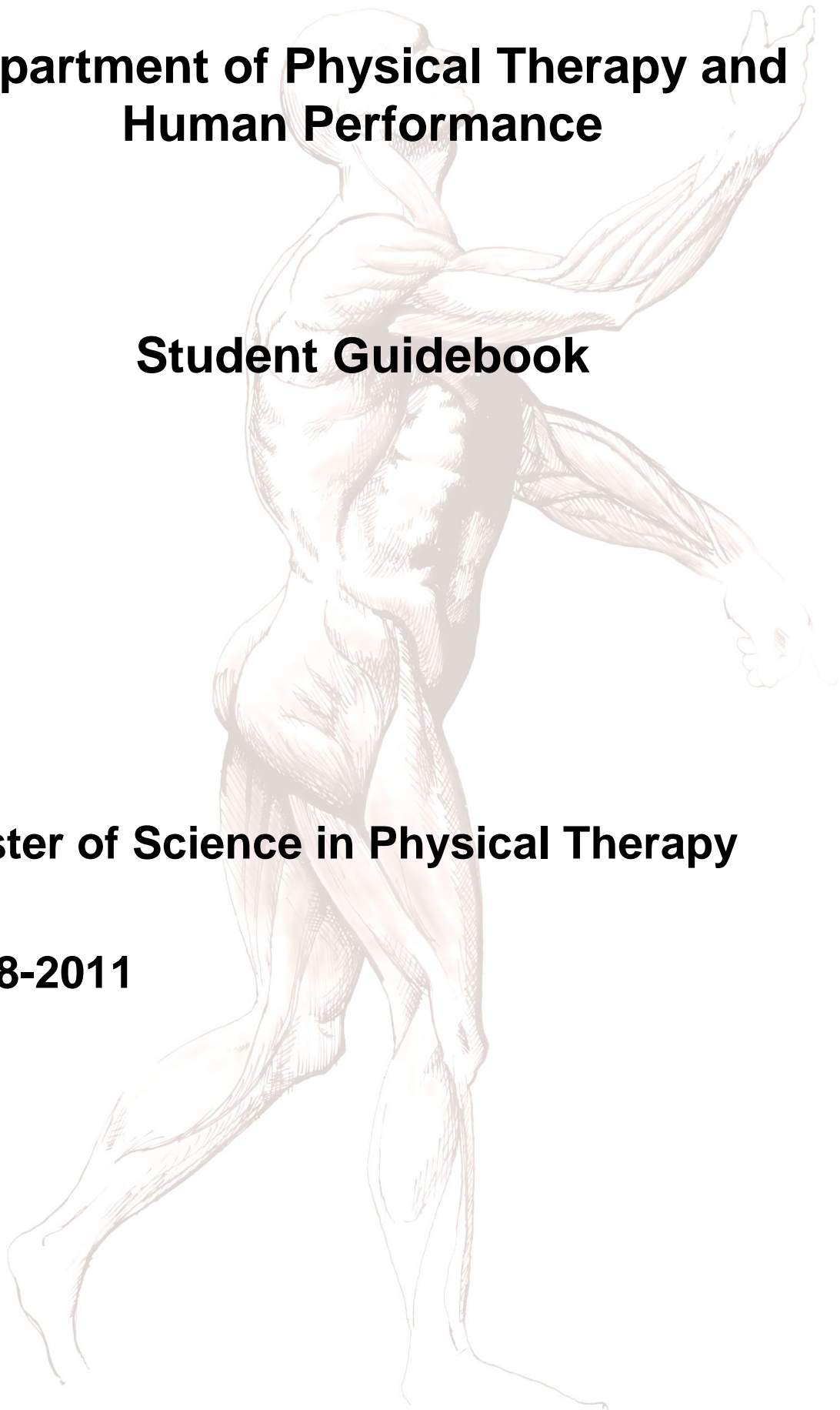


**Department of Physical Therapy and
Human Performance**

Student Guidebook

Master of Science in Physical Therapy

2008-2011



Welcome letter from the Chair

Welcome to the Department of Physical Therapy and Human Performance!

The next few years will be filled with personal, academic and professional growth that will lead you to an exciting career as a physical therapist. The faculty and I look forward to developing strong relationships with you to assist you through this growth experience. We invite you to work hard, study diligently, and strive for excellence in all that you do.

The Physical Therapy program at Florida Gulf Coast University is founded on the philosophy of active participation and critical inquiry during the learning process. The faculty is available to assist, guide and mentor you during the process of becoming a skilled and compassionate health care provider. You will develop lasting relationships with colleagues and friends that you meet during your studies. Enjoy the challenges together!

The unique qualities and knowledge that you bring to the program will help you make your mark on the program and the profession of physical therapy.

Sharon Irish Bevins, PhD, PT
Chair, Department of Physical Therapy and Human Performance

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INTRODUCTION

This guidebook will assist you in your studies by drawing attention to some of the policies and information you need to know as a student in the Department of Physical Therapy and Human Performance. The policies contained in this guidebook may be amended or appended during your time in the program. The department will provide written updates to any changes to department policy. This guidebook is not a substitute for the Florida Gulf Coast University Student Guidebook, University policies/procedures. It enhances and adds to those documents to provide specific information related to the Department of Physical Therapy and Human Performance and specifically, the Physical Therapy Program at Florida Gulf Coast University.

The information contained in this guidebook is not exhaustive; therefore, please do not hesitate to ask faculty and staff for clarification or expansion on any subjects.

IMPORTANT CONTACT NUMBERS/E-MAIL ADDRESSES

	PHONE #	FAX #	E-MAIL
MAIN UNIVERSITY NUMBER	239-590-1000	239-590-1059	
Admissions & Recruitment Toll Free	239-590-7878 1-888-889-1095	239-590-7894	
Financial Aid & Scholarships Pre-Paid College Tuition	239-590-7920 1-800-552-GRAD		
Adaptive Services	239-590-7956		
Counseling and Psychological Services	239-590-7950		
Registration & Records	239-590-7890 1-888-373-2040		
Career Development Services	239-590-7946	239-590-7975	
Student Services	239-590-7900	239-590-7903	
TTY Toll Free	1-800-590-7886		
Ombudsman	239-590-1022		cmck@fgcu.edu
MAIN DEPARTMENT NUMBERS			
Bookstore	239-590-1150	239-590-1152	
Cashier's Office	239-590-1213	239-590-7330	
Computing – Help Desk	239-590-1188		
Computer Lab – Students	239-590-7100		
Family Resource Center	239-590-7856	239-590-7842	
Food Service – Cafeteria	239-590-1160		
Health Professions, College of	239-590-7450	239-590-7474	
HELP DESK – UNIVERSAL	239-590-7107		
Library Services	239-590-7600	239-590-7609	
Library Services – Circulation	239-590-7610		
Library Services – Collections	239-590-7650		
Library Services – Inter-Library Loan Office	239-590-7613		
Library Services – Media Support	239-590-7660		
Library Services – Reference Desk	239-590-7630		
Library Services – Technical Services	239-590-7640	239-590-7645	
Library Services – TTY	239-590-7618		
Police & Safety – University – Non- Emergency EMERGENCY	239-590-1990 239-590-1911	239-590-1910	
Parking Services	239-590-1912		
Student Activities	239-590-7945		
Recreation Services (Wellness Center) First Aid Room	239-590-7935 239-590-7938		

PHYSICAL THERAPY and HUMAN PERFORMANCE	PHONE #	FAX #	ROOM #	E-MAIL
MAIN DEPARTMENT NUMBER	239-590-7530	239-590-7474		
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Kathy Swanick, DPT, PT, Instructor	239-590-7538		BHG 219	kswanic@fgcu.edu
Arie van Duijn, EdD, PT, OCS Assistant Professor	239-590-7537		BHG 133	
Ellen Williamson, MS, PT, Assistant Professor and Chair	239-590-7531		BHG 228	ekwill@fgcu.edu
Student E-mail				http://eagle.fgcu.edu
Department Website				www.fgcu.edu/chp/pt

Physical Therapy Student Mailboxes are located in BHG 218

FLORIDA GULF COAST UNIVERSITY

College of Health Professions

Department of Physical Therapy and Human Performance

PROGRAM PHILOSOPHY

The Physical Therapy faculty believe learning flourishes in an environment where inquiry is modeled and fostered. Faculty create an atmosphere conducive to the exchange of information, ideas and skills. Learning is fostered in an environment that embraces diversity, mutual respect, and a sense of interdependence. Academic freedom and integrity are paramount to the mission of the Department.

Learning is a process that has no beginning or end points. It requires active participation of both faculty and students where each values and respects the other's unique and diverse learning styles and experiences. Learning is rigorous and rewarding, leaving no one unchanged by the shared experience. Early learning occurs best in context and in an environment that nurtures personal and professional growth. This provides the best foundation on which more complex learning experiences are built. A physical therapy program should provide this necessary foundation through contextual learning experiences within the concurrent expectation that the student generalize learned material in new contexts within the community.

