



**SAINT FRANCIS
UNIVERSITY**
FOUNDED 1847

Department of Physical Therapy

Student Handbook

Right to Amend/Edit/Change Policy Statement:

As a Saint Francis University Doctor of Physical Therapy Student, you are responsible for knowing the information, policies and procedures outline in the Student Handbook. The Department reserves the right to make changes to policy, and procedures as necessary. Once those changes are posted on line they are in effect. Students are encouraged to check on line for the most current version of all policies and procedures.

Saint Francis University
School of Health Sciences and Education
Department of Physical Therapy
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Introduction and Welcome

Welcome from the Chair

On behalf of the entire physical therapy department faculty and staff, welcome to the professional phase of our curriculum here at Saint Francis University. As you enter into this important phase of your academic career, you may have experiences that are both stimulating and challenging. The information found in this handbook is intended to clarify our expectations, to help you find answers to questions you may have, and to guide you successfully through the next three years toward your goal of becoming a physical therapist. Important departmental policies and operational procedures are outlined, so please take some time to review the entire document thoroughly. Remember that our entire faculty, staff, and I stand ready to assist you and answer your questions at any time. So, welcome and let's begin our journey together toward your future as an exceptional physical therapist.

Ivan J. Mulligan, PT, DSc, SCS, ATC, CSCS
Chair, Professor of Physical Therapy
Faculty Coordinator, Athletic and Orthopedic
Health and Wellness
Director, Sports Physical Therapy Residency Program

Mission and Philosophy

Mission of Saint Francis University

A Mind for Excellence: Saint Francis University offers higher education in an environment guided by Catholic values and teachings, and inspired by the example of our patron, Saint Francis of Assisi. The oldest Franciscan institution of higher learning in the United States, Saint Francis University is an inclusive learning community that welcomes all people.

A Spirit for Peace and Justice: University programs and activities foster such Franciscan values as a humble and generous attitude toward learning, respect for diversity and the uniqueness of individual persons, understanding of ethical issues, and reverence for all life. With a spirit of simplicity and joy, we provide opportunities for the University community to think critically and analytically, communicate effectively, and integrate theory and practice.

A Heart for Service: Saint Francis University offers undergraduate programs in the liberal arts tradition, graduate and professional programs of study that emphasize personal and professional ethics, and continuing education opportunities for personal and career enhancement. We seek to inspire in all members of the University community a love of lifelong learning and a commitment to share their gifts and skills generously with others in a rapidly changing world.

Mission of the School of Health Sciences

The School of Health Sciences synchronizes innovative educational opportunities and experiences to skillfully prepare individuals to provide competent, compassionate, and ethical care to regional and global communities including the medically underserved in rural areas. Contemporary curricula and outreach programming influenced by the Franciscan tradition provide the foundation for graduates to demonstrate critical thinking, cultural competence, and an evidence-based approach enhancing professional practice. In the spirit of St. Francis of Assisi, these future leaders dedicate themselves to lifelong learning, critical self-reflection, and service facilitating positive change in health and wellness.

Mission of the Department of Physical Therapy

The Department of Physical Therapy provides evidence-based undergraduate, graduate, and post-professional education to advance professional practice and development.

Mission of the Physical Therapy Program

The Saint Francis University Physical Therapy Program, guided by the Franciscan Goals of Higher Education (<https://www.francis.edu/franciscan-higher-education/>), educates students to enter professional practice as competent, ethical, caring doctors of physical therapy. The graduates are prepared to practice in a complex healthcare environment, demonstrate critical thinking, embrace lifelong learning, and use an evidence-based approach to support decisions and serve the needs of consumers and society.

Philosophy of the Physical Therapy Program

The educational approach at Saint Francis University reflects the philosophy that a solid yet diverse academic base, critical thinking skills, a strong moral foundation and a love for lifelong learning are essential tools for success in the world. The philosophies of the University and the Department are complementary and are realized as students develop a mind for excellence, a spirit for peace and justice, and a heart for service.

Academic Progression

Curriculum Plan

Curriculum Goals of the Program

1. Prepare graduates as generalists for entry-level physical therapy practice,
2. prepare graduates as lifelong learners able to formulate appropriate plans for professional and personal learning,
3. enable graduates to recognize the various elements of human diversity, and prepare graduates to utilize that knowledge in physical therapy practice,
4. prepare graduates to utilize available technology,
5. enable graduates to utilize information available through the scientific inquiry process
6. provide graduates with an understanding of how to recognize and utilize professional problem solving,
7. prepare graduates to appreciate and function in a rapidly changing health care environment,
8. expose graduates to the process of critical thinking, and
9. educate graduates regarding ethical and legal practice and behavior.

Introduction

Physical therapists are professionals practicing in concert with members of related health professions. Three terms define the practice of physical therapy; health promotion, prevention, and rehabilitation. As specialists in movement dysfunction, physical therapists evaluate and treat patients with a unique and well-defined scope of practice. The physical therapist formulates patient and goal oriented treatment plans to enhance awareness of good health habits, prevent physical disabilities, and rehabilitate persons disabled by pain, disease or injury.

In the increasingly complex current health care environment, physical therapists must cope with one constant - the element of change. The current influences of health care reform legislation and managed care demand focused, dedicated decision-makers to cope with the widespread changes in the world of health care, and the adjustments required in the art and science of physical therapy practice. The generalist, entry-level physical therapist of the 21st century must manage the influences of change when they begin their practice. The next generation of physical therapists must function as behavioral change-agents using principles of adult learning formally in academic settings and informally as clinical teachers for their patients and families. With the simplicity and humility inspired by the example of Saint Francis of Assisi, physical therapy practitioners must recognize and accept the diversity and uniqueness of humanity and strive to be of service to their patients, their profession, and themselves.

This mission provides focus and direction for the professional curriculum, and for faculty and students. Students require a diverse academic base as preparation for the professional curriculum. The judgment required in patient care is facilitated by an understanding of critical thinking, direct involvement in the problem solving process, and an orientation toward lifelong learning. The specific and unique knowledge of physical therapy practice is augmented by an understanding of the complexity of ethical issues, command of communication skills, use of technology in education, and practice, and a consumer's orientation toward scientific inquiry. The mission is the foundation of the philosophy of care in which faculty model these attributes and facilitate their development in the students. Learning for student,

faculty, clinician, and patient is an active process requiring collaboration, personal responsibility, and ease in posing questions and seeking solutions.

Curriculum

The curriculum is designed on the premise that physical therapy is a clinical profession with foundations in the biological sciences as well as the humanities. The professional curriculum builds on a core foundation that offers a diverse academic base, fosters critical thinking skills, and enhances a strong moral foundation and love for life-long learning as tools for success. The curriculum plan is designed to sequence coursework to compliment the pre-requisite biologic, social, and behavioral sciences with specific foundation courses in order to prepare physical therapy practitioners for the 21st century, in an evolving and changing health care environment. Courses incorporate didactic and self-directed learning experiences, as well as clinical learning experiences in order to foster critical inquiry, and problem based orientation, with application to clinical decision making.

