and posture; and coordinate patient care with all members of the health care team.

4. Cognitive/Intellectual
   GENERAL: A candidate must be able to measure, calculate, reason, analyze, integrate, and synthesize in order to effectively problem solve.
SPECIFIC: A candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, a critical skill demanded of a physical therapist, requires all of these intellectual abilities. A candidate must be able to synthesize knowledge and integrate the relevant aspects of a patient’s history and examination findings to develop an effective treatment program. A candidate must be able to perform these problem-solving skills in a timely fashion for effective patient treatment.

5. Behavioral

GENERAL: A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, academic honesty, maintenance of patient confidentiality, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with faculty, fellow students, clinical instructors, other healthcare providers and patients of all ages, gender, races, socio-economic, religious and cultural backgrounds.

SPECIFIC: A candidate recognizes the curriculum is physically, mentally and emotionally taxing. He or she must be able to tolerate demanding workloads, to include functioning effectively under stress, adapting to changing environments, displaying flexibility and learning to function in the face of uncertainties inherent in the clinical problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. A candidate must reasonably be able to accept criticism and respond by appropriate modification of behavior. In order for a candidate to become a competent physical therapist, he or she will need to participate in lab sessions with other classmates, both as a practitioner and as a patient. This requires sufficiently exposing various areas of his / her body during classroom lab sessions, and practicing clinical techniques on both male and female classmates / patients.

The Program in Physical Therapy’s Technical Standards are required to successfully complete the Program’s competencies needed for graduation. These competencies are available upon request through the Director of Physical Therapy, University of Minnesota Program in Physical Therapy, MMC 388, 420 Delaware Street SE, Minneapolis, MN 55455.

Approved by the Program in Physical Therapy Faculty, 6/17/11
Approved by University General Counsel, 7-6-12
Appendix 6 – Professional Behaviors Form

University of Minnesota, Program in Physical Therapy

Professional Behaviors Form

Class Roster_____________________________________
Course — Semester/Year:_________________________

The purpose of this checklist is to effectively measure and provide feedback about behaviors that will influence an individual’s ability to meet expected role requirements as a student and an entry-level professional physical therapist. The professional behaviors presented below are not meant as a portrayal of personality but as the necessary abilities required for professional clinical performance.

Please complete a personal behaviors assessment for each student in this class. Evaluate the student on a five point scale* in each of the areas listed below. Criteria for the evaluation are identified in the accompanying document. For scores of “3” or less in any area, a more detailed Professional Behaviors Supplemental Form must be completed for that student. If the student is demonstrating entry-level performance in all areas, the final box labeled “Consistently meets all criteria.”

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Professionalism</th>
<th>Problem Solving</th>
<th>Effective Use of Time and Resources</th>
<th>Interpersonal Skills</th>
<th>Working Relationship</th>
<th>Consistently meets all criteria</th>
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</table>
*Students are evaluated according to the following 5 point scale:
1 · rarely, demonstrates ability
2 · demonstrates occasionally, needs substantial improvement
3 · not entry-level, but making steady progress, requires minimal cues (responds to feedback, progressing)
4 · entry-level, demonstrates consistency
5 · exceeds entry level competency

**Professionalism** is defined by the following criteria.
In academic/clinical work the student:
- Dresses appropriately and projects a professional image
- Abides by set policies and procedures
- Shows respectful verbal communication
- Shows respect for all
- Takes responsibility for actions
- Demonstrates dependability
- Is punctual
- Meets deadlines
- Acts ethically

**Problem Solving** is defined by the following criteria.
In academic/clinical work the student:
- Critiques his/her own skills
- Applies feedback
- Implements solutions
- Appropriately reconciles differences of opinion
- Deliberates the consequences of a solution
- Accepts designated workload without complaint
- Gives constructive feedback

**Effective Use of Time and Resources** is defined by the following criteria.
In academic/clinical work the student:
- Creatively uses resources
- Coordinates schedule effectively
- Budgets time effectively

**Interpersonal Skills** is defined by the following criteria.
In academic/clinical work the student:
- Demonstrates active listening
- Engages in tasks equally with others
- Initiates appropriate verbal communication
- Uses nonverbal communication that is consistent with the intended message
- Motivates others
- Presents information in a logical articulate manner
- Demonstrates a positive attitude towards learning
**Working Relationships** is defined by the following criteria.