Graduates of the physical therapy program must be mature, critical thinkers prepared for independent practice and leadership. They must anticipate ongoing changes in the health care environment and are prepared to respond to and promote appropriate change, ensuring a high level of care. Such necessary competence encompasses intellectual inquisitiveness, a commitment to lifelong learning, and skills and resources sufficient to cope with changes in physical therapy practice.

The faculty believe that graduates of an entry-level graduate program should gain experience in forging connections with the community while at the University. Ongoing connections with the community serve as a common thread, linking all student learning opportunities and experiences. Such a foundation insures the probability of lifelong learning and commitment to profession and community.

Contemporary practice of physical therapy requires individuals who are responsive to the changes in health care and willing to be open to consistent review and renewal of their practice skills. The faculty facilitates the development of a "generalist" who is able to adapt to change in a variety of practice settings and integrate evidence-based knowledge and skills into practice.

COLLEGE OF HEALTH PROFESSIONS **MISSION STATEMENT**

The College of Health Professions provides students with health professions education that is grounded in academic excellence, fosters critical thinking and ethical practice, and promotes interdisciplinary collaboration. Faculty in baccalaureate and graduate educational programs facilitate development of active learning, utilize multiple delivery systems, and cooperate with community partners to prepare competent and caring health professionals.

DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE **STATEMENT OF PURPOSE**

The purpose of the Department of Physical Therapy and Human Performance of Florida Gulf Coast University is to prepare ethical, knowledgeable, skilled and compassionate entry-level practitioners who are effective decision-makers and who understand and value their roles in the changing health care environment and in society.

DEPARTMENT MISSION STATEMENT

" The Mission of the Department of Physical Therapy and Human Performance is to promote expertise in human movement, exercise, and wellness across the lifespan. The faculty foster the development of self-directed, life-long learners through an applied scientific basis of practice, community involvement, an integrated curriculum, and interdisciplinary opportunities. The Department contributes to the advancement of the professions by demonstrating leadership and scholarship and promoting tolerance by valuing diversity."

MSPT PROGRAM MISSION STATEMENT

Central to the mission of the Program in Physical Therapy are the mission and goals of Florida Gulf Coast University and the College of Health Professions. Reflective of this, the academic program is designed to meet the diverse needs of the college students of today and of the future. The program prepares students to enter contemporary practice in the field of physical therapy. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through the active learning format that characterizes the program – skills that aid them in being resourceful scholars and clinicians.

All students participate in a curriculum that focuses on the process of effective problem solving and scientific inquiry. Faculty provide scaffolding for higher

learning, exposing students to the base of knowledge on which the professions are founded and facilitate student exploration of the validity of that knowledge base. Coursework requiring the student to use intellectual inquisitiveness builds a desire in each student for life long growth and learning. Psychomotor and decision-making skills are developed in the context of ethical, competent, compassionate and holistic client care. An integrated curriculum and community-based laboratories prepare students for autonomous practice. Students are encouraged to participate in a variety of service opportunities.

Self-evaluation and reflection are the cornerstone of student evaluation. Through this process, students become proficient in identifying individual areas of strength and need. This enables each student to bring a strong foundation in self-assessment of learning and a repertoire of necessary tools to the process of guided periodic peer assessment, both formal and informal. Through collaborative learning and application of the review and evaluation process, students develop acceptance of and comfort with the development of the skills essential for peer assessment and review.

Faculty contribute to the future development of the profession through teaching, scholarly activities and community and professional service. Faculty are committed to the continuous improvement of teaching and learning strategies and curriculum design, providing an environment that accommodates a variety of learning styles and fosters success. Professional and community service are valued and are modeled by the program faculty.

Graduates of the program reflect the diverse backgrounds, experiences and interests of the community that the University serves. Through active participation in interdisciplinary coursework and community experiences, graduates are skilled in effective communication, facilitating teamwork and model leadership within their work environments and in their communities. All graduates are exposed to experiences that cultivate cultural awareness and sensitivity to age, gender and cultural diversity. Skilled, knowledgeable, self-directed, adaptable, and compassionate graduates are prepared to meet the needs of patients, clients, the profession, and the community as autonomous practitioners.

PROGRAM OBJECTIVES

The objectives of the Program in Physical Therapy flow directly from the philosophy, purpose and mission and are congruent with the University's Mission, Guiding Principals and Goals and College of Health Professions' Mission and Goals.

We, as a Program faculty, strive to:

- prepare graduates for physical therapy practice in the 21st Century.
- maximize student learning styles and the unique interests, background and talents of each student.
- foster an environment that promotes creativity, scholarship, and respect for diversity and caring for one another.
- advance the discipline of physical therapy within the community and health care.
- meet the needs of the community through formal and informal educational offerings and community service.
- contribute to the transformation of physical therapist education

STUDENT LEARNING OUTCOMES/GOALS

Graduates of the Program in Physical Therapy:

- 1. *Model PROFESSIONAL BEHAVIORS that are consistent with professional excellence and the expectations of the profession and the consumer.***

Graduates:

- strive for and demonstrate professional excellence in all aspects of practice.
- develop creative solutions to problems, based on sound scientific knowledge and clinical decision making.
- assume responsibility for continued growth and commitment to the profession.
- exhibit an understanding and appreciation of diversity, showing compassion for all persons as globally minded clinicians.
- demonstrate a commitment to a client-centered philosophy of care.
- demonstrate confidence and pride in their roles as health care providers.
- respect the role of the Physical Therapist Assistant and other colleagues within health care.
- demonstrate leadership behaviors.
- accept the professional obligation to measure and evaluate effectiveness as part of their role.
- are proficient in using technology to independently seek and access information and resources.
- demonstrate professional and personal behaviors consistent with the American Physical Therapy Association Code of Ethics.
- employ initiative in seeking advanced training as part of becoming a life long learner.
- understand the role of aesthetic therapies in the holistic care of clients.
- exhibit each of the professional characteristics outlined in the Professional Behaviors Plan at a level expected of an entry-level graduate.

- 2. *Practice utilizing PATIENT/CLIENT MANAGEMENT SKILLS consistent with contemporary practice.***

Graduates:

- work efficiently and effectively with a high volume of patients/clients.
- apply current research to practice.
- demonstrate entry-level competency and strive for mastery in clinical skills.
- utilize examination results to evaluate, formulate differential diagnoses, and complete the development of a plan of care.
- appropriately document all aspects of patient/client care.
- serve as case manager for patient/client-centered care.

- consistently motivate and encourage patients/clients.
- consistently utilize outcomes assessment measures to serve as a basis for improving care.
- individualize care based on patient/client needs and circumstances.

3. *Experience areas of PERSONAL GROWTH necessary for the transition into becoming a professional.*

Graduates:

- are self-reflective, resourceful, and self-directed.
- exercise and value self-identification of unique strengths.
- are accepting, flexible, and tolerant.
- demonstrate sensitivity to others' needs and in interactions with others.

4. *Recognize the importance of and pursue COMMUNITY INVOLVEMENT as part of his/her professional responsibility and civic engagement.*

Graduates:

- exhibit socially minded behaviors.
- initiate and carry out community-based learning and service projects.
- build linkages with their communities and accept and engage in service to the community as part of professional responsibility.
- participate in professional meetings.

5. *Appropriately use and modify written, oral and non-verbal COMMUNICATION with clients, families and colleagues.*

Graduates:

- communicate effectively through verbal and non-verbal means and are willing to communicate with a variety of people in different situations.

6. *Practice effectively and are able to respond to CHANGE within a dynamic health care environment.*

PROGRAM ACCREDITATION

The Physical Therapy Program at Florida Gulf Coast University has been granted a five-year Accreditation status (2001 – 2006) by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. A site visit is scheduled for September 2006 and a decision will be made in Fall 2006 regarding reaffirmation of accreditation.

CURRICULUM PHILOSOPHY

The Physical Therapy curriculum is built upon several philosophical constructs: 1) promote consideration of a lifespan perspective, 2) a commitment to the progression from simple to complex concepts and content 3) the use of active learning strategies 4) a cultural diversity perspective, 5) ongoing assessment and facilitation of developing professional characteristics, and 6) contemporary evidence-based practice.

The first construct involves infusing a "lifespan" approach into coursework offerings. Traditional stand-alone, topic-specific courses such as "Orthopedics" and "Pediatrics" have been discarded. Instead, coursework development has been approached from a lifespan perspective. For example, a course such as "Movement Science" includes content relevant for therapists delivering services to an infant, a young child, an adolescent, or an adult of any age. This perspective is applied to cases within the PT Practice track where students explore premature infants up through the older adult. Students, therefore, gain a broad perspective of the breadth of PT patient populations.