Basic sciences will be designed as a foundation for clinical sciences and patient/client management courses, which are in turn linked to clinical pathology courses, in order to foster integration and application of basic knowledge, skills, and professional behaviors needed for competent physical therapy practice. The linked basic sciences, patient/client management, and clinical pathology courses will serve as the foundation for basic knowledge, skills, and attitudes to allow students to begin application to patient care through clinical learning experiences. Professional values and professional responsibility will be fostered throughout the curriculum.

Due to the high degree of integration of course content between courses in the professional curriculum, all courses must be taken together in the defined sequence, and in the semester in which it is indicated. Thus, during each semester, every course has all concurrent courses as co-requisites, and all courses from preceding semesters as pre-requisites.

Curriculum Plan

The foundations of physical therapy are introduced in the first semester of the professional curriculum. Human anatomy and movement science begin, with a focus on the lower extremity, and surface anatomy/palpation is completed as the basis for clinical science and patient management courses.

In the next semester, human anatomy and movement science are completed. Movement science addresses concepts of normal and pathological movement patterns. The first professional issues course orients students to the disablement process, the elements of patient/client management, and clinical documentation skills. An exercise prescription course provides a foundation for therapeutic interventions. A course in physical therapy procedures presents the fundamental skills of goniometry and manual muscle testing, transfer training, and the use of assistive devices. The first patient management course prepares students to examine, evaluate, and provide interventions for patients with cardiopulmonary problems. This is linked with a pathology/differential diagnosis course that addresses conditions seen in this area. In Clinical Education Seminar 1, students learn medical terminology, infection control, safety, and the concepts and policies related to clinical education experiences. The first module of the Professional Development track introduces students to professional behaviors and core values.

In the third semester, students are introduced to common musculoskeletal pathologies and differential diagnosis of these conditions. This is linked with the first of two patient management courses that address the examination, evaluation, and interventions used to care for patients with orthopedic conditions. The therapeutic agents course introduces students to the use of various modalities and adjunctive procedures, and pharmacology is studied as it relates to clinical practice. Students begin research through the study of experimental and non-experimental design methodology and statistical interpretation. Neuroscience 1 focuses on the anatomical and physiologic functions of the nervous system. Clinical Education Seminar 2 focuses on the issue of supervision in clinical education and the development of problem solving skills in relation to the interpersonal situations that can arise in the clinical setting. The second Professional Development module focuses on service.

The first clinical education experience makes up the fourth semester. Students apply the knowledge and skills developed in the first professional year to patients under the supervision of their clinical instructor.

In the fifth semester, students complete their study of neuroscience. This is linked to courses that study the impact of neurological pathophysiology on movement dysfunction and address management of pediatric and adult patients with these conditions. A psychosocial course focuses on the psychological and social aspects of patient care associated with illness and wellness. The second professional issues course introduces students to ethics, including the APTA Code of Ethics and the analysis of case studies. The second research course addresses accessing and critiquing literature, and the development of a research question and proposal. A module in the Professional Development track focuses on the continued development of student understanding and development of professional behavior.

In the sixth semester students complete the second patient management course in both the musculoskeletal and adult neurology areas. These are linked with the final course on pathology and differential diagnosis across multiple systems. A course on advanced motor control and exercise prescription addresses motor learning and motor skill acquisition as a framework on which to build exercise interventions. In the third professional issues course students address a range of legal regulations, topics and issues that are essential in contemporary practice. Students have the first of two opportunities to study advanced concepts in an area of personal interest in the special topics course. A course on teaching and learning prepares students for developing patient education, presenting community based education, and clinical teaching. The fourth Professional Development module allows students to focus on generational differences, and the leadership skills of communication and conflict management.

In the seventh, and last academic semester, there is a significant focus on the integration of high level differential diagnostic skills and complex cases. Three patient management courses address geriatrics; patients with conditions including wounds and burns, women's health, and amputees; and complex patients. A second special topics course allows student exploration of another area of advance practice or personal interest. Concepts of reimbursement, marketing, and practice management are presented in administration. A course on health and wellness focuses on the principles of risk reduction, disease prevention, and promotion of health behaviors that promote high quality of life despite impairment or functional limitations. The fifth Professional Development module addresses student entry into the profession and subsequent early career development.

The eighth semester is comprised of two eight week clinical experiences. Student gain experience across various settings with increasing expectations for their skills. The final professional issues course, addressing health policy and administration, is conducted in an online format. Traditional health care delivery and changes in technology, funding, legal and social structures and policies will be covered. Healthcare financing, reimbursement systems, and understanding the impact of current health care reform initiatives are other topics of importance.

The ninth, and final, semester is a 15-week clinical experience. The development of all components at entry level is expected. A sixth Professional Development module addresses long term career development.

Effective: 1999

Reviewed: 2007, 2008, 2009, 2011, 2012, 2013, 2014, 2016, 2017

Revised: 2004, 2008, 2009, 2010, 2015, 2018, 2019

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Saint Francis University
Doctor of Physical Therapy
(Professional Curriculum)

Year 1 – DPT 1 - Summer			Year 1 – DPT 1 - Fall			Year 1 – DPT 1 - Spring		
PT 402	Movement Science 1	2	PT 403	Movement Science 2	2	PT 501	Neuroscience 1	2
PT 404	Surface Anatomy/Palpation	1	PT 405	Exercise Prescription	2	PT 511	Pathology & Diff. Dx-Musculoskeletal	3
PT 406	Human Anatomy 1	<u>3</u>	PT 407	Human Anatomy 2	2	PT 522	Therapeutic Agents	3
			PT 510	Pathology & Differential Dx-CP	2	PT 523	PM 2-Musculoskeletal 1	4
			PT 520	Physical Therapy Procedures	3	PT 540	Pharmacology	2
			PT 521	PM 1-Cardiopulmonary	4	PT 555	Research 1-Critical Inquiry	2
			PT 530	Professional Issues-Documentation	2	PT 561	Clinical Education Seminar 2	0.5
			PT 560	Clinical Education Seminar 1	0.5	PT 571	Professional Development 2	<u>0.5</u>
			PT 570	Professional Development 1	<u>0.5</u>			
		6			18			17
Year 2 – DPT2 - Summer			Year 2 – DPT2 - Fall			Year 2 – DPT2 - Spring		
PT 660	Clinical Education Experience 1	<u>4</u>	PT 601	Neuroscience 2	2	PT 611	Pathology & Diff. Dx-Multiple System	2
PT 651	Research 2 – Clinical Application of Research	1	PT 610	Pathology & Diff. Dx-Neurology	2	PT 622	PM 5-Musculoskeletal 2	4
			PT 620	PM 3-Neurology 1	4	PT 623	PM 6-Neurology 2	4
			PT 621	PM 4-Pediatrics	2	PT 624	Motor Control & Advanced Exercise	2
			PT 630	Professional Issues-Ethics	2	PT 631	Professional Issues-Legal	2
			PT 641	Psychosocial Aspects of Patient Care	3	PT 640	Advanced Concepts in PT Practice 1	2
			PT 655	Research 2-Clinical Research Design	2	PT 642	Teaching & Learning	2
			PT 670	Professional Development 3	<u>0.5</u>	PT 671	Professional Development 4	<u>0</u>
		5			17.5			18
Year 3 – DPT3 - Summer			Year 3 – DPT3 - Fall			Year 3 – DPT3 - Spring		
PT 720	PM 7-Geriatrics	2	PT 731	Professional Issues-Health Policy, Admin	2	PT 762	Clinical Education Experience 4	8
PT 721	PM 8-Other Systems	4	PT 760	Clinical Educ Experience 2 (8 wks)	4	PT 771	Professional Development 6	<u>0</u>
PT 722	PM 9-Complex Patients	2	PT 761	Clinical Educ Experience 3 (8 wks)	<u>4</u>			
PT 730	Administration	3						
PT 740	Advanced Concepts in PT Practice 2	2						
PT 741	Health & Wellness	2						
PT 770	Professional Development 5	<u>0.5</u>						
		15.5			10			8

