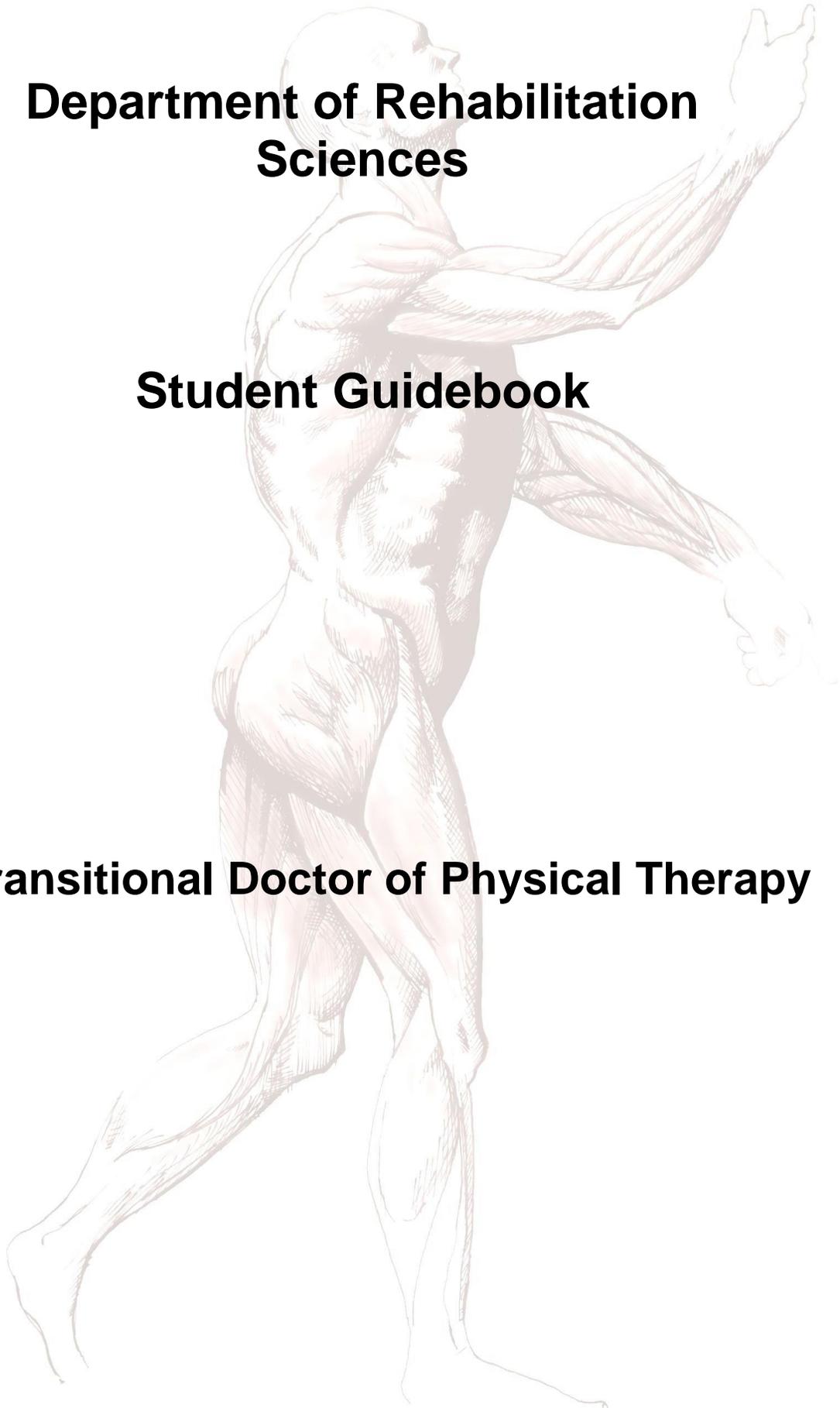


**Department of Rehabilitation
Sciences**

Student Guidebook

Transitional Doctor of Physical Therapy



Welcome letter from the Program Director

Welcome to the Department of Rehabilitation Sciences!