The second construct relates to the importance of the evolution of student learning. Early in the curriculum, students employ more simple strategies to master simple, foundational material and solve problems. As the student progresses through the curriculum, there is a concurrent evolution to mastery of more complex materials while employing higher level learning tools.

Inherent in the curricular model is a commitment to active learning with a de-emphasis on passive flow of information. A variety of active learning strategies are utilized including self-direction, cooperative learning, case-based method of instruction, problem-based learning, peer teaching, interactive computer-based learning, and applied learning.

Another philosophical underpinning of the curriculum is the importance of the promotion of diverse perspectives in student learning and health care delivery settings. Attention is given in multiple student learning experiences to the examination of issues that emerge relative to students and health care consumers' varying cultural values, experiences, and beliefs. Through

Curriculum Philosophy Cont'd

classroom and clinical learning experiences, students interact with persons of varying cultures and beliefs.

Attention is given to the importance of developing professional characteristics throughout the program. Coursework and clinical experiences include an expectation of development of behaviors deemed essential for practice as caring, sensitive clinicians. These behaviors include such generic abilities¹ as commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management.

Last, the curriculum is consistently evaluated to ensure that it reflects contemporary, evidence-based practice. Outdated concepts are removed from the curricular content as appropriate, and new and commonly used concepts are brought into the learning experience, along with the available literature on the topic. Students' ability to practice in today's practice environments is facilitated through their participation in the PT Practice and Professional Development Seminar course track. Specialized evidence-based knowledge and skills are learned through students' participation and exploration during the individual Thesis or Independent study requirement.

¹ Based on University of Wisconsin-Madison, Program in Physical Therapy Generic Behaviors

PROGRAM OVERVIEW

M.S. in Physical Therapy

Prerequisites to the Program in Physical Therapy

Biology	BSC 2010C and *BSC X085 and *BSC X086 or	General Biology I w/lab	4
		Anatomy and Physiology I w/lab	3
		Anatomy and Physiology II w/lab	3
	BSC 2010C and **BSC 2011C and XXX XXXX	General Biology I w/ lab	4
		General Biology II w/ lab	4
		Human Physiology (2000 level or above)	3
Chemistry	CHM X045C and CHM X046C	General Chemistry I w/ lab and	4 sem. Hours
		General Chemistry II w/ lab	4 sem. Hours
Physics	PHY X053 and PHY X054*	College Physics I w/ lab and	4 sem. Hours
		College Physics II w/ lab	4 sem. Hours
Psychology	PSY XXXX and DEP XXXX	Introductory or General Psychology	3 sem. Hours
		Developmental Psychology	3 sem. Hours
Statistics	STA 2XXX	Introductory Statistics	3 sem. Hours

*ZOO X010C may substitute for BSC 2011C

**BSC X093 may substitute for BSC X085 and BSC X086

***PHY 2004C and PHY 2005 may substitute for PHY X053C and PHY X054C

[Note: A grade of C or better is required in each prerequisite course.]

PROGRAM OF STUDY

All students who enter the Physical Therapy Program are expected to follow the established program curriculum as outlined on page 17 of this guidebook. A student may modify the established Program of Study only with the **prior** written approval of his/her Program faculty advisor, faculty council, and the Department Chair. Failure to gain approval for the modified Program of Study results in the student being placed on academic probation. Once the modified Program of Study is approved, the student is removed from academic probation (assuming that all other progression standards are being met). Students who wish to withdraw from Physical Therapy Program coursework must get program faculty advisor approval prior to withdrawing and must have an approved modified Program of Study within 30 days to ensure appropriate and timely progression through the Program. A second infraction of this policy will result in dismissal from the Program.

Florida Gulf Coast University/Department of Physical Therapy and Human Performance
POST-BACCALAUREATE CURRICULUM – MASTER OF SCIENCE IN PHYSICAL THERAPY
Curriculum Matrix (Total Credit Hours: 75)

Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009
PHT 6109C Movement Science Foundations I (10 Credits)	PHT 6293C Movement Science Foundations II (5 Credits)	PHT 6395C Movement Science Foundations III (4 Credits)					
	PHT 6394 Physical Therapy Practice I (3 Credits)	PHT 6396 Physical Therapy Practice II (4 Credits) (Summer C)	PHT 6397C Physical Therapy Practice III (4 Credits)	PHT 6398C Physical Therapy Practice IV (6 Credits)		PHT 6399C Physical Therapy Practice V (5 Credits)	
PHT 6026 Professional Development Seminar I- Explorations in Physical Therapy (2 Credits)			PHT 6412 Professional Development Seminar IIA-Teaching/Learning (2 Credits)	PHT 6527 Professional Development Seminar III- Management, Leadership, and Entrepreneurship in Health Care (2 Credits)		PHT 6528 Professional Development Seminar IV Legal and Ethical Considerations in Health Care Policy and Practice (3 Credits) (Open Course)	PHT 6529 Professional Development Seminar V- Preparation for Entering and Growing in the Profession (1 Credit)
			PHT 6413 Professional Development Seminar IIB-Sociocultural Influences Throughout the Lifespan (2 Credits)				
	PHT 6606 Application of Physical Therapy Principles - Critical Inquiry (Interdisciplinary) (3 Credits)	PHT 6607 Application of Physical Therapy Principles – Applied Critical Inquiry (2 Credit) (Summer C)	PHT 5906 Application of Physical Therapy Principles – Ind. Stud. I or PHT 5971 RT I (2 credits) AND PHT 6941 Clinical Experience (1 credits)	PHT 6907 Application of Physical Therapy Principles – Ind. Stud. II or PHT 6972 RT II (2 credits)	PHT 6941 Application of Physical Therapy Principles – Clinical Experience II (6 weeks) (1 Credit)	PHT 6908 Application of Physical Therapy Principles - Ind. Stud. III or PHT 6973 RT III (3 Credits)	PHT 6946 Application of Physical Therapy Principles – Clinical Residency (8 Credits)
12 Credits	11 Credits	10 Credits	11 Credits	10 Credits	1 Credit	11 Credits	9 Credits

Please refer to the FGCU Catalogue for course descriptions.

STUDENT ASSESSMENT

The Physical Therapy faculty assess students utilizing a broad scope of assessment methods. To comprehensively assess student performance, each student in the Physical Therapy Program is assessed on the following five areas:

1. Individual Course Assessment

Course faculty grade a student's performance through a variety of measures outlined in the course syllabus. Students are expected to perform at or above the academic standards described in the progression and retention standards found in this guidebook.

2. Cumulative Portfolio

Each student is required to maintain and update a professional portfolio during his/her progression in the program. The portfolio is based on the student learning outcomes/goals and is reviewed by the student and the program faculty advisor each semester to assess and facilitate the development of this document.

Portfolios are an evolving collection of items, reflective of a student's experiences, and a demonstration of personal and professional growth. The goal is for a graduating student to have a comprehensive "picture" of his/her unique qualities, skills and accomplishments and to be able to use this portfolio when seeking professional employment. Assessment of the cumulative portfolio takes place in PHT 6525, Professional Development Seminar V. The following table is the assessment tool utilized in assessing the cumulative portfolio:

	Student Learning Outcomes/Goals	Description-How Outcome/Goal Was Met	Portfolio Evidence Items	Faculty Advisor/Reader Comments
	Graduates of the Program in Physical therapy:			
1	Model Professional Behaviors that are consistent with professional excellence and the expectations of the profession and the consumer.			
2	Practice utilizing Technical Skills consistent with entry into the profession of Physical Therapy.			
3	Experience areas of Personal Growth necessary for the transition into becoming a professional			
4	Recognize the importance of and pursue Community Involvement as part of his/her professional and civic responsibility.			
5	Appropriately use and modify written, oral and non-verbal Communication with clients, families, and colleagues.			
6	Practice effectively and are able to respond to Change within a dynamic health care environment.			
7	Student personal goal			
8	Student personal goal			

3. Psychomotor Skills

Students complete a self-assessment using the Psychomotor Skills Log prior to each clinical experience. The log is used for student reflection, communication with clinics, and curricular assessment. Further information on this document will be discussed as part of Clinical Education planning meetings.

4. Integrative Culminating Written Examination

Students participate in a comprehensive written examination as part of Professional Development Seminar V. This exam utilizes the format of the national licensure examination (National Physical Therapy Examination) and serves as a self-assessment for the student. The student utilizes the results to develop a plan to prepare for the licensure examination.

5. NPTE Preparation Exams

Students participate in practice exams leading toward taking the NPTE during semester three through graduation. Through the use of practice exams, students have the opportunity to monitor their learning as well as evaluate their knowledge strengths and weaknesses. Refer to the Policy on Mandatory Preparation for the NPTE Exams found on page 134-135.