Professional program = 115 credits

Saint Francis University
Department of Physical Therapy

Progression Standards

Professional Curriculum

All physical therapy majors in the three-year professional curriculum must meet the following academic requirements. Failure to meet the progression standards will result in dismissal from the major.

- 1 Beginning with the fall semester of the 1st year, achieve a minimum QPA of 3.000 each semester of the professional curriculum.
- Beginning with the fall semester of the 1st year, achieve a minimum cumulative QPA of 3.000 during the professional curriculum.
- Earn a minimum grade of "C" or better in every professional curriculum course.
- Achieve a grade of "Pass" on all courses in the professional curriculum graded as "Pass/Fail."
- Achieve competency on all lab practical examinations as per department policy.
- Successfully complete each clinical education experience/ course and achieve a grade of "Pass" in each course (per Department Policy).
- Adhere to the University Conduct Code and all Essential Functions as defined in the Physical Therapy Program Student Handbook.

Effective: 2012, 2020
Reviewed: 2013, 2014, 2015, 2016, 2017, 2018, 2019

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Assessment of Student Learning

Introduction

Faculty in the Department of Physical Therapy adheres to the concept that the primary purpose of student assessment is to systematically collect, describe, and analyze information about student progress and achievement in relation to curriculum goals and outcomes. An ongoing process of student assessment has the goal of improving student learning by specific and timely feedback from the instructor(s) given in order to assure that each student is mastering the cognitive, psychomotor and affective skills needed for effective critical thinking and problem solving required for safe progression and patient care. Evaluation of academic performance may include, but is not limited to:

- Use of written exams, quizzes, group projects, presentations, skills checks, course practical examinations, and lab assessments to measure students' knowledge.
- Measuring how the student applies such knowledge to solving clinical problems.
- Evaluating the judgment, a student employs in critical thinking and problem solving situations.
- Assessing the quality of the students psychomotor, cognitive, and affective skills.
- Assessing the student's professional conduct, ethical behavior and interpersonal relationships with fellow students, academic and clinical instructors, other healthcare professionals, and patients.

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Grading Scale

The Department of Physical Therapy will follow the same grading scale in all departmental (PHTH) courses.

A	96 – 100	4.000
A-	91 – 95	3.667
B+	87 – 90	3.333
B	82 – 86	3.000
B-	78 – 81	2.667
C+	75 – 77	2.333
C	72 – 74	2.000
D	62 – 71	1.000
F	61 – below	0.000

Course Grading Guidelines

- The Department has defined a “B” or a grade of 82 or above as achieving competence in course practical exams. If a student receives grades below this level the student’s work is identified as not meeting competence and having significant deficiencies in mastery of the subject matter, critical thinking or skills.
- All of the credits associated with clinical science courses that have a lab component will be assigned to the lecture component of the course. The lecture component grade will be comprised of all quiz, exam, skills checks, course practical, lab assessment and project grades and will carry a letter grade consistent with the departmental grading scale. The lab component will be assigned a pass/fail grade for zero credits.
- Certain courses in the curriculum are graded as pass/fail based on criteria as designated on the course syllabus
- The series of four clinical education courses, PT 660, 760, 761 and 762, will be graded on a pass/fail basis by the Director of Clinical Education.

Performance Assessment in Lecture/Seminar Courses

- Student assessment in a lecture/seminar course will be based on the evaluation procedures outlined in the course syllabus and will follow the departmental grading scale.
- In the event that a student earns a grade below an 82 on any major course assessment, the student and his/her advisor will be notified by the course instructor in writing via an Academic Alert.
- It is the student’s responsibility to follow through with all recommendations as per the notification within the time frame indicated.

- Failure to follow through with either the required meeting or the agreed upon plan will result in the student receiving a Professional Contact Alert from the course instructor.

Definitions of Assessments in Lab Courses

Course Practical Examination - A controlled representation of a professional practice. It is an assessment of competency that requires students to integrate, analyze, and synthesize information in order to arrive at a clinical decision in a patient case. Essential components of a course practical examination are as follows:

- The course practical includes an element of patient simulation that attempts to replicate a realistic therapist/client interaction.
- The course practical includes elements of patient management identified by the Guide to Physical Therapy Practice: examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Of these, the course practical examination must specifically include, at a minimum, the components of evaluation and intervention.
- The course practical requires students to apply one or more concepts from each domain of learning taxonomy: cognitive, affective, and psychomotor.

Laboratory Assessment - A summative assessment of the student's ability to integrate, analyze, and synthesize information of course content. The goal is to assess the student's ability to arrive at a clinical decision in a patient case. This assessment includes concepts from the cognitive and or affective learning taxonomies and may include psychomotor components.

Skills Check - An assessment of psychomotor and communication skills in which a student is asked to perform a specific skill or technique. The assessment is task driven and does not include clinical decision making components.

Performance Assessment in Lab Courses

- The lab component will be graded on a pass/fail basis. Any numeric grade received in a lab component of a class will be used in the calculation of the overall course grade.
- In order to meet the Department progression standards, the student must receive a grade of pass in the lab component of all professional curriculum courses.
- In order to receive a grade of pass in the lab component, the student must achieve competency on each course practical exam or on a retake of this exam.
 - Competency is defined as achieving a minimum grade of 82 **and** demonstrating this level of performance on all criteria that the course instructor has designated as critical items.
- In courses that do not have course practical exams students must achieve a minimum grade of 72 on each assessment in order to earn a grade of pass in the lab component

Performance Assessment in Clinical Education

- The criteria used for determining the grade in all clinical education courses are found in the Department of Physical Therapy Clinical Education Manual.