The next few years will be filled with personal, academic and professional growth that will lead you expanding your knowledge 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 more 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.

Ellen K Donald, PT PhD
tDPT Program Director & Assistant Professor, Department of Rehabilitation Sciences

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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 Rehabilitation Sciences. ***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 policies. This guidebook is not a substitute for the Florida Gulf Coast University Student Guidebook or University policies/procedures. It enhances and adds to those documents to provide specific information related to the Department of Rehabilitation Sciences and specifically, the Transitional 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.

Students are responsible for reading and referencing the information contained in this guidebook.

FLORIDA GULF COAST UNIVERSITY

Marieb College of Health & Human Services
Department of Rehabilitation Sciences

PROGRAM PHILOSOPHY

The Physical Therapy faculty believe learning flourishes in an environment where inquiry is modeled and fostered. The 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 transitional 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 transitional 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 a transitional physical therapy doctorate 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.

MARIEB COLLEGE OF HEALTH & HUMAN SERVICES.

The Marieb College of Health & Human Services provides students with health and human services professions education grounded in academic excellence, critical thinking, ethical practice, and interdisciplinary collaboration. The College facilitates active learning, emphasizes evidence-based practice, uses multiple delivery systems, develops interdisciplinary relationships, and cooperate with community partners to prepare competent and caring health and human service professionals who recognize, and demonstrate an understanding of the importance of diversity.

DEPARTMENT OF REHABILITATION SCIENCES STATEMENT OF PURPOSE

The purpose of the Department of Rehabilitation Sciences of Florida Gulf Coast University is to prepare ethical, knowledgeable, skilled and compassionate entry-level and advanced 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 Rehabilitation Sciences 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.

TDPT 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 Marieb College of Health & Human Services. 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 advance their practice in the profession of physical therapy. Students become more 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 lifelong growth and learning. Psychomotor and decision-making skills are developed in the context of ethical, competent, compassionate and holistic client care.

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 previous 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 transitional doctorate program in Physical Therapy flow directly from the philosophy, purpose and mission and are congruent with the University's Mission, Guiding Principles and Goals and Marieb College of Health & Human Services 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.
- contribute to the transformation of physical therapist education

STUDENT LEARNING OUTCOMES/GOALS

Graduates of the transitional doctoral 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 lifelong 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 their patients/clients.
- apply current research to practice.
- demonstrate advanced-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 an advanced 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.*

UNIVERSITY ACCREDITATION

The University has regional accreditation through the Southern Association of Colleges and Schools and is approved to provide doctoral degrees.

CURRICULUM PHILOSOPHY

The transitional 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.

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, 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.

Attention is given to the importance of developing professional characteristics throughout the program. Coursework includes 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.

Lastly, 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. Specialized evidence-based knowledge and skills are learned through students' participation and exploration during the case report requirement.

PROGRAM OF STUDY

All students who enter the transitional Physical Therapy Program are expected to follow the established program curriculum as outlined in this guidebook. A student may modify the established Program of Study only with the **prior** written approval of the Program Director. Failure to gain approval for the modified Program of Study results in the student being immediately placed on academic probation (see Overall Progression Standards page 30). 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 transitional 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. See Appendix III for Program of Study.

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 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.

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 the program director in to ensure consideration for readmission to the Program. A leave of absence is granted for no more than three consecutive semesters, unless

under a military agreement. 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. Failure to seek an approved leave of absence will result in dismissal from the program.

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. Failure to follow the approved plan of study or an approved modified plan of study will result in dismissal from the program. A student who has a failing grade in the class from which he/she is withdrawing will be placed on academic probation (see Overall Progression Standards).