FLORIDA GULF COAST UNIVERSITY
Department of Physical Therapy and Human Performance

ESSENTIAL FUNCTIONS

It is strongly recommended that all students meet the essential functions listed below.

A student requesting accommodation in regard to carrying out any of these essential functions must realize that although he/she may meet program requirements to graduate, he/she may not meet some requirements of certification and employment in the profession.

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, provides classroom and academic accommodation to students with documented disabilities. Students are responsible for providing documentation of disability to the Office of Adaptive Services. Whether or not a requested accommodation is reasonable will be determined on an individual basis in consultation with the Office of Adaptive Services. (See current FGCU Student Guidebook).

Cognitive Functions

1. Comprehend, retain, and retrieve complex information from the social sciences, humanities, natural and movement sciences, and apply this information to professional course work.
2. Comprehend, synthesize, and integrate information from extensive written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients.
3. Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.
4. Critically analyze information taken from written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients to develop and support the rationale for appropriate examinations, evaluations, prognoses, and interventions.
5. Integrate information from multiple simultaneous sources in a timely manner.

Affective and Communication Functions

1. Speak in English effectively and with sufficient volume to convey information to and instruct other individuals and groups from a variety of backgrounds, ages, and needs in a professional, respectful, and non-judgmental manner.
2. Understand and interpret the verbal, non-verbal, and written communication of others and respond in an appropriate professional manner.
3. Write clearly, concisely, and effectively in English.
4. Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.
5. Practice as a student in a safe, ethical, and legal manner.
6. Meet externally imposed deadlines and time requirements.
7. Effectively and consistently manage personal stress and the stress of others.
8. Respond to medical crises and emergencies in a calm, safe, and professional manner.

Psychomotor Functions

1. Physically move or support patients/clients/classmates/equipment in a variety of situations and safely and skillfully supervise/instruct the movement/support of patients/clients/classmates utilizing a minimally trained technical support person.
2. Demonstrate the ability to observe and practice universal precautions.
3. Demonstrate the ability to perform emergency first aid and Health Care Provider CPR (American Heart Association BLS, including defibrillator).
4. Safely and reliably read meters, dials, and printouts.
5. Manipulate and operate examination and intervention equipment, monitoring devices, and computers.
6. Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/clients/classmates.
7. Demonstrate the ability to work in an environment which requires significant physical activity and mobility throughout the workday and which does not compromise patient or therapist safety.

8. Hear and comprehend the spoken word and auditory signals from equipment.
9. Write legibly and clearly by hand and by computer.
10. Safely, reliably, and efficiently perform appropriate examinations and interventions. See appendix for listing of sample (incomplete) examinations and interventions, listed by program.

Essential Functions for Physical Therapy

Safely, reliably, and efficiently perform appropriate examinations and interventions.

Sample Examinations

- cognitive/mental/emotional status
- endurance
- skin integrity
- sensation
- strength
- joint mobility
- joint motion and play
- muscle tone and reflexes
- movement patterns
- coordination
- balance
- developmental skills
- pain
- posture
- gait
- functional abilities
- assistive devices and equipment
- cardio-pulmonary status
- segmental length, girth, and volume for patients

Sample Interventions

- therapeutic exercises to improve strength, ROM, or endurance
- developmental activities
- gait activities
- prosthetic and orthotic training
- wound care
- wheelchair training
- neurosensory techniques
- thermal agents
- physical agents and mechanical modalities
- massage
- electrotherapy
- balance and coordination training
- positioning techniques
- cardio-pulmonary rehabilitation
- manual therapy techniques
- functional activities, bed mobility, and transfers
- airway clearance techniques

PROFESSIONAL BEHAVIORS PLAN

DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE FLORIDA GULF COAST UNIVERSITY

The faculty of the Department of Physical Therapy and Human Performance believes that a set of appropriate professional behaviors is inherent across professions and is an important part of physical therapy practice. These behaviors are not specific to the field of physical therapy, however, they are essential for appropriate care of patients/clients and their families, interaction with colleagues, and success in the profession. The Florida Gulf Coast University Physical Therapy Faculty chose to integrate the development of these behaviors throughout the curriculum to ensure student success in peer, patient, colleague, and faculty interactions in classroom and practice settings. The faculty acknowledges its role in the development of these professional behaviors. The faculty selected the Generic Abilities Model developed and validated by the Physical Therapy Program, University of Wisconsin-Madison and described by May, Morgan, Lemke, Karst, and Stone, (1995):

Basic Tenets and Expectations

(adapted from May, Straker, and Foord, 1997), Facilitating the Development of Professional Behaviors in Physical Therapy Education, Unpublished draft 9/97)

- The process of becoming socialized into a profession requires hard work and takes a long time, therefore, it must begin early.
- A repertoire of behaviors, in addition to a core of knowledge and skills, is important to be successful as a physical therapist.
- Professional behaviors are defined by the ability to generalize, integrate, apply, synthesize, and interact effectively.
- Behaviors can be influenced and modified by expectations, environment, and internal commitment.
- Behaviors can be objectified and assessed.
- Academic and clinical faculty recognize their responsibility to assess professional behaviors and are empowered to do so.
- Behavior is as important as knowledge and skill (A Normative Model of Physical Therapist Professional Education; Clinical Education Component)
- Clearly defining and sharing expectations is the responsibility of the profession throughout the educational and socialization process.
- The current scope of physical therapy practice necessitates that students develop essential professional behaviors which are infused into course and clinical work and reinforced throughout the program.
- These behaviors provide the foundation for lifelong learning and commitment to the profession through professional development.

Generic Abilities

The following abilities were identified and defined (May, 1995)

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

Implementation Plan

Each of the Generic Abilities is further delineated in **Behavioral Criteria**, with the Criteria presented in four levels: **Emerging, Beginning, Developing, Entry**, and **Post-Entry**. At each level, specific student evaluation criteria are identified. In the Florida Gulf Coast University Physical Therapy Curriculum, students are evaluated in every course utilizing the following progression standards:

- Students not yet at the **Beginning Level** are considered to be at the **Emerging Level**.
- Students must perform at **Beginning Level** in all criteria at the end of two semesters of study.
- Students must perform at the **Developing Level** in all criteria in order to participate in the first full-time clinical experience.
- Students must perform at **Entry Level** in the academic setting before beginning the Clinical Residency. Students are considered to be prepared for full-time clinical practice by demonstrating these behaviors.

Expectations for Professional Behaviors

These abilities are introduced to the students during program orientation. They are further explored in Professional Development Seminar I - Exploration in Physical Therapy and are assessed in all physical therapy courses. Performing at the appropriate level is a required part of the overall program and a component of the course grade, if the instructor so chooses. Standardized evaluation forms are used for faculty evaluation of students and student self-evaluation. The forms identify strengths and areas needing further development. Faculty advisors consult with and counsel students as they progress in the Professional Behaviors Plan. Counseling with the faculty advisor will occur **at least once each academic year (fall/spring semesters)** and more frequently as needed, at the request of the advisor or student. **It is the responsibility of the student to contact his/her advisor to request an advisement meeting during each academic year (fall/spring). Faculty who observe or are notified of concerns regarding a student's professional behaviors will call a meeting with the student to discuss the concerns and to complete a Professional Behaviors Plan document.** The faculty advisor and the student maintain records of the advisement. Any student who does not fulfill the requirements of the Professional Behaviors Plan is placed on probation by the Faculty Council for one semester and must develop a Remediation Plan in consultation with the student's faculty advisor and approved by the Department Chair. A student's probation period cannot exceed two semesters, as described in the Student Handbook. Failure to successfully complete the approved or agreed-upon Remediation Plan results in dismissal from the program.

Please refer to Appendix I for the Professional Behaviors Plan Assessment Form

References

- May, W. W., Morgan, B. J., Lemke, J. C., Karst, G. M., & Stone, H. L. (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9 (1), 3-6.
- May, W. W., Straker, G., & Foord, L. (1997). Facilitating the Development of Professional Behaviors in Physical Therapy Education. Manuscript in preparation, University of Wisconsin at Madison.

RETENTION AND PROGRESSION STANDARDS

Leave of Absence

A student must maintain continuous enrollment/matriculation in an approved academic Program of Study or receive written approval for a leave of absence from his/her Program faculty advisor and the Department Chair in order to ensure consideration for readmission to the Program. A leave of absence is granted for no more than three consecutive semesters. If a student cannot resume coursework after three consecutive semesters, the student forfeits his or her place in the program and re-application is necessary.

Withdrawing from a Class

A student withdrawing from any class modifies the established Program of Study and *must* follow the procedure as outlined in the Program of Study policy. A student who modifies his/her Program of Study does so with the realization that the Program has no obligation to offer courses out of sequence for the said student.