Retakes of Course Practical Exams

If a student fails to achieve competency on a lab practical exam the student will be granted one opportunity to retake the practical exam.

Following a failure, the student ***MUST***:

- Contact and meet with the course instructor within 2 business days of notification that a failure has occurred. This meeting is to discuss the reasons for the failure and enable the student to identify their areas of weakness.
- Within 3 business days of the notification of the failure, the student must review the video of the lab practical exam to identify areas of deficiency.
- A retake will be scheduled with the instructor within 10 business days of notification. The retake day, time and place are at the discretion of the course instructor.

The student must pass the retake with a grade of at least 82 **AND** perform all critical items in order to achieve competency. If the student achieves competency on the retake, the original grade will be used in the calculation of the course grade.

If a student does not achieve competency on the retake, the result is a failure of the course practical exam and a failure of the lab component of the course.

A student may retake a course practical exam on two separate occasions during the professional phase of the program. Should a student receive a failing grade on a third separate course practical exam, the student's academic record will be reviewed by the SPC which may result in a dismissal from the program.

Combined practical - is defined as two separate course practicals during a semester that include two courses in the student's curriculum that use one case to demonstrate the links and threads related to the material presented in more than one course. These practicals are taken on one day and include separate and distinct material from more than one course. A combined practical will be clearly identified in each of the course syllabi. Two distinct grading rubrics for each portion of the practical will be used when a combined practical is scheduled. A student will receive a grade for each course related to the combined practical as outlined in the course syllabus. If a student fails both components of a combined practical, this will count as two failed course practicals.

Effective: 2014
Reviewed: 2015, 2016
Revised: 2017, 2018

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Academic Alert Notification

The purpose of this form is to formally notify the student and advisor when the student earned a grade that indicates the student may be at academic risk. The following steps are followed:

- The instructor completes the form whenever a student scores below an 82 on an exam, skills check, course practical exam or other major assignment. The grade, type of assignment and all recommended student actions are noted.
- It is the student's responsibility to follow the recommendations made by the instructor.
- The form is given to the Administrative Assistant.
- The Administrative Assistant forwards copies to the student and advisor.
- The original form is filed in the Student Department file.

Effective: 2014
Reviewed: 2015, 2016, 2017, 2018
Revised: 2019

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Saint Francis University
School of Health Sciences and Education
Department of Physical Therapy

Academic Alert Contact Form

Student: Click here to enter text.

Date of Assessment: Click here to enter a date.

Instructor: Click here to enter text.

Grade: Click here to enter text.

Course: Click here to enter text.

Assessment: Choose an item.

Planned course of action/follow-up for student:

- Meet with Instructor Meet with Advisor Meet with GTA
 Meet with Program Chair No action required
 Other: Click here to enter text.

Planned course of action/follow-up for faculty: Click here to enter text.

Distribution:

- Academic Advisor Course Instructor DCE/Asst. DCE Program Chair
 Student GTA

Additional Comments: Click here to enter text.

Date emailed to administrative assistant: Click here to enter a date.

Date emailed to those checked under Distribution: _____

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Departmental Academic Probation

Departmental Academic Probation (DAP) serves to identify students at risk of not progressing academically or of not making satisfactory progress on any portion of the professional development portfolio in order to provide them adequate advising support.

Conditions for placement on academic probation include but are not limited to:

- No more than one grade below a B in a semester
- Failed lab practical exam
- Unsatisfactory rating on the professional development portfolio
- Unsatisfactory performance in any clinical education assignment or experience

Within one week of being placed on DAP, the student will receive written notification of such action outlining the requirements for this period of time. Requirements may include but are not limited to:

- Scheduling a monthly meeting with his/her advisor to update on academic progress
- Satisfy any other requirements outlined in a lecture/ lab course action plan. Mandatory attendance at open labs
- Meeting with the graduate teaching assistant on a routine basis
- Any other requirements as determined by the Student Progress Committee (SPC).

Transference of a student from a status of DAP to that of academic good standing will occur only with satisfactory completion of all requirements.

Reviewed: 2018

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Student Progress Committee (SPC)

Purpose of SPC

The Student Progress Committee (SPC) is a departmental subcommittee serving the primary purpose of reviewing the academic progress, clinical progress, and professional behaviors of each pre-professional and professional phase student in SFU's physical therapy program. The SPC determines action to be taken including: advancement to the next academic year, a leave of absence from the program, dismissal, readmission, and graduation.

Committee Make-up and Quorum Requirements

The SPC is made up of all Core faculty involved in the implementation of the physical therapy curriculum. The Chair of Department of Physical Therapy serves as the Chair of the SPC and is responsible for: preparing the agenda, convening the committee (face-to-face format or by electronic means) establishing a quorum, conducting the voting procedures, and disseminating the decisions made by the committee. The Chair may invite a faculty member from another program within the School of Health Sciences and Education to attend the meeting and participate. A student who has an issue before the SPC may request to attend that meeting.

A quorum for any SPC meeting shall be defined as one vote more than half of the total members of the committee. Decisions are rendered by majority vote of the committee members present at the time of the vote. The Chair shall vote only in the event of a tie and the vote shall serve as the tie-breaking vote. In the case of a student appeal, the faculty member involved in the course(s) leading to the student not meeting progression standards and the student's advisor shall be available during the meeting.

Confidentiality

All proceedings of the SPC are confidential. Except as specified in the above guidelines, meetings will be closed to persons other than University representatives authorized by the Chair of Department of Physical Therapy. Minutes of each SPC meeting are maintained in a confidential file in the department.

Roles of the SPC

1. To Address Performance Below Department Professional Phase Progression Standards

The SPC shall convene to review the circumstance of any performance that is below the recognized standards of the program as defined by the progression standards, the grading policy, the Essential Functions, and the policies of the Department enumerated in the Student Handbook and the Clinical Education Handbook.

2. The SPC may also convene in other cases of academic or clinical faculty concern about the performance of any student. Potential Actions of the SPC for students in the professional phase of the curriculum may include but are not limited to:
 - Recommend a continuance or removal a student from Departmental Academic Probation
 - Recommend or refer a student for counseling or to the Center for Academic Success (CAS) for tutorial support, study skills training, or diagnostic evaluation for learning accommodations
 - Recommend/Approve a leave of absence for academic reasons, medical interventions, or personal reasons
 - Recommend and approve readmission to the physical therapy program
 - o **** NOTE:** When the SPC determines a leave of absence or readmission is warranted, a suitable course of study will be determined to facilitate success for students.

Meetings of the SPC

Meetings of the SPC will be held at the end of the Fall, Spring and Summer Semester to address any issues related to a student's progress in the program. Additional meetings may be called by the Chair at any time to address student progress issues.