In academic/clinical work the student:

- Receives feedback without defensiveness
- Demonstrates flexibility
- Shows effective collaboration to accomplish tasks
- Demonstrates the ability to work well with colleagues
University of Minnesota Program in Physical Therapy

*Professional Behaviors Supplemental Form*

Physical Therapy faculty and clinicians nationally agree that development and assessment of professional behaviors should be an important part of the physical therapy curriculum. The purpose of this checklist is to effectively measure and provide feedback about behaviors that will influence an individual’s ability to meet expected role requirements as a student and an entry-level professional physical therapist. The professional behaviors presented below are not meant as a portrayal of personality but as the necessary abilities required for professional clinical performance.

This assessment will be completed by all your instructors at the end of each semester and can be used to determine course grades that relate to professional behavior. Results from all your current course instructors will be pooled and documented to serve as a tool to monitor your professional development over time. As necessary, you will receive feedback regarding your professional behavior from your academic advisor.

Students will be evaluated according to the following 5 point scale:

| 1 | 2 | 3 | 4 | 5 |

Students are evaluated according to the following 5 point scale:

1 · rarely, demonstrates ability
2 · demonstrates occasionally, needs substantial improvement
3 · not entry-level, but making steady progress, requires minimal cues (responds to feedback, progressing)
4 · entry-level, demonstrates consistency
5 · exceeds entry level competency

It is expected that students will progress to a level of “3” or “4” by the beginning of their first full-time clinical internship. If the student fails to meet acceptable professional levels indicated by more than 1 instructor per semester per year, an action plan may be devised to address deficiencies and/or a recommendation may be made to the Associate Program Director for a referral to the Student Progress Committee to review the deficiencies and make recommendations to the program regarding the probationary process.

**I. Professionalism**

In academic/clinical work the student.....

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
| _____ | _____ | Dresses appropriately and projects a professional image
| _____ | _____ | Abides by set policies and procedures
| _____ | _____ | Shows respectful verbal communication
| _____ | _____ | Shows respect for all
| _____ | _____ | Takes responsibility for actions
| _____ | _____ | Demonstrates dependability
| _____ | _____ | Is punctual
| _____ | _____ | Meets deadlines
| _____ | _____ | Acts ethically
II. Problem Solving
In academic/clinical work the student ..... 

Yes / No

_____  _____ Critiques his/her own skills
_____  _____ Applies feedback
_____  _____ Implements solutions
_____  _____ Appropriately reconciles differences of opinion
_____  _____ Deliberates the consequences of a solution
_____  _____ Accepts designated workload without complaint
_____  _____ Gives constructive feedback

Overall Problem Solving:

1  2  3  4  5

Comments:

III. Effective Use of Time and Resources
In academic/clinical work the student ..... 

Yes / No

_____  _____ Creatively uses resources
_____  _____ Coordinates schedule effectively
_____  _____ Budgets time effectively

Overall Effective Use of Time and Resources:

1  2  3  4  5

Comments:
IV. Interpersonal Skills
In academic/clinical work the student ..... 

Yes / No
____ ____ Demonstrates active listening
____ ____ Engages in tasks equally with others
____ ____ Initiates appropriate verbal communication
____ ____ Uses nonverbal communication that is consistent with the intended message
____ ____ Motivates others
____ ____ Presents information in a logical articulate manner
____ ____ Demonstrates a positive attitude towards learning

Overall Interpersonal Skills:

1 2 3 4 5

Comments:

V. Working Relationships
In academic/clinical work the student ..... 

Yes / No
____ ____ Receives feedback without defensiveness
____ ____ Demonstrates flexibility
____ ____ Shows effective collaboration to accomplish tasks
____ ____ Demonstrates the ability to work well with colleagues

Overall Working Relationships:

1 2 3 4 5

Comments:

This tool is loosely based on the following:


University of Florida Dept. of Physical Therapy. Professional Abilities
Appendix 7 – Audio Taping Classroom Lecture/Lab/Presentation Consent Form

Audio Taping Classroom Lecture/Lab/Presentation Consent Form

I _____________________________(student name) request permission to audio tape classroom/lecture/lab presentation________________________________________

____________________ (name of topic and presenter) on ________________________(date).

I agree to not reproduce and/or distribute this information in written, audio, electronic, or any other form.