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. **Probation occurs automatically, regardless of official notification.** 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 program director. 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 semester 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, or withdrawing from a class in which the student has a failing grade, results in the student being placed on academic probation. A student on academic probation must repeat the course 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 or withdraws from the course with a failing grade a second time in the same course or if the student earns two insufficient course grades in the same semester. 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 Independent Research 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. Professional Behaviors probation is permitted a maximum of two occurrences during enrollment in the program. Exceeding the allowed maximum for Professional Behaviors probation results in dismissal from the program.
5. The program director must approve any changes in the Program of Study.
6. 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).
7. A student must perform at the appropriate level of Professional Behaviors Criteria as outlined in the Professional Behaviors Plan.

Graduation Requirements

1. Complete all required coursework with minimum cumulative GPA of 3.0 and a "B" or better in each course. This includes satisfying requirements for the scholarly project/case report.
2. Perform at **Post-ENTRY LEVEL** in all Behavioral Criteria of the Professional Behaviors Plan.
3. Apply for graduation per university guidelines and timeline.
4. 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 to assist with planning, registration and development needs of students in the program.

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 Marieb College of Health & Human Services 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

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 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 with 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. 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.

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 tDPT program director 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 physical therapy faculty within twenty-one days of receipt of the appeal.
2. The physical therapy faculty 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 physical therapy program meeting informing the student of the decision.

If the student is not satisfied with the outcome of the review by the Department Appeals and Grievance Committee, the student may appeal to the Marieb College of Health & Human Services Appeals Committee following established University guidelines.

Students are also referred to the following university policy for information regarding

the right to grieve decisions related to access to courses and credit granted toward degree through the Student Ombudsman.

Policy: 4.006 – Student Course and Credits Grievance Policy

http://www.fgcu.edu/generalcounsel/files/policies/4_006_Student_Grievances_05_19_09.pdf

Student Grievance Procedure

Student Grievances are addressed in accordance with the University Guidelines available in the University Student Guidebook. Please visit link for guidelines.

<http://studentservices.fgcu.edu/StudentConduct/grievance.html>

GRADING PHILOSOPHY AND POLICY

Philosophy

The Department of Rehabilitation Sciences 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. 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. 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" or "U". A student requesting an incomplete must be passing the course at the time of the request.
- 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.

GRADING SCALE:

The following grading scale will be used unless otherwise specified in the coursesyllabus:

A	=	90-100%
B+	=	87-89%
B	=	80-86%
C+	=	77-79%
C	=	70-76%
D+	=	67-69%
D	=	60-66%
E	=	below 60%

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 afterhours will subject a student to penalties as outlined in the University Student Guidebook and could result in dismissal from the Physical Therapy Program. 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. 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.

MEDIA RECORDING PERMISSION REQUIREMENT

Students must have a faculty member's permission to audiotape, videotape, photograph, or otherwise record any portion of a class, lab, or clinical education experience. Classes and laboratory experiences may include material that is restricted in its use to those specific educational settings and conditions. There may also be intellectual property or copyright issues with faculty-developed materials. In addition, visitors and patients may participate in our classes and labs who have not given their consent for taping, recording, or sharing of taped segments. It is a program requirement that such permission will be given by the faculty member before any recording occurs. Once such a recording has been permitted by the faculty member, it is intended solely for that specific educational purpose. Unless you have secured additional permission, sharing the recordings outside of the classroom or posting these recordings on internet sites is not permitted. Media recording in the Gross Anatomy Lab is prohibited in all circumstances. Failure to comply with these expectations will be considered a violation of professional behaviors expectations, and may result in a formal, remedial Professional Behaviors Plan or other significant consequences.

ATTENDANCE, STUDENT ILLNESS AND ABSENCE

An expectation of professional practice is that students fully participate in online classes and activities. 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 clients or their 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 may result in a student being placed on probation or dismissed from the physical therapy program, 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. If approval is not obtained a student may be dismissed from the Physical Therapy program for failure to meet professional behaviors criteria.

DRUG/ALCOHOL POLICY

No student is to participate in online activities or 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 for reviewing and complying with the individual drug/alcohol policies of the affiliate site to which they are assigned.