Procedure of the SPC related to a dismissal from the program

When a student is dismissed from the program the following procedure shall occur:

1. When a dismissal occurs, the Chair will notify the student in writing via certified mail within five (5) business days of the dismissal. A copy of the notification will be emailed to the student's University account and filed in the student's record in the department.
2. If the student intends to appeal the dismissal, the student must request an appeal hearing before the SPC. This request must be in writing to the Chair within ten (10) business days of the date the student received notification of the dismissal.
3. Once a letter of appeal is received by the Chair, a SPC meeting shall be convened within ten (10) business days of receipt of the appeal request. The Chair will gather information required for SPC deliberations and will convene a meeting of the SPC to consider the student's request. The student may request to be present at the meeting to provide supporting evidence to the appeal request.
4. The meeting of the SPC will be held by the standards set above. Once the SPC votes on the appeal request the student will be emailed the decision within 48 hours. A formal letter of the decision will be forwarded to the student within five (5) business days in writing by certified mail. In the case of the appeal being denied and the Dean of the School of Health Sciences and Education and the Vice President of Academic Affairs will be notified of the SPC decision.
5. The student may appeal the SPC decision to the Dean and must follow the procedure set by the Dean of the School of Health Sciences and Education. A copy of the procedure will be provided to the student by the Chair.

Procedure of the SPC related to a request for a leave of absence

1. When a leave of absence is requested, the student shall request a leave in writing as outlined in the request for a leave of absence procedure.

2. Once the letter requesting a leave of absence is received by the Chair, a SPC shall be convened within 10 business days of receipt of the request. The Chair will gather information required for SPC deliberations and will convene a meeting of the SPC to consider the student's request. The student may request to be present at the meeting to provide supporting evidence to the appeal request.
3. The meeting of the SPC will be held by the standards set above. Once the SPC votes on the student's request will be emailed the decision within 48 hours. A formal letter of the decision will be forwarded to the student within five (5) business days in writing by certified mail.
4. The student may appeal the SPC decision to the Dean and must follow the procedure set by the Dean of the School of Health Sciences and Education. A copy of the procedure will be provided to the student by the Chair.

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Effective: 1999

Reviewed: 2008, 2009, 2011, 2012, 2016

Revised: 2004, 2006, 2008, 2010, 2012, 2013, 2014, 2015, 2017, 2018

Attendance and Absence

For most students in our physical therapy program, full-time professional education is a new experience, and for many will pose a significant challenge. The nature of the curricular content is intense, and the demands on student time management will be very different from previous college experiences. Professional education has some unique characteristics which will demand a high level of commitment to learning in order to successfully complete assignments and degree requirements to graduate, pass the licensure exam, and progress to clinical practice. Students should be aware of the following time demands:

- **Classroom attendance is mandatory** – due to the degree of knowledge, skills, abilities, and behaviors to be instructed and mastered, most classes in a professional curriculum are two or more hours in length. It is not possible for faculty to repeat learning experiences to the same extent as in a full-class presentation, therefore students must make every effort to attend all class meetings for the entire scheduled time.
- **Punctuality** is expected at all classes and scheduled activities. Failure to comply may adversely affect grades earned.
- **Outside study time is required**– the depth and breadth of course content will demand that students spend many hours of independent and group study time, both on and off campus in order to successfully master the material.
- **Scheduling is unpredictable** – students will be required to attend special educational sessions, open labs, professional meetings, field experiences and other learning activities outside of and in addition to regular class hours. Faculty will make every effort to give students sufficient notice of these learning opportunities to allow students to make any necessary adjustments in personal schedules, however it is expected that students will attend all sessions.
- **Participation in extracurricular activities will be limited** – students must give very serious consideration to activities that may interfere with the time needed for successful completion of assignments, group projects, research activities, open-lab, and other program-related learning activities. Students should carefully evaluate the impact of their participation in the following activities during the time they are in the professional phase of the curriculum:
 - Employment

- Participation on athletic teams or other campus organizations
- Commitments to family and friends for scheduled events such as weddings, reunions, summer vacation, etc.

Recognizing that situations arise which require students to miss course or clinical sessions, the following departmental procedures should be followed when absence occurs:

Short Term Absences (Unplanned and Planned)

1. In the event of an unplanned illness or emergency situation (automobile accident, death in the family, etc..) resulting in a full-day or part-day absence, the student should telephone the physical therapy department office (814) 472-3123 to report the anticipated absence. Also, it is the student's responsibility to immediately contact **all** course instructors/professors impacted by the absence. Students should refer to procedures outlined in the respective course syllabi for email and office phone contact information for each faculty member. Upon return, it is the student's responsibility to contact each instructor/professor to obtain missed course materials, assignments etc., as well as any make-up assignment following the absence. **Students who miss scheduled instructional activities are expected to acquire the same level of competency as other students in the same course.**
2. A request for a planned absence from one or multiple course sessions should be submitted in writing four weeks in advance to all instructors/professors involved. Students should not assume that the submission of the request automatically results in an excused absence. While each request for absence will be considered on a case-by-case basis, personal travel plans are not considered valid excuses for missing class, exams or clinical assignments. The decision to grant or deny the request will be at the discretion of each faculty member involved. It is the student's responsibility to follow-up with all faculty members regarding acquisition of all missed coursework and assignments. Individual faculty members reserve the right to require additional make-up assignments to assure that the student masters the missed coursework and is adequately prepared to continue in the course.
3. A request for absence from a written exam, skills check or lab competency exam should be submitted in writing four weeks in advance to the course instructor. The student should indicate the reason for the absence. The decision to grant or deny the request and the follow-up action will be at the discretion of the course instructor. In general, make-up examinations must be taken within 72 hours of the original exam date.
4. Absence for attendance at a professional conference or other similar professional development event should be submitted to the Chair of the Physical Therapy Department for faculty approval at least 4 weeks in advance. Students should provide a copy of the poster/platform abstract to be presented, or meeting program to support his or her attendance at the conference, and will be required to provide a written or oral reflection on the experience upon return.
5. Students should follow the policies and procedures outlined in the Clinical Education Manual regarding absences during clinical affiliations.

Unexcused Absences

Failure to observe the above departmental procedures (items 1 – 5) will result in an unexcused absence for all classes during the period of absence. Students may be assigned a grade of zero for any assignment,

quiz, or exam missed. It will be up to the discretion of the instructor/professor as to whether any make-up assignment, quiz, or exam will be offered. The highest grade a student will receive on any allowable make-up assignment will be a 75. Repeated unexcused absences will result in zero on all graded assignments and action by the Student Progress Committee (SPC).

Although a student may follow the above procedures regarding a planned absence, an individual faculty member or collective group of faculty members may not feel that it is in the best interest of the student to grant the absence. In the event that the student decides to miss class or any skills check/exam, an unexcused absence would result. In this case an unexcused absence will result in a zero for any missed assignment or exam as noted above.