Signature of speaker________________________________________

Date__________________________
Appendix 8 – FERPA (Family Education Rights & Privacy Act)
Consent for Disclosure Form

FERPA (Family Education Rights & Privacy Act)
Consent for Disclosure Form
University of Minnesota Program in Physical Therapy

According to FERPA guidelines, a student’s prior written consent is always required before an educational institution can legitimately disclose non-directory information.

Physical Therapy Program faculty or staff members wishing to disclose any information that is beyond normal directory information of a student must complete the following form & obtain the respective student’s dated signature.

Student’s Name__________________________________ Date ____________________

Faculty / Staff Member’s Name ______________________________________________

Specify the student records to be disclosed:

State the purpose of the disclosure:

Identify the party or class of parties to whom the disclosure is to be made:

Student’s Signature _____________________________________ Date ______________
(Note: By signing this form, the student is giving informed consent to allow disclosure of his/her requested records, for the purpose intended.)

PT Program Director or Associate Director Signature____________________________
Date________________________
(form 5-27-10)
Appendix 9 – Joint DPT/PhD Program

**Joint DPT/PhD Program**

Through a newly improved joint degree program, there is an opportunity for up to 1-2 selected students/year to combine DPT and PhD preparation. The PhD Program in Rehabilitation Science was established in 1998 to meet demand for physical and occupational therapy faculty and researchers. The joint degree program allows for a small number of DPT credits to apply to the PhD, but distinct learning processes are still retained and required for each degree. This program allows for extension of research experience in a focused area across the time period of the two programs. The program does not allow completion of 2 degrees in the timeframe for one.

**Process**

Interested students should speak with the Director of Graduate Studies for the Rehabilitation Science Program (Dr. Ludewig and Dr. Lowe), as well as speaking with potential PhD advisors. Early in the first year of the DPT, students should submit a letter of intent to pursue the joint program. Students approved for lab rotations complete 1-4 lab rotations with mutually agreed upon research faculty. This experience is in addition to DPT research responsibilities. Each lab rotation will be 4-6 weeks. To obtain course credit that can be applied to the PhD, students may register for the Medical School Neuroscience course for a grade but only with consent of their advisor (see registration approval form in the Appendix).

Upon successful completion of lab rotations, students apply to the Rehabilitation Science Program, which requires a vote of the full faculty of the Program in Rehabilitation Science. Accepted students may be admitted by the 1st spring semester, and an advisor assigned. If accepted students are admitted prior to the beginning of the 2nd year in the DPT Program they will change to their PhD advisor’s research group. Any later admission to the PhD Program will result in the joint degree student retaining their original DPT research advisor, distinct from their PhD advisor.

In the 2nd year of the DPT Program, joint degree students may register for RSC 8192 versus PT 6293 and RSC 8282 versus PT 6282. These registrations may be considered as credit for both doctoral programs. With consent of their advisor, joint degree students may register for other selected PhD courses as overload.

After completion of the 3 years of the DPT Program, including clinical affiliations, students will continue with the PhD Program. The length of this phase of the Program is variable, but estimated at 3-4 years of further full time study. If completed independently, the PhD Program typically requires 4-5 years of full time study.
Funding

No funding stipend or tuition remission is currently available for students in the DPT phase of the joint degree Program. Once beginning the PhD phase of the Program, students will be eligible for TA or RA appointments. These appointments include a stipend and tuition remission.

Ideal Candidates

Ideal candidates will be passionate about a lifetime career in rehabilitation research, and will have previous experience in undergraduate research. Successful candidates will likely have undergraduate and DPT pre-requisite GPAs above the mean of DPT students (3.6). They are also likely to have GRE scores at or above the 70th percentile.
Appendix 10 – Joint DPT/PhD Permission Form for to Alter Grading Base

Permission Form for DPT Students to Take Courses at 8000 Level or Med School Neuro Class for Grade

Potential DPT/PhD joint degree students, and others with interest, can take the Medical School Course (NSC 6112 Medical Neurology) as graded coursework (A-F) rather than pass/fail (S/N). They can also take PT 6293 Essentials of Rehab Research and PT 6282 Scientific Foundations II at an 8000 level (RSC 8192 & 8282 respectively). However, this process does require consent of the student's academic advisor. Students interested in this option need to complete this form and submit to Liz Goebel.

**Student:** I wish to take the Medical School course for graded credit (A-F) rather than pass/fail (S/N). I understand that this will result in my earned grades impacting my overall GPA, whereas an S/N course requires the course to be completed with a passing grade but would not be calculated into my overall GPA. I understand that once registered for a grade, I only have up to one week after mid-term exam grades are received to change back to an S/N registration. After that time, I realize that I can no longer make a change in my grading system.