Overall Progression Standards

Program progression standards are listed below. A student must meet all retention and progression standards. Any student not meeting one or more of these standards is placed on academic probation. Students not meeting the conditions for the release from academic probation are dismissed from the Program. The standards are as follows:

1. The student must follow a Program of Study approved by the student's program faculty advisor and the Department Chair. Failure to follow the approved Program of Study for one semester results in the student being placed on academic probation. Failure to follow the approved Program of Study for two semesters results in the student being dismissed from the Program.
2. A student must earn a "B" ("S", if applicable) or better in all courses. Failure to achieve a sufficient grade in a required course results in the student being placed on academic probation. A student on academic probation must repeat the course in which he/she earns the insufficient grade the next time it is offered and achieve a sufficient grade to be removed from academic probation. Dismissal occurs if the student earns an insufficient grade a second time in the same course. If a student repeats a course, prerequisite conditions for courses subsequent to the repeated course must be met. These conditions are outlined in each

- course syllabus. Students are not permitted to enroll in a course in the curriculum more than twice (excluding Research Thesis and Independent Study courses).
3. Academic probation is permitted a maximum of two occurrences during enrollment in the program. Exceeding the allowed maximum for academic probation results in dismissal from the program.
 4. The program faculty advisor and Department Chair must approve any changes in the Program of Study.
 5. A student must maintain a cumulative Grade Point Average (GPA) of 3.0 for coursework taken in the Physical Therapy Curriculum. Failure to maintain a cumulative GPA as specified above results in the student being placed on academic probation. In order to be removed from probation for a low GPA the student must earn "B's" or better in all coursework for the next semester of coursework attempted. Failure to meet this standard results in dismissal from the program. Probation related to individual course grades of less than a "B" are discussed in item 2 (above).
 6. A student must perform at the appropriate level of Generic Abilities Behavioral Criteria as outlined in the Professional Behaviors Plan.

Clinical Education

Students must be in good standing in the Physical Therapy Program, including following the Professional Behaviors Plan, and have completed the appropriate prerequisite and concurrent courses and/or examinations prior to participating in the clinical education component of the curriculum. Students who have not successfully defended their initial proposal for Independent Study or Research Thesis will not be allowed to participate in the clinical education component of the curriculum.

At the end of a clinical experience, on a case-by-case basis, a student may be given the option of extending the duration of a clinical experience in order to reach the appropriate level of clinical performance.

Student requests are considered in assigning clinic experiences but the Academic Coordinator of Clinical Education has the final responsibility for making clinic assignments. Students are not guaranteed placement in their top choices and may be assigned to clinics outside the geographical areas in which they live. Students are responsible for transportation and housing expenses during clinical experiences.

Students are required to have all required immunizations, First Aid, CPR and current liability insurance prior to entering any clinical experience. For additional information on these requirements please refer to page 46 of this guidebook.

Graduation Requirements

1. Successfully complete a cumulative personal/professional portfolio.
2. Complete all required coursework with minimum cumulative GPA of 3.0 and a “B” or better in each course. This includes satisfying all requirements for Applications of Physical Therapy Principles – Independent Study IV (PHT 7909) or Applications of Physical Therapy Principles – Independent Research IV (PHT 7974).
3. Successfully complete Clinical Education IV.
4. Perform at **ENTRY LEVEL** in all Behavioral Criteria of the Professional Behaviors Plan.
5. Complete Psychomotor Skills Log.
6. Apply for graduation per university guidelines and timeline.
7. Meet all Florida Gulf Coast University Graduate Student requirements for graduation.

ACADEMIC ADVISEMENT

Each student admitted to the FGCU Physical Therapy Program is appointed a faculty advisor to serve as the student's advisor. These appointments are for the duration of the student's tenure in the program and are assigned by the Department Chair. The purpose of the student advisee/faculty advisor relationship is to foster the student's professional growth and development in the Physical Therapy Program. Student advisees and faculty advisors are encouraged to meet at both the beginning and end of each semester to assist with planning, registration and development needs of students in the program. Any request for change in the student advisee/faculty advisor relationship is made through the Department Chair. The student or advisor may address a formal written request to the Department Chairperson for consideration. Changes in the student advisee/faculty advisor assignment are highly discouraged and should be carefully considered before request.

Academic advising is an integral part of the college learning experience. Advising is a developmental process that reinforces student growth and development through clarification of life, educational and career goals. The following goals for academic advising practices within the College of Health Professions are adopted from the National Academic Advising Association (NACADA) document on advising goals:

- Provide general information regarding University policies, procedures, and campus resources
- Assist students in establishing and completing educational and career goals

Advisor Responsibilities

Upon admission and acceptance into an academic program in the College of Health Professions, students are assigned a faculty advisor from their academic department. Faculty advisor responsibilities include:

- Maintain an accurate and complete file on each advisee
- Interact with openness in communication, confidence and trust
- Assist students in establishing realistic educational and career goals
- Consult with students in program course planning
- Refer students to other campus resources as needs are identified
- Review the University policies and procedures
- Assist students in identifying career opportunities

Advisee Responsibilities

An important factor for successful progression is for students to seek advisement within their academic department. A faculty advisor from the academic department is assigned. Advisee responsibilities include:

- Initiate advisement process by contacting your faculty advisor to schedule an appointment when required or when in need of assistance. If you cannot attend the scheduled meeting, as a courtesy, notify your advisor in advance.
- Prepare for the advising session and bring all necessary materials to the meeting
- Familiarize yourself and understand the requirements of your program
- Become knowledgeable and understand University policies and procedures
- Understand and know your abilities, interests, and values as they relate to your educational and career goals
- Be flexible in accommodating time for advisement
- Adhere to policies and procedures within the College and your academic program standards
- Follow through on the recommendations made by your faculty advisor during your advising session

During the time that a student is enrolled in the Physical Therapy Program, he/she has a program faculty advisor to provide advice, guidance and mentorship. Students must meet with their program faculty advisor at least once per semester, however, more frequent meetings are encouraged to maximize the benefits that the faculty can provide. The program faculty

advisor will monitor the student's progress toward degree completion including overseeing the student's progress in his/her Program of Study, and support the student's efforts toward completion of all graduation requirements. Students are ultimately responsible for meeting these requirements.

**Florida Gulf Coast University
Department of Physical Therapy and Human Performance**

Advising Worksheet for Graduation

This form is used to track student progress in the Physical Therapy Program and monitor completion of requirements for graduation.

	<u>Date Confirmed</u>	<u>Initials</u>
Professional Behaviors		
Emerging Level	_____	_____
Beginning Level	_____	_____
Developing Level*	_____	_____
Entry Level**	_____	_____

(*Students must attain this level to participate in full-time clinical experience)

(**Students must attain this level or higher to begin the clinical residency)

	<u>Date Completed</u>	<u>Grade</u>	<u>Initials</u>
Program Courses			
Movement Science I	_____	_____	_____
Movement Science II	_____	_____	_____
Movement Science III	_____	_____	_____
Physical Therapy Practice I	_____	_____	_____
Physical Therapy Practice II	_____	_____	_____
Physical Therapy Practice III	_____	_____	_____
Physical Therapy Practice IV	_____	_____	_____
Physical Therapy Practice V	_____	_____	_____
Professional Seminar I	_____	_____	_____
Professional Seminar IIA	_____	_____	_____
Professional Seminar IIB	_____	_____	_____
Professional Seminar III	_____	_____	_____
Professional Seminar IV	_____	_____	_____
Professional Seminar V	_____	_____	_____
APP: Critical Inquiry	_____	_____	_____
APP: Applied Critical Inquiry	_____	_____	_____
Ind. Study I/ Re Thesis I	_____	_____	_____
Ind. Study II/ Re. Thesis II	_____	_____	_____
Ind. Study III/Re. Thesis III	_____	_____	_____

Clinical Experience I	_____	_____	_____
Clinical Experience II	_____	_____	_____
Clinical Residency	_____	_____	_____

(*APP = Application of Physical Therapy Principles)

National Physical Therapy Examination (Practice)

	Date of Exam	Score
PT Practice II	_____	_____
PT Practice III	_____	_____
PT Practice IV	_____	_____
PT Practice V	_____	_____
Clinical Residency	_____	_____

Advising Worksheet for Graduation Continued

	<u>Date Confirmed</u>	<u>Grade</u>	<u>Initials</u>
Cumulative Portfolio Assessment	_____	_____	_____
Culminating Exam	_____	_____	_____
Psychomotor Skills Log	_____	_____	_____

	<u>Date Confirmed</u>	<u>Initials of Committee Chair</u>
Thesis/Independent Study		
Proposal Approved	_____	_____
IRB Approval (if applicable)	_____	_____
Progress Note 1	_____	_____
Progress Note 2	_____	_____
Oral Defense	_____	_____
Final Written Report Bound & Deposited	_____	_____

APPEALS/GRIEVANCE POLICY AND PROCEDURES

Grade Appeals Process

The Physical Therapy Program follows the University's Student Grade Appeals policy found in the FGCU Division of Student Services Student Guidebook.