PROFESSIONAL CODE OF ETHICS

As part of their participation in a professional program, students are expected to join and follow the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist. The Code of Ethics 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 applies to all physical therapists. The Code is 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. The Code of Ethics is subject to monitoring and timely revision by the Ethics and Judicial Committee of the Association.

A copy of this document is printed annually in the January issue of *Physical Therapy* and is found on the APTA Web Page (<http://www.apta.org>)

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

COURSE SCHEDULING

The Department of Rehabilitation Sciences follows the College policy which states “Marieb College of Health & Human Services reserves the right to cancel, postpone, or reschedule any course, course section, practice or internship experience.”

Many of the courses within the physical therapy curriculum require cooperative group work and synchronous experiences.

WRITING STYLE GUIDELINES

Writing style guidelines are available from 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 (11th ed.). (2009) Baltimore, MD : Williams & Wilkins.

IMMUNIZATION/CERTIFICATION REQUIREMENTS

Students are encouraged to maintain up-to-date immunizations. However, due to the program being fully distance learning, immunization requirements for the University and program are currently being waived.

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 in the transitional Doctor of Physical Therapy Program are required to have a computer. Laptops are a valuable resource for students in all aspects of their educational experience in the Physical Therapy Program. The FGCU bookstore has many laptop computers available for purchase. A Personal Computer is recommended, due to some compatibility issues with MAC and certain classroom management tools and files used at FGCU.

Computer Requirements:

- Microsoft Office (Latest Version)
- Wireless (WIFI) connectivity
- Firefox or Internet Explorer (Latest version)

Students must have access to the following technologies:

- Telephone

- Internet accessibility
- e-mail account (Eagle Mail account)

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>

Failure to comply with technology requirements and guidelines may result in dismissal from the Physical Therapy program.

STATEMENT ON DIVERSITY

FLORIDA GULF COAST UNIVERSITY is formally committed to nondiscrimination on such grounds as noted in its policies, procedures and practices including gender equity in sports. All of us in the university community must be conscious of our responsibility to abide by the laws, regulations and principles of equality of opportunity. Further, as a community, we will work to ensure equity and fairness, for all students, faculty, staff, visitors and vendors. We are committed to these principles for we are convinced they are essential for a distinguished university.

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 vision, mission and guiding principles. 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. Florida Gulf Coast University will continue to pursue its aspirations by fostering a welcoming environment through diversity and inclusion.

Please refer to: **FGCU-PR1.003** (Non-Discrimination and Anti-Harassment Complaint Policy and Procedure)

STUDENTS WITH DISABILITIES

The faculty of the Department of Rehabilitation Sciences Program 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. Additional information can be found on the Adaptive Services website at <http://studentservices.fgcu.edu/Adaptive/index.html>.

THE UNIVERSITY POLICY ON ACCOMMODATION FOR PERSONS WITH A DISABILITY

Florida Gulf Coast University (FGCU) is committed to equal opportunity and access for persons with disabilities. The University will comply with all provisions of state and federal laws in this regard and will provide, upon request, reasonable accommodations to qualified persons with a disability. This includes complying with the American with Disabilities Act Amendments Act of 2008 (ADA) which covers qualified individuals with a disability and provides for the use of reasonable accommodations and access. (Policy#: 1.008, Approved: 04/30/2010)

HUMAN IMMUNODEFICIENCY VIRUS POLICY

It is the policy of the University to balance the education and employment rights of students and university employees with Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS) with the rights of other students and university employees to an environment in which they are protected from contracting the disease. In the belief that education will prevent the spread of the HIV/AIDS, and help the public to respond in a reasoned manner, the SUS is committed to providing the university communities and communities at large with education on the nature and transmission of the disease and rights of HIV/AIDS victims.

Persons who know or suspect they are sero-positive are expected to seek expert medical advice and are obligated, ethically and legally, to conduct themselves responsibly for the protection of others.

The University has designated HIV/AIDS counselors who are available to the university community. For additional information, contact Counseling and Student Health Services.