Extended Absences

Temporary Absence from Program

At times a student may be absent from class repeatedly or for an extended period of time due to obligations such as university athletics, military service, or jury duty. The Department of Physical Therapy does not discriminate against students with such responsibilities in decisions related to admission, retention, advisement, clinical education, or any other program-related issue or activity during the pre-professional or professional curriculum.

All students are responsible for meeting the Department of Physical Therapy Progression Standards, as well as the course requirements for each class in which they are enrolled. Students may encounter difficulty in meeting these standards and requirements if they are repeatedly absent or absent for a prolonged period. Students in these situations are encouraged to consult course syllabi for exam dates, for due dates for papers, projects, etc., and for any other course obligation that they must fulfill. If any such obligation occurs during a scheduled absence, it is the student's responsibility to consult with the relevant instructor and establish revised due dates prior to the absence and as early in the semester as possible.

Medical / Emergency Leave of Absence Policy

A medical/emergency leave may be granted in certain situations such as a documented medical or psychological condition and/or for documented urgent personal grounds (i.e., death or serious illness in the immediate family). The request must be made in writing to the Chair of the Department and may be for a maximum of one academic year. The student is subject to all University withdrawal policies, and to the Physical Therapy progression standards upon return. While on leave, students are not permitted to take major or collateral courses.

Petition for Readmission from Leave of Absence

In order to return to enrollment from a leave of absence, the student must notify the Chair of the Physical Therapy Department at least one month prior to his or her intended return to physical therapy studies. The student will produce a written petition addressed to the Student Progress Committee (SPC), which will then consider the request and determine the course of action most appropriate to the student's status at the time of petition. Documentation will be required stating that the reason for the leave of absence is fully resolved, and that the student is fit to fully participate in the essential academic activities required by the Department for graduation. The student is subject to all University readmission policies. Student is

also subject to the Physical Therapy progression standards and policies that are in effect at the time of their return.

Effective: 2010

Reviewed: 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

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Academic Honesty

Introduction

Academic honesty is an essential part of the Saint Francis University experience. Dishonesty in any aspect of the life of the University is viewed as being incompatible with its moral tradition. Accordingly, Saint Francis University has prepared a policy on academic honesty which will guide students in dealing with such issues in the process of learning.

Academic Dishonesty

All Saint Francis University students will be expected to understand the examples of academic dishonesty and the associated implications. It will be the responsibility of the Vice President of Academic Affairs to ensure that all Saint Francis University students become familiar with the potential violations of academic integrity.

There are various practices that are seen as violations of academic honesty. Some examples of these are listed below:

1. Submitting another student's paper or project as one's own.
2. Submitting the same assignment to fulfill requirements in two courses without the expressed permission of both instructors.
3. Cheating during an examination, either by copying from another student or by letting another student copy from one's own work, or by using any other illegitimate source of information.
4. Coaching another student in the preparation of: a lab practical examination (including discussion of cases), assignment, including editing papers, projects, computer programs, etc., where expressly prohibited by the instructor/ syllabus.
5. Impairing library resources so as to deprive others of their use - such as removing them from the library without checking them out, tearing out pages, hiding books, etc., with the intent of thereby gaining an academic advantage.
6. Inserting into a paper phrasings or paragraphs from journals or books without structuring them to demonstrate one's own synthesis of ideas, and without fully crediting the original source.
7. Obtaining general background for an assignment from a book, article, or other source that is not acknowledged.
8. Using a specific idea, detail, or illustration drawn from a particular source without attribution.
9. Paraphrasing without attribution.
10. Taking an exam in one section of a course and then discussing the nature and content of that exam with students who have yet to take an exam with another section of the course.
11. Attempting to access an online examination outside of the time or place where the examination is scheduled.
11. Submitting contrived or altered data, quotations, or documents with an intent to mislead, or deliberately misattributing material to a source other than that from which the student obtained it.
12. Falsifying, tampering with, or misrepresenting one's own transcript or other academic record, or that of another student, or any materials relevant to a student's academic performance.

13. Knowingly making false statements or presenting false evidence at any time throughout the academic honesty process. In cases where the student has been accused of other unacceptable practices, knowingly making false statements or presenting false evidence will be treated as an additional offense for purposes of determining the proper penalty category.
14. Recalling or reproducing questions from any assessments for the purpose of gaining advantage on future assessment.

The above listing of violations of academic honesty is based upon a list of unacceptable practices which was provided by Dr. John Watson of St. Bonaventure University, and it is not intended to be exhaustive.

The Role of the Faculty

The faculty of Saint Francis University are obliged to play a major role in the implementation of an effective academic honesty policy. Accordingly, when a member of the faculty becomes aware of an incident of academic dishonesty, that faculty member must confront the alleged offender and impose a penalty if the situation warrants.

Members of the faculty have several initial penalty options for academic misconduct. These include:

1. Assignment of a failure for the course.
2. Suspension from the class for one class period.
3. Lowering of a letter grade by one or more letters.
4. A failure on the specific assignment.

The accusing instructor must then write an incident report outlining the offense and the nature of the penalty levied. This report will be sent to the Office of the Registrar, where it will be filed for a period of five years from the date of the incident and then destroyed.

The penalty for academic dishonesty in a course is outlined in the syllabus.

NOTE: This is an abbreviated version of the Saint Francis University Academic Honesty Policy. A copy of the full policy including sections pertaining to the Academic Court and the Bylaws of the Academic Court may be obtained from the Office of Academic Affairs, Scotus Hall, Room 317. Students are encouraged to read the University's Academic policies and procedures, including the appeals procedures for offenses, as posted online or available from the Office of Academic Affairs.

Effective: 2010
Reviewed: 2011, 2012, 2013, 2014, 2016, 2017
Revised: 2015, 2018

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Academic Honesty on Examinations

Academic honesty is an important value of the program. Students should be aware that certain behaviors during an exam may appear suspicious or suggestive of cheating to the proctor. Examples of suspicious behavior include talking to other students, turning around, turning one's face or eyes towards the work of other students, or attempting to access any online source of material during any exam.

During the professional phase of the curriculum students are expected to comply with the following conditions during lecture examinations:

1. Hats may not be worn.
2. No books, notebooks, papers, book bags or portable handheld electronic devices (including but not limited to cell phones, iPods, watches and/or any wearable electronic devices, etc.) may be brought to the examination room.
3. Loose erasers are not permitted. Therefore, if a pencil is used, it should have an eraser attached to the end.
4. Other items may be brought into the room only with permission of the instructor.
5. Permission must be obtained by the instructor to leave room during examination or upon completion of an online examination.

Examinations are filed in a department portfolio for each individual student.