Program Dismissal Appeals Process

The student appeals, in writing, to the Department Appeals and Grievance Committee for reconsideration of program dismissal by a deadline date specified in the student's dismissal letter. The student is given a deadline date of twenty-one days from the date of the dismissal letter to appeal the decision. Failure to follow this timeline forfeits the student's right to appeal.

The student is required to include the following items in the appeal request:

- Reason(s) for the appeal
- Justification for reconsideration
- Supporting documentation

Upon receipt of the appeal, the following steps are taken:

1. The student's transcript, portfolio, and appeal material are reviewed by the Department Student Appeals and Grievance Committee within twenty-one days of receipt of the appeal.
2. The Department Grievance Committee Chair provides a recommendation to the Department Chair. The Department Chair reviews the recommendation and makes a decision on the appeal within one week of the Student Appeals and Grievance Committee meeting.
3. The Department Chair sends a certified, restricted-delivery letter within three working days of the Student Appeals and Grievance Committee meeting informing the student of the decision.

If the student is not satisfied with the outcome of the review by the Human Performance committee, the student may appeal to the College of Health Professions Appeals Committee following established University guidelines.

Student Grievance Procedure **(per University Student Guidebook)**

1. General

- A. The intent of this rule is to provide a procedure whereby student grievances are processed promptly and resolved fairly. Students shall be given adequate opportunity to bring complaints to the attention of the university with the assurance that the proper university officials will promptly investigate the facts of the case and evaluate these facts in an objective manner.
- B. Student problems should be resolved, whenever possible, before the filing of a formal written grievance, and open communication is encouraged so that resort to formal grievance procedures will not be necessary. Informal resolution of grievances may be continued throughout the process.
- C. Time limits contained in this rule may be extended by mutual agreement of the parties. Upon failure by the university or its representatives to provide a decision within the time limits provided in this rule or any extension thereof, the grievant may appeal to the next appropriate step. Upon failure of the grievant or counsel to file an appeal, or take prescribed action, within the time limits provided in this rule, the grievance shall be deemed to have been resolved at the prior step.

2. Exclusions

Grievances pertaining to the following matters shall not be processed under this rule:

- A. Disciplinary actions taken under FGCU Student Code of Conduct.
- B. Traffic and Parking Violations.
- C. The professional judgment exercised by an instructor in assigning a grade.
- D. Professional judgment of licensed practitioners in the health related professions.

3. Definitions

- A. "Day" means a calendar day, unless expressly stated otherwise. If a time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day.

- B. "Grievance" means a dispute or request for redress of the interpretation or application of any law. University rule or policy that adversely impacts the Grievant's substantial interest.
- C. "Grievant" means any reenrolled or admitted student who presents a grievance under this rule.
- D. "Respondent" means the FGCU faculty or staff member who is alleged to have caused the grievance by identifiable acts of omission or commission.
- E. "Party" means either the grievant or the respondent.
- F. "Counsel" means an attorney or lay advisor.
- G. "Resolution" means an action by or on the behalf of the University that is satisfactory to the student.

4. Informal Resolution of Student Grievances.

- A. It is the University policy to encourage the informal resolution of grievances directly between the student and the respondent. If this cannot be accomplished, the student is encouraged to continue informal resolution presenting the problem orally through appropriate administrative channels up to, but not including, the Office of the Vice President in whose area the respondent is employed.
- B. Upon request, the University Ombudsperson will inform the student as to the administrative channels to be followed in an attempt to secure informal resolution.

5. Formal Resolution of Grievances

- A. If informal resolution attempts do not succeed, the student may present the grievance in writing. The grievance shall contain a statement of the facts and circumstances giving rise to the grievance that identifies relevant dates and witnesses, specifies the law, rule or policy alleged to have been violated and describes how the grievant's substantial interests are adversely impacted. This written grievance shall be mailed or delivered to the University Ombudspersonman no later than thirty (30) days following the date on which the alleged act or omission causing the grievance occurred; or not later than thirty (30) days from the date the student acquired knowledge, or could be reasonably expected to have acquired knowledge, of the alleged act or

omission unless the time limit has been extended by mutual agreement.

- B. Upon receipt of a formal student grievance, the University Ombudsperson will review the grievance to determine whether or not action under this rule is appropriate or is excluded under the provisions of paragraph (2) above. If action under this rule is appropriate, the University Ombudsperson will notify the student of receipt of the grievance and of the name of the respondent's Vice President who will handle the procedures outlined herein; simultaneously the Ombudsperson will notify the respondent and deliver the written grievance to the Vice President in whose area the respondent is employed. The Ombudsperson will inform the student that proceedings under this rule are not appropriate if such is the case. Regardless of the disposition, such notice will be mailed to the student within fifteen (15) days after the Ombudsperson's receipt of the written grievance.
- C. Within 15 days of receipt of notification of the grievance, the respondent (or in case of absence of the respondent's supervisor) shall prepare a written response to the allegation(s) made by the student and shall furnish copies of this response to the grievant, and to the appropriate Vice President.
- D. Upon receipt of the grievance and the respondent's reply thereto, the Ombudsperson shall review the matter and conduct an inquiry, if necessary. The Ombudsperson shall forward a recommendation to the Vice.

After review of the grievance, the Ombudsperson's recommendation, associated documents and any discussions necessary to determine the facts, the Vice President or designee shall render a decision within thirty (30) days. This decision shall be forwarded in writing to the grievant and the respondent. The decision of the Vice President is final.

Specific Authority 1001.74(4) FS. Law implemented 1001.74(10), 1002.21(6) FS. History—New 1-17-99, Amended,

GRADING PHILOSOPHY AND POLICY

Philosophy

The Department of Physical Therapy and Human Performance grading philosophy is consistent with and builds upon the Department's mission, goals, and student learning outcomes. Assessment of student performance is frequent and ongoing, employing multiple and varied methods of assessment. Employing multiple methods of assessment allows students to demonstrate knowledge and competency in a variety of ways. Lab examinations and skill competency assessments are considered satisfactory at the specific mastery level (refer to individual course syllabi). Full-time Clinical Internships are graded on a Satisfactory/Unsatisfactory basis. The Professional Behaviors Plan clearly delineates expectations for professional behaviors and attitudes and is included in assessment of student performance in all coursework.

Additional Policies

- Students are advised to refer to specific course syllabi for course requirements and grading policies.
- Students are responsible for requesting, in writing, an incomplete (I) two weeks prior to the end of the semester in which the course is taken. Requests must be submitted to the course faculty, who act on the request within 72 hours of receipt. Both the student and the faculty must sign the Incomplete Grade Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the end date of the semester for which the grade was assigned or graduation, whichever comes first. However, an instructor may restrict the amount of time given to the student to complete the coursework. Failure to complete the coursework within the specified period of time will result in a grade of "F".
- If no grading policy is listed on an individual course syllabus, the grading scale reverts back to the University grading system.
- Students are advised to refer to the Retention and Progression Standards section of this guidebook for additional information regarding academic standards and policies.

ACADEMIC INTEGRITY

Students at Florida Gulf Coast University have the responsibility to practice academic honesty. To engage in activities such as cheating, plagiarism, knowingly furnishing false research data, and being in unauthorized areas after hours will subject a student to penalties as outlined in the University Student Guidebook. Faculty reserve the right to use anti-plagiarism software to analyze papers and other written works. For clarification of what constitutes academic dishonesty, see the University Student Guidebook.

STUDENT CONDUCT

As part of Program accreditation, it is expected that “faculty and students are responsible for preserving the privacy, dignity and safety of all people, including patients/clients, patients’/clients’ families or caregivers, students, faculty, and support staff who are involved in the classroom, laboratory, clinical, research, and administrative activities of the program (CAPTE Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists – Criteria 1.1.4). In an effort to preserve the safety of physical therapy/other University students and the community-at-large, as well as adhere to the Florida Physical Therapy Practice Act and the APTA Code of Ethics, students ***are not*** permitted to independently render therapeutic intervention for any diagnosed or undiagnosed pathological condition or dysfunction. Therapeutic intervention is acceptable only in learning situations such as the laboratory classroom setting or clinic setting, where the appropriate supervision is provided. Independent laboratory practice is designed for the practicing of psychomotor skills and reinforcement of didactic material using only enrolled Physical Therapy Students as subjects. Persons who are not enrolled in the Physical Therapy Program are not allowed in the laboratory during independent laboratory practice. Independent laboratory practice is not designed as a venue to render treatment for pathological conditions. Doing so is in direct violation of expected student conduct and will result in probationary status and possible dismissal from the program. Students should also refer to individual course syllabi and Professional Behaviors Plan for additional expectations.

STUDENT EMPLOYMENT

The faculty acknowledge that living expenses and costs associated with graduate school are considerable. However, the Physical Therapy Program is a rigorous program of full-time study. Although we try to take advantage of self-directed learning and distributive learning technology, your time commitment to class, laboratory, discussion, clinical demonstration, and clinical internships are significant. Additionally, because of the academic rigor of a physical therapy program, your time commitment to out-of-class study time is also significant. Therefore, the faculty ***strongly recommend:***

- 1) that you carefully weigh your options of personal savings, scholarships and loans as a source of financial support,
- 2) that you try to minimize the number of employment hours that you commit yourself to, and the faculty recommend no more than 10-15 hours,
- 3) if you work, seek employment that minimizes weekday commitments and has a lot of flexibility in the schedule,
- 4) if you work during the week, carefully look at the scheduled class, laboratory, discussion, clinical demonstration, and clinical internship commitments, and not schedule work close to those times. Be flexible in case the program's schedule has to be changed,
- 5) that you keep in mind that during three semesters you will be in a clinical internship that requires attendance full-time (usually 8:00-5:00 M-F, but may require weekend and/or evening hours), and,
- 6) that you realize that attendance is required in class, laboratory, discussion, clinical demonstration, and clinical internship sessions, all of which have to be a priority over a possible work schedule.

ATTENDANCE, STUDENT ILLNESS AND ABSENCE

An expectation of professional practice is that students attend all practice and classroom experiences. Responsibility and accountability for meeting course obligations is a fundamental component of professionalism.

- Students must refer to individual course syllabi for specific requirements or policies related to illness or absence.
- Students determine if their illness adversely impacts upon client's or own well-being and consult with course faculty *prior to* classroom or practice experience absence. Course faculty or clinical supervisor may ask a student to leave a classroom or practice setting if the student's illness adversely impacts the well-being of students, patients or clients.
- When a pattern of absences is noted by faculty, students are required to consult with course faculty and/or their program faculty advisor for counseling. A pattern of absences will result in a student being placed on probation due to failure to meet professional behaviors criteria.
- Students retain accountability for meeting course requirements.
- Students are cautioned that excessive absences lead to unsuccessful completion of course requirements and may result in dismissal from the program.
- Final Exams are often scheduled outside normal semester dates. Any absence from scheduled exams or final exams must be pre-approved by course faculty.
- Travel scheduled between semester breaks must be scheduled to take place after final exams are completed.

- Arrangements made for travel during finals week, without written faculty approval, will have to be rescheduled. Any financial impact resulting from re-scheduling, will be the sole responsibility of the student.

DRUG/ALCOHOL POLICY

No student is to report to class or any university activity while under the influence of illegal drugs or alcohol. Violation of these policies by a student will be reason for evaluation/treatment for drug/alcohol use disorder and/or for disciplinary action up to and including expulsion, and/or referral for prosecution consistent with local, state, and federal law. Refer to the FGCU Student Code of Conduct found in the FGCU Student Guidebook for university policies.

Students are responsible to review the individual drug/alcohol policies of the affiliate site to which they are assigned.

SERVICE LEARNING COMMITMENT

Service to the community-at-large is an important and desirous behavior of a professional. As students prepare academically for their professional careers, the faculty of the Department of Physical Therapy and Human Performance encourage each student to choose a service interest and begin practicing this most benevolent behavior while in the process of acquiring knowledge and skills in this program. Assistance in choosing a service benefactor is available through the Coordinator of Service Learning at 239/590-7016.

PROFESSIONAL CODE OF ETHICS

As part of their participation in a professional program, students are expected to follow the American Physical Therapy Association (APTA) Code of Ethics and the Guide for Professional Conduct. A copy of this document is annually printed in the January issue of Physical Therapy and is found on the APTA Web Page (<http://www.apta.org>)

Please refer to Appendix III for the current copy of this document.

GUIDE FOR PROFESSIONAL CONDUCT

This *Guide for Professional Conduct* (Guide) is intended to serve physical therapists in interpreting the *Code of Ethics* (Code) of the American Physical Therapy Association (Association), in matters of professional conduct. The Guide provides guidelines by which physical therapists may determine the propriety of their conduct. It is also intended to guide the professional development of physical therapist students. The Code and the Guide apply to all physical therapists. These guidelines are subject to changes as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public. This Guide is subject to monitoring and timely revision by the Ethics and Judicial Committee of the Association.

Please refer to Appendix IV for the current copy of this document.

COURSE SCHEDULING

The Department of Physical Therapy and Human Performance follows the College policy which states “the College of Health Professions reserves the right to cancel, postpone, or reschedule any course, course section, practice or internship experience.”

For students who work while attending graduate school, when planning your work schedule around classes, keep in mind that many of the courses within the physical therapy curriculum require cooperative group work and synchronous laboratory/field practice experiences. Students must commit to full-time clinical internships and residency during certain portions of the program. Refer to the Department of Physical Therapy and Human Performance Clinical Education Handbook for further details about clinical internships and residency.

MEDICAL TERMINOLOGY REQUIREMENT

The Faculty of the Department of Physical Therapy and Human Performance expect all students to demonstrate the ability to understand and use medical terminology throughout the curriculum. Students must gain competency in medical terminology through the use of self-paced workbooks or audiotapes. This requirement must be met during the first semester of the program, during Professional Development Seminar I.

INDEPENDENT STUDY/RESEARCH THESIS

Independent inquiry is a critical component of the education of health professionals and a unique aspect of graduate education. The Physical Therapy Program requires that every student have the experience of designing, implementing, and evaluating an independent inquiry project. This provides the opportunity for the student to explore a distinct and focused learning experience to enhance practice application.

Please refer to Appendix II for the Independent Study/Research Thesis Guidelines.

WRITING STYLE GUIDELINES

Writing style guidelines are available from the American Psychological Association (APA) and the American Medical Association (AMA) (see citations below). Individual course faculty determine writing style guidelines for course assignments. Please refer to each course syllabus for further information.

American Medical Association manual of style : a guide for authors and editors (9th ed.). (1997) Baltimore, MD : Williams & Wilkins.

Publication Manual of the American Psychological Association (5^h ed). (2001)

IMMUNIZATION REQUIREMENTS

Students are required to maintain up-to-date immunizations. An official record of these immunizations must be provided to the Department of Physical Therapy and Human Performance prior to January 1, 2007. All immunizations must be current for a student to participate in any PT Practice courses and Clinical Experience/Internship courses. A copy of the Department immunization requirements is located in Appendix V.

HEALTH INSURANCE

All Students entering the programming after August 2005 will be required to maintain personal health insurance while enrolled at Florida Gulf Coast University. Periodic spots checks will be conducted to verify health insurance coverage of all students enrolled in the MSPT Program.

Florida Gulf Coast University provides information on student health insurance and can be accessed at:

<http://studentservices.fgcu.edu/Healthservices/Insurance.htm>

The American Physical Therapy Association provides information on student health/accidence insurance and can be accessed at:

www.studentresources.com

LIABILITY INSURANCE INFORMATION

All students must purchase professional liability insurance² prior to registering the second semester of the program. Proof of policy renewal is required annually and professional liability insurance must be maintained until graduation. Further information regarding liability insurance is available in the Clinical Education Handbook.

Suggested Liability Insurance providers³:

Healthcare Providers Service Organization (HPSO)

1-800-982-9491 or www.hpso.com

\$20/year as of printing date

Coverage: 1 million/6 million

² Students must have a minimum of 1 million/3 million coverage, as stated in the FGCU Clinical Affiliation Agreement

³ Other coverage may be available

Maginnis & Associates

Please fax requests to: 1-312-427-1455

Lead Desk

332 S. Michigan Avenue, Suite 1400

Chicago, IL 60604

PROVIDER AED, CPR AND FIRST AID

Students are required to complete AED, CPR and First Aid courses for adult and child prior to participation in any practice courses, clinical practice or experiential learning experiences. Copies of signed proof of instruction in AED, CPR and First Aid must be provided to the department prior to June 1, 2008. Certifications must stay current in all areas while students are enrolled in the Physical Therapy Program. *(note are they actually required to get all those certs?)*

BACKGROUND CHECKS

Students in the Physical Therapy Program may be required to have a background check completed. This will be at the students' expense and is required by some clinical affiliates. The Academic Coordinator of Clinical Education (Lynda Jack) can provide you with further information.

PRACTICE ATTIRE

All students are expected to present themselves in professional attire and manner. Faculty will counsel students regarding their professional attire and manner when necessary. Failure to comply with expected practice attire will result in probationary status due to violation of professional behavior criteria. Refer to individual course syllabus for required attire for presentations, laboratory, and practice settings.

Anatomy Lab

1. Disposable or white lab coats.

Lab Sessions

1. Gym-style shorts that allow freedom of movement and the ability to palpate all major bony landmarks.
2. T-Shirts (logo/pre-approved style)
3. Sports Bra (Women)
4. Sneakers
5. Jewelry limited to items that will not cause injury to self or others.

Community-Based Labs/Experiences

1. Polo Shirts or T-Shirts (logo/pre-approve style)
2. Solid colored khaki (no cargo) pants or shorts (no jeans)

3. Sneakers (Unless otherwise directed)
4. Jewelry limited to items that will not cause injury to self or others.
5. Name tag.

Clinical Experience/Residency:

To be determined by the community facility and clinical instructor/community supervisor.

T-Shirts and Polo shirts will be needed for the first day of Class beginning in the first Spring semester of the program. T-Shirts are required for the first day of PT Practice I, Polo shirts are required for all off-campus lab activities. The Department of Physical Therapy and Human Performance has set up a logo with the Lands End Business Outfitters, <http://www.landsend.com> for both Polo and T-Shirts. The log # of PT is 0552710W. Colors must be in school colors of white, blue and green or any combination (i.e. green shirt/white logo or white shirt/blue logo).

REQUIRED EQUIPMENT

1. PT Evaluation Kit (further details provided in PT Practice I)
2. Wrist watch - digital or watch with second hand
3. Black ink pen
4. Notepad/Clipboard
5. Laboratory jacket
6. Additional equipment as required by course faculty

LAB POLICIES

Lab Policy & Biosafety manuals are reviewed and discussed in Movement Science Foundations I (PHT6109C). The Practice Center Policies are discussed on the first day of class in Physical Therapy Practice I. A copy of these documents is located in Appendix VI. These policies are designed to allow safe utilization of the laboratories and Practice Center. Students are expected to adhere to the policies at all times in order to minimize the risk of injury to self and others. However, realizing that accidents may occur regardless of precautionary measures, any injury that takes place during a laboratory exercise must be reported to the instructor in charge and recorded on the Florida Gulf Coast University Student Health Services Occurrence Report Form. This form is available through the instructor in charge of the laboratory in which the injury occurs. Laboratory procedures must be followed and 911 called for any injury that is potentially serious.

TRANSPORTATION/FIELD EXPERIENCES

It is the responsibility of the student to provide his/her own transportation to and from community practice labs, clinical internship sites, or other field-based experiences. Costs that the student may incur during field experiences are the responsibility of the student.

CLINICAL EDUCATION INTERNSHIPS

Each student is provided a copy of the Physical Therapy Clinical Education Handbook prior to the first clinical experience. Clinical affiliates are also provided a copy of this manual. Other information is available throughout the program. Students who have questions regarding Clinical Education may contact the Academic Coordinator of Clinical Education.

LICENSURE EXAMINATION

Once a student satisfies all graduation requirements and is granted a diploma, he/she must pass the National Physical Therapist Examination (NPTE) to become a licensed physical therapist. General information regarding licensure is provided during the program. Since state licensure requirements vary from state to state, it is the responsibility of the student to contact a particular state's professional licensure department to obtain complete information regarding the licensure examination and additional requirements for licensure in that state. Licensure and regulation boards can be contacted for additional information.

The Dept of Health/Medical Quality Assurance – State licensure for Florida.
<http://www.doh.state.fl.us/mqa/>

The Federation of State Boards of Physical Therapy – Administers the National Board Exam. www.fsbpt.org

- Practice exam and assessment tool available for purchase – <http://www.fsbpt.org/exams/peat.asp>
- Test content outline – <http://www.fsbpt.org/exams/content.asp>

STUDENT SERVICES

There are a variety of student services available through the university's Division of Student Affairs. Refer to the FGCU Student Guidebook for information about these services.

The department will also maintain files regarding scholarship and employment opportunities directly related to physical therapy. These files can be obtained by contacting the department.

ACCESS TO TECHNOLOGY

Students must have access to the following technologies:

Telephone
Computer with Internet accessibility
e-mail account (Eagle Mail account)

Computer access is provided through university facilities. However, for convenience, students may want to purchase certain technology for their home use. Academic and Event Technology Services or the FGCU Help Desk can provide advice regarding appropriate equipment purchases. Please contact the Help Desk at 590-1188 or visit the Academic and Event Technology Services web site at <http://itech.fgcu.edu>

STATEMENT ON DIVERSITY

Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil and supportive learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live and teach within this community.

Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind, transgress the University's purposes and values. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the University community learn and profit from diverse cultures and perspectives.

STUDENTS WITH DISABILITIES

The faculty of the Department of Physical Therapy and Human Performance are committed to making reasonable accommodations for students with disabilities. Faculty and students can seek support through the University Office of Adaptive Services that offers multiple services including the Adaptive Learning Lab. The university manual entitled Students with Disabilities in the Classroom is available for students and faculty through the Division of Student Affairs Office of Adaptive Services. The following university policy is an excerpt of that manual.

THE UNIVERSITY POLICY ON ACCOMMODATION FOR PERSONS WITH A DISABILITY

In accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Florida Gulf Coast University endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

Whenever an accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in University programs or services, the University is responsible for the program or service to which the individual requires access will work with Adaptive Services and appropriate federal and state agencies to ensure reasonable accommodations.

The student requiring specific accommodation or auxiliary aids must make application for such assistance through the Adaptive Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which the accommodation is requested.

The University assumes no responsibility for personal assistance necessary for independent living or for specialized medical care. As a result of limited health facilities and health care professionals on campus students requiring personal health assistance should be prepared to bear the expense of this care through a general hospital or private physician/clinic of their choice.

The cooperation and support of all faculty and staff members is necessary in order to implement and maintain the policy. The Policies are simple:

- a) Physical access to at least one section of course offerings must be provided as necessary.
- b) Academic requirements which have not been demonstrated as essential to the program of instruction being pursued, nor to any directly related licensing requirement are subject to reasonable modification (such as extension of time limits, substitutions, adaptations in format or presentation, etc.).
- c) Auxiliary aids must be permitted when they are required to ensure full participation and equal educational opportunity for a student with a disability.

HUMAN IMMUNODEFICIENCY VIRUS POLICY

No student will be required to cease attending the University solely on the basis of a diagnosis of infection. Such decision will be made only after reasonable accommodations have been made and an examination of the facts demonstrate that the student can no longer perform as required, or that the student presents a health risk to himself/herself or the university community. Students are referred to the State University System AIDS Policy for guidelines on Students on of the Health Occupations Doing Health Care Work (SUS AIDS Policy, 1988, p. 11-14).

STUDENT/PROFESSIONAL ORGANIZATIONS

Students are strongly encouraged to be members of and be involved in student and/or professional organizations during their time in the physical therapy program. Involvement in these organizations helps to develop qualities and skills that coursework alone cannot. Faculty distribute information that is received by the department related to the APTA, Florida Physical Therapy Association (FPTA) and the Southwest District of the FPTA. Required attendance at professional meetings may be part of a course grade – refer to course syllabi for further details. Each class of students has the opportunity to elect members to the Physical Therapy and Human Performance Student Association. Information regarding formal university student organizations is available through the University Division of Student Affairs, Office of Student Activities.

APTA Web site: www.apta.org

FPTA Web site: www.fpta.org

APTA Student membership: \$90/year for National and Florida Chapter dues as of printing date.

FLORIDA GULF COAST UNIVERSITY
PHOTO-MEDIA RELEASE FORM

Date: _____

Person: _____
(please print name)

Parent or guardian (if person is a minor): _____
(please print name)

I hereby consent to the taking, publication and/or broadcast of photographs, videotapes and audiotapes being taken at or for Florida Gulf Coast University with full knowledge that these productions may appear on television, radio, or in print. I hereby waive all rights to claims for payment or royalties in connection with the use, publication, or exhibition of the above-mentioned photos or tapes.

I hereby authorize the release of information concerning the classes or programs that bring me to Florida Gulf Coast University.

I release Florida Gulf Coast University, its staff and faculty from any responsibility or recourse in the taking of photographs, videotapes or audiotapes.

(Signature)

If a minor or unable to sign:

(Signature)

(Relationship)

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN
PERFORMANCE
SIGNATURE PAGE**

I hereby acknowledge receipt of the following items and understand that it is my responsibility to review these documents:

_____ Florida Gulf Coast University Student Guidebook,

_____ (Physical Therapy Program Guidebook) Department of Physical Therapy and Human Performance Student Guidebook, 2006-2009, including appendices (135 pages)

I understand that if I have any questions related to information contained in these documents, it is my responsibility to seek clarification from my program faculty advisor.

Student Name (printed)

Student Signature

Date

A copy of this signed form must be placed in the student's department advising file.