**Physical Therapy-Transitional
Department of Rehabilitation Sciences
Advising Worksheet**

Name: _____ **Entry Term** _____

E-mail: _____ **Advisor:** _____

UIN: _____ **Approval Date:** _____

Course	New Credit Hours	Transfer Credit Hours	Transfer Source	Completion Date
PHT 5016 Professional reading and writing (2 credits)				Fall 1
PHT 5353 Intro to Medical Diagnostics (2 credits)				Fall 1
PHT 6009 Diagnostic Testing (3 credits)				Fall 2
PHT 6507 Spanish for Health Professions (1 credit)				Summer 1
PHT 6606 Critical Inquiry (3 credits)				Spring 1
PHT 6607 Applied Critical Inquiry (3 credits)				Summer 1
PHT 7070 Medical Imaging (3 credits)				Summer 2
PHT 7352 Pharmacology (3 credits)				Spring 2
PHT 7951 Capstone I: (2 credits) (PHT 6972 Thesis II)				Spring 2
PHT 7952 Capstone II: (2 credits)				Summer 2
PHT 7500 Wellness and Health Promotion (3 credits)				Spring 1
PHT 7533 Professional Issues of the Doctoring Profession (3 credits)				Fall 2
Total Credit Hours				

All students are provided with an individualized Program of Study (POS) at the beginning of the program. POS can be revised with the approval of the Program Director.

Formatting Guidelines for DPT projects

1. **All papers should be formatted with the following:**
 - a. 1" margins on top, bottom, and right side; 1.5" on the left side
 - b. Calibri, Times New Roman, or Arial font, either 11 or 12-point
 - c. Double-spaced in the text of the document (MS Word has a default setting to add an extra space after each hard return – remove it!)
 - d. Running head (a shortened version of your title) should appear in the upper left header in all caps; the font style and size of the running head must match the rest of the paper
 - e. Page numbers in the upper right corner beginning with the table of contents page
 - f. Page numbers should **NOT** appear on the title page, approval sheet, or acknowledgements
 - g. Reference list is single-spaced within the reference and double-spaced between
 - h. Headings should not appear without associated text (ex. At the bottom of a page)
 - i. Only AMA (with the PT Journal modifications) will be accepted
2. **Sequence:**
 - a. Title/cover page
 - b. Approval Sheet
 - c. Acknowledgements
 - d. Table of Contents
 - e. Abstract
 - f. Body of manuscript
 - g. References
 - h. Appendices (optional)
3. **Title page:**
 - a. Use the format for the title page as indicated on the Graduate Studies webpage (also found in Appendix III below)
 - b. Include the running head in the header at the top left
4. **Approval Sheet:**
 - a. Use the Approval Sheet format provided on the Graduate Studies webpage
 - b. Change "thesis [dissertation]" to "Independent Research" or "Case Report" as appropriate for your manuscript
 - c. Change the degree to "Doctor of Physical Therapy"
 - d. Replace "Student Name" with your name

- e. Change “Approved” date to the month and year in which you completed your final defense and your paper was approved by your committee
- f. Add committee chair and committee member names and credentials (must match those listed on the department webpage)
- g. Remove extra lines
- h. Change thesis[dissertation] in the sentences at the bottom of the page to “independent research” or “case report” as appropriate for your manuscript
- i. Include running head in the header at the top left

5. Acknowledgements

- a. Written in paragraph form
- b. Double spaced

6. Table of Contents

- a. Major headings are left justified, subheadings have varying degrees of indent based on order (second order/level are indented once, third order/level are indented twice)
- b. All headings in the paper must appear identically in the table of contents
- c. Page numbers are right justified
- d. Appendices are listed by appendix letter and appendix title
- e. NOTHING should be in bold or all caps EXCEPT the words “Table of Contents” and then it should be consistent with your chosen manuscript style (AMA or APA)
- f. Double spaced