<table>
<thead>
<tr>
<th>NSC 6112 Medical Neurology (5 credits):</th>
<th>Circle one: A-F or S/N</th>
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</table>

I also wish to take the following courses at an 8000 level. I understand that once registered for the course at an 8000 level, I can not change back to a 6000 level course.

<table>
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<tr>
<th>PT 6293 (RSC 8192) Essentials of Rehab Research</th>
<th>Circle one: 6000 level or 8000 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 6282 (RSC 8282) Scientific Foundations II</td>
<td>Circle one: 6000 level or 8000 level</td>
</tr>
</tbody>
</table>

Signature of Student: _________________________________ Date: _________________
Printed Name of Student: ______________________________ Date: _________________

**Advisor:** As this student's academic advisor, I authorize this student to be registered for the above courses as indicated.

Signature of Advisor: _________________________________ Date: _________________
Printed Name of Advisor: _____________________________ Date: _________________

________________________________________________________
For Office Use Only:

Check when complete:

- Student registered for above classes for as requested. Date_______ Initials _______
- Med School instructor e-mailed to inform them. Date_______ Initials _______
- PT faculty instructor(s) e-mailed to inform them. Date_______ Initials _______

File this original / signed form in student's file.
Appendix 11 – Authorization for Photography, Recording or Interviewing

Authorization for Photography, Video or Audio Recording

Date____________________

Circle One:      Student       Staff       Faculty

PT Graduation Year (if student) ____________

Name __________________________________________

Address _________________________________________

Phone __________________________________________

I understand that representatives of the University of Minnesota Physical Therapy (PT) Program and others, including fellow students, may take photographs or video or audio recordings of me and other students participating in activities and events related to the PT Program.

I hereby expressly grant the University of Minnesota and its agents the right to use, publish, modify and/or distribute these photos and video/audio recordings for educational, marketing, and social media purposes to represent the University of Minnesota Physical Therapy Program. I further consent to the use of my name and student directory information in connection with these photographs and recordings.

I understand that, once materials are released on the Web, the University retains no further control over their use, and these items will no longer be protected.

Signature____________________________________ Date____________
**Appendix 12 – Supplemental Form for Certificate of Education for MN Board of PT**

| Supplemental Form for Certificate of Education  
For Minnesota Board of Physical Therapy |
|------------------------------------------|

This supplemental form is being submitted to the Minnesota Board of Physical Therapy, from the University of Minnesota's Program in Physical Therapy, to provide additional information on the presence of disciplinary action taken and/or derogatory information on file for the physical therapy student listed below. This form is to accompany the Certificate of Education Form and provides the explanation requested.

**Student Name________________________________________________________________________**

**Date Supplemental Form Completed________________________________________________________**

**Name of Person Completing this form_______________________________________________________**

**Title of Person Completing this form___Director, Program in Physical Therapy, University of Minnesota____**

**Signature_____________________________________________________________________________**

**Disciplinary Action taken against this student include (relevant responses will be indicated):**

- ___ None
- ___ Academic Probation
  - ___ Academic Probation after first semester Anatomy. Student's GPA was below the Graduate School's requirement of 2.8 cumulative GPA. Anatomy, is the only class the students have in their first semester, so their individual course grade (GPA) for Anatomy is also their cumulative GPA.
  - ___ Student successfully raised his/her cumulative GPA at or above the required 2.8 after the second semester.
  - ___ Student was never placed on academic probation again during the Program.
  - ___ Student was placed on academic probation again with specific details as indicated:
  - ___ Student was initially placed on Academic Probation later in the Program with specific details as indicated:
- ___ Probation for Professional Behaviors with specific details as indicated:
  - ___ Student successfully resolved the behavior issues & was never placed on probation again during the Program.
  - ___ Student did not successfully resolve the behavior issues and/or s/he was placed on probation for Professional Behaviors again with specific details as indicated:
- ___ Student was referred the the Student Progress Committee after s/he failed a course with specific details as indicated:
- ___ Student was referred the the Student Progress Committee with specific details as indicated:
- ___ Other – with specific details as indicated:

**Derogatory Information on file:**

- ___ None
- ___ Yes, with specific details as indicated:

**Student was sent copy of this form by __________________________________________Date__________**