Effective: 1999
Reviewed: 2008, 2009, 2010, 2011, 2012, 2015, 2017
Revised: 2007, 2012, 2013, 2014, 2016, 2018

Academic Advisement

Each student majoring in physical therapy will have an advisor assigned from among the faculty of the Department of Physical Therapy. The student will continue with this advisor until graduation. The purpose of departmental advising is to develop an ongoing relationship with each student in order to address his or her academic needs and facilitate professional development as a physical therapy major.

At minimum, students must meet with the advisor each semester prior to registration, and at other times as deemed necessary by the student, the advisor or the department. The advisor will be available to the student during scheduled posted office hours and at other times upon mutual agreement. See the Saint Francis University Catalog for additional information.

In addition, the student's grades will be reviewed each semester by the advisor. Performance in clinical education courses will be reviewed as well. The advisor may require a meeting with the student to discuss any areas of concern.

If the student seeks advice or assistance from the advisor on matters outside the advisor's area of expertise, the advisor may refer the student to the appropriate University office. Examples of such referrals are the Center for Academic Success and the Counseling Center.

The advisor will regard communication with the student as confidential. Information gleaned from confidential discussions will not be released without permission from the student, except as permitted by law and described in the Saint Francis University Student Handbook and catalog.

Effective: 1999
Reviewed: 2008, 2009, 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018
Revised: 2004, 2006, 2012

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Professional Development

Introduction

According to the American Physical Therapy Association's position statement on professional development, physical therapists are obligated to engage in an ongoing program of self-assessment and planned action to assure that:

- Clinical practice is aligned with the seven core values of professionalism: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility
- The acquisition of knowledge, skill and abilities is consistent with excellence in clinical practice
- Acceptable standards of competent practice are upheld
- The profession of physical therapy is advanced

The Department of Physical Therapy supports this position statement, and believes that the behaviors and aptitudes associated with becoming a professional begin during one's formal education through the various learning experiences encountered, and are guided by faculty-modeling of those same behaviors and skills. Thus, students and faculty are expected to conduct themselves in a professional manner whether in class, laboratory, field experience, or on clinical assignment. Students are held accountable through the program's policy on essential functions of a physical therapist and the following professional behaviors are expected at all times:

- Full participation in all learning activities
- Honesty in verbal communication, course requirements, and clinical activities
- Respect for the uniqueness and diversity of each individual
- Accountability for one's actions
- Providing and accepting feedback in a constructive manner
- Punctuality
- Upholding commitments and responsibilities (ie. attending all classes, keeping appointments)
- Compliance with operating policies and procedures in all settings (ie. classroom, lab, clinic)
- Not being under the influence of alcohol or drugs, or addicted to their use
- Maintaining confidentiality of personal communication and confidentiality of patient information
- Ensuring individual privacy during clinical activities or lab simulation
- Not engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any patient, academic or clinical faculty

Failure to demonstrate these behaviors throughout the program will result in review and action by the Student Progress Committee.

Professional Development Assignment (PDA)

Purpose & Expectations:

The purpose of the professional development assessment is to assist the student in a logical and progressive process toward professional growth across the curriculum. The expectation is that each student will demonstrate professional growth through accurate self-assessment, effective utilization of the feedback from others, and reflection. Satisfactory progress is demonstrated by consistently exhibiting '*Beginning Level*' criteria by the end of the DPT 1 year, '*Developing Level*' criteria by the end of the DPT 2 year, and '*Entry Level*' criteria by the end of the program.

The professional development assessment consists of three main criteria:

Part I: Professional Development Self-Assessment (PDSA) – Page 2-12

Part II: Professional Development Reflection (PDR) – Page 13

Part III: Professional Development Meeting (PDM) – You will be expected to have a meeting with your academic advisor to discuss your professional development after completing the PDSA and Reflection. The advisor will complete the Professional Development Meeting form and you will have the opportunity to sign off on it. Meetings will take place on campus during fall semester of DPT 1 year, fall semester of DPT 2 year, and summer of DPT 3 year. You will not complete the PDSA during your Spring Semester DPT 3 year, but will complete the PDR and have a PDM with your academic advisor while you are out on clinic. This meeting can take place in person, over the phone, over email or skype, depending on the situation and availability of both parties.

PART I: Professional Development Self-Assessment (PDSA)

Background: The Professional Development Assignment, including the Professional Development Self-Assessment (PDSA), is introduced to students in the fall semester of the DPT 1 year. The categories and category definitions in the PDSA replicate the American Physical Therapy Association document entitled Professionalism in Physical Therapy: Core Values¹. Sample indicators/behaviors have been incorporated from multiple sources^{1,2,3,4} and are distributed according to faculty consensus on the behaviors expected in the curriculum at each of three main levels (beginning, developing, and entry level).

Instructions:

For each core value listed, a definition is provided along with a set of sample indicators that describe what one would see if a physical therapist student were demonstrating that core value in his/her daily practice.¹

For each of the sample indicators listed, place one number that best represents the frequency with which you demonstrate the behavior where 1=Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Always.

Students are responsible for completing the ratings for the period they have most recently completed AND reviewing and updating ratings from the prior columns. When a rating is updated from previous assessment, the rating should be **highlighted** to indicate that there was a change. Students should self-assess, incorporating feedback from as many individuals as possible (peers, faculty, clinical instructors, patients, etc.) when completing the tool.

Goals are expected to be completed at each iteration of the tool including fall semester of DPT 1 year, fall semester of DPT 2 year, and summer of DPT 3 year. Goals should focus on the next level of behaviors expected. One goal is expected for each main category at the end of 1st semester; the subsequent submissions should have goals assigned to areas of greatest need for improvement.

Tool Construction References:

1. Professionalism in physical therapy. Consensus document of the American Physical Therapy Association (APTA). BOD Policy. Alexandria, VA: APTA; 2003.
2. May WW, Morgan BJ, Lemke JC, et al. Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*. 1995;9(1):3-6.
3. Jette DU, Portney LG. Construct validation of a model for professional behavior in physical therapist students. *Physical Therapy*. 2003; 83(5): 432-443.
4. May W., Kontney L., and Iglarsh Z. (2010). Professional Behaviors for the 21st Century. Retrieved from: <http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf>

PART I: Professional Development Self-Assessment (PDSA)

Accountability

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Recognizes that others have varied goals/needs	<input type="checkbox"/> Responds to the goals/ needs of peers/faculty	<input type="checkbox"/> Responds to the goals/ needs of patients/clients	<input type="checkbox"/> Is effective in addressing the varied goals/needs of different populations
<input type="checkbox"/> Understands the value of feedback and its value in professional growth	<input type="checkbox"/> Responds positively to feedback from others	<input type="checkbox"/> Actively seeks and accepts feedback from multiple sources	<input type="checkbox"/> Demonstrates ability to utilize feedback toward professional growth
<input type="checkbox"/> Recognizes that all actions have a consequence	<input type="checkbox"/> Acknowledges consequences of own actions	<input type="checkbox"/> Accepts consequences of own actions	<input type="checkbox"/> Responds appropriately to the consequence of own actions and that of other
<input type="checkbox"/> Defines the responsibility of the student in the learning process	<input type="checkbox"/> Assumes responsibility for learning	<input type="checkbox"/> Assumes responsibility for change based on learning and feedback	<input type="checkbox"/> Accurately reflects on responsibility performance
<input type="checkbox"/> Can state the purpose of the code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activities	<input type="checkbox"/> Identifies ethical, practice act, or facility standards within case studies	<input type="checkbox"/> Adheres to the code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activities	<input type="checkbox"/> Takes an appropriate course of action for identified issues with ethics, standards of practice or policies/procedures
<input type="checkbox"/> Effectively utilizes basic English skills (verbal, written, grammar, spelling, expression)	<input type="checkbox"/> Communicates adequately in the classroom environment with verbal and nonverbal skills	<input type="checkbox"/> Communicates effectively in the clinical environment with verbal and nonverbal skills	<input type="checkbox"/> Communicates accurately to others (payers, patient/clients, other health care providers) about professional actions with verbal and nonverbal skills

<input type="checkbox"/> Demonstrates awareness of the professional role of a physical therapist	<input type="checkbox"/> Demonstrates ability to solicit health goals from case and actual patients	<input type="checkbox"/> Participates in the achievement of health goals of patients/clients	<input type="checkbox"/> Participates in the achievement of health goals of society
<input type="checkbox"/> Understands the basics of patient education	<input type="checkbox"/> Educates peers in a manner that facilitates the pursuit of learning	<input type="checkbox"/> Encourages peer and patient accountability in learning	<input type="checkbox"/> Educates patients in a manner that facilitates patient autonomy
<input type="checkbox"/> Recognizes own stressors and seeks assistance in dealing with them as needed	<input type="checkbox"/> Establishes and uses outlets to effectively cope with stressors	<input type="checkbox"/> Demonstrates ability to defuse potential stressors with self and others	<input type="checkbox"/> Offers solutions to the reduction of stressors; demonstrates preventative approach to stress management

Altruism

Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self-interest.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Defines altruism	<input type="checkbox"/> Is able to effectively determine the needs of others	<input type="checkbox"/> Considers the needs of others in guiding one's actions	<input type="checkbox"/> Places patient's/client's needs above the physical therapists
<input type="checkbox"/> Places a high priority on learning	<input type="checkbox"/> Is supportive of peer needs as well as own	<input type="checkbox"/> Prioritizes needs effectively	<input type="checkbox"/> Completes patient/client care and professional responsibility prior to personal needs

Compassion/Caring

Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.
Caring is the concern, empathy, and consideration for the needs and values of others.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Recognizes differences in learning and communication styles	<input type="checkbox"/> Maintains open and constructive communication (including verbal and nonverbal behaviors)	<input type="checkbox"/> Adapts communication to feedback and known learning/communication styles of others	<input type="checkbox"/> Communicates effectively, both verbally and non-verbally, with others taking into consideration individual differences in learning styles, language, and cognitive abilities, etc.
<input type="checkbox"/> Recognizes own social, cultural, gender, and sexual biases	<input type="checkbox"/> Respects individual, cultural, social, and other differences	<input type="checkbox"/> Understands the socio-cultural, economic, and psychological influences on the individual's life in their environment	<input type="checkbox"/> Refrains from acting on one's social, cultural, gender, and sexual biases.

<input type="checkbox"/> Demonstrates basic compassion/caring for fellow students	<input type="checkbox"/> Demonstrates empathy toward peers and others	<input type="checkbox"/> Attends to peer and patient's/client's emotional and psychological needs	<input type="checkbox"/> Manages difficult issues with sensitivity and objectivity
<input type="checkbox"/> Demonstrates respect for others and considers others as unique and of value	<input type="checkbox"/> Understands an individual's perspective	<input type="checkbox"/> Designs patient/client programs/interventions that are congruent with patient/client needs	<input type="checkbox"/> Advocates for patient's/client's needs
<input type="checkbox"/> Understands the qualities that distinguish expert from novice practitioners	<input type="checkbox"/> Identifies the link between caring in the academic environment to caring for patients/clients	<input type="checkbox"/> Focuses on achieving the greatest well-being and the highest potential for a patient/client	<input type="checkbox"/> Empowers patients/clients to achieve the highest level of function possible and to exercise self-determination in their care

Excellence

Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, challenges mediocrity, and works toward development of new knowledge.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Uses relevant resources	<input type="checkbox"/> Internalizes the importance of using multiple sources of evidence to support professional practice and decisions	<input type="checkbox"/> Consistently applies new information from self and others and re-evaluates performance	<input type="checkbox"/> Justifies solutions selected
<input type="checkbox"/> Team player – Identifies collaborative opportunities and shares knowledge willingly	<input type="checkbox"/> Engages others in discussion	<input type="checkbox"/> Recognizes one’s limitations and strengths and that of others	<input type="checkbox"/> Participates in interprofessional collaborative practice to promote high quality health and educational outcomes
<input type="checkbox"/> Formulates appropriate questions	<input type="checkbox"/> Appropriately discusses a grade on an exam, practical, or assignment with the appropriate faculty member as needed	<input type="checkbox"/> Conveys intellectual humility in professional and personal situations	<input type="checkbox"/> Critiques own performance accurately
<input type="checkbox"/> Demonstrates attentive behaviors in all academic environments	<input type="checkbox"/> Recognizes gaps in knowledge base	<input type="checkbox"/> Demonstrates the desire to achieve high levels of knowledge and skill in all aspects of the profession	<input type="checkbox"/> Demonstrates a commitment to lifelong learning
<input type="checkbox"/> Shares ones knowledge with others	<input type="checkbox"/> Pursues evidence and learning opportunities to expand knowledge	<input type="checkbox"/> Uses evidence consistently in the classroom to support professional decisions	<input type="checkbox"/> Uses evidence consistently in the clinic to support professional decisions
<input type="checkbox"/> Identifies differences between personal and professional values	<input type="checkbox"/> Tolerates ambiguity	<input type="checkbox"/> Responds effectively to unexpected situations	<input type="checkbox"/> Reconciles differences with sensitivity
<input type="checkbox"/> Projects a professional image in all environments	<input type="checkbox"/> Open to feedback	<input type="checkbox"/> Implements an effective plan of action in response to feedback	<input type="checkbox"/> Contributes to the development and shaping of excellence in all professional roles

<input type="checkbox"/> Identifies when contradictory ideas exist	<input type="checkbox"/> Formulates alternative hypothesis	<input type="checkbox"/> Critique hypothesis and ideas	<input type="checkbox"/> Determine effectiveness of applied solutions
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Integrity

Integrity is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Is aware of the various standards and guidelines of the DPT curriculum and the profession	<input type="checkbox"/> References standards of the