7. Abstract

- a. Written in paragraph form with the major headings embedded (ie. Introduction, methods, results, etc.)
- b. Headings should be in bold with the first letter capitalized
- c. Keywords are optional
- d. Double spaced

8. Body of the manuscript

	AMA	APA
Headings	<p>Level 1 – flush left, bold, all caps Level 2 – flush left, bold Level 3 – paragraph indent (run into text), followed by a period, bold</p> <p>*Headings must be attached to associated content. Do not end a page with a heading. (pg 925 AMA manual of style, 10th ed)</p>	<p>Level 1 – centered, bold Level 2 – flush left, bold Level 3 – paragraph indent, followed by a period, bold</p> <p>*Headings must be attached to associated content. Do not end a page with a heading. (pg 62 APA manual of style, 6th ed)</p>
Tables (see additional below)	<p>“Table” and table number in bold followed by a “.” Title not bold.</p>	<p>“Table” and table number on one line Table title on next line.</p>
	<p>Title is above the table without space between the title and the table.</p> <p>If the table is not original work it must be cited. (pg 84-86 AMA manual of Style, 10th ed)</p>	<p>Title is above the table with one extra blank line between title and table</p> <p>If the table is not original work it must be cited. (ch 5 APA manual of style, 6th ed)</p>
Figures (see additional below)	<p>“Figure” and figure number in bold followed by a “.” Figure title not bold.</p> <p>Title is below the figure without space between title and figure. If the figure is not original work it must be cited.</p> <p>If the figure is a picture of a person, his/her face must have a black rectangle over the eyes unless a photorelease was obtained (PTJ modification of accepted AMA styles)</p>	<p>“Figure” and figure number are followed by a “.” and the figure title.</p> <p>The title is above the figure with one extra blank line between the figure title and the figure.</p> <p>If the figure is not original work it must be cited.</p> <p>If the figure is a picture of a person, his/her face must have a black rectangle over the eyes unless a photorelease was obtained (ch 5 APA manual of style, 6th ed)</p>
References in-text	<p>Superscripted numbers should appear at the end of the sentence <u>after</u> the punctuation. No space should be present between the punctuation and the superscripted reference number (ch 3 AMA manual of style, 10th ed)</p>	<p>Author(s) and year of work are in parentheses at the end of a sentence before the punctuation. (ch 6 APA manual of style, 6th ed.)</p>

APPENDIX II

Reference list	Numbered list with the references in order as they appear in the manuscript Single-space within each reference, double space between each reference Remove all hyperlinks (ch 3 AMA manual of style, 10 th ed)	References are in alphabetical order. The first line of the reference is flushleft and the other lines are indented. Single-space within each reference, double space between each reference Remove all hyperlinks (ch 6 APA manual of style, 6 th ed.)
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9. Additional information on Tables and Figures

- a. Numbers and titles should be consistent with your chosen style (AMA/PT)
- b. Titles on tables and figures should be single-spaced
- c. Do not start a table or figure at the bottom of a page.
- d. Tables and figures should be entirely placed on a page. If a table crosses a page due to size the table number and title with the word “continued” should be placed at the top and the column headings must be repeated at the top of the second page
- e. Information within a table can be single-spaced
- f. Legend information for tables and figures should be single-spaced
- g. Using lines in a table is advisable for readability

10. References

- a. See information in the table above for guidelines
- b. Refer to your reference manual for details (AMA)

11. Appendices

- a. Each appendix should have a letter and a title; bold
- b. The appendix letter and title should be included in the table of contents
- c. If the appendix is longer than one page the appendix letter and title should be repeated on each successive page with the work “(continued)” at the top of the page

Running Head: shortened title of manuscript

**PRIMARY PRODUCTION IN FORCE IN A QUADRICEP MUSCLE DURING
WEIGHTED SQUATS**

A Thesis

Presented to

The Faculty of Marieb College of Health & Human Services

Florida Gulf Coast University

In Partial Fulfillment

of the Requirement for the Degree of

Doctor of Physical Therapy

By

Anne E. Student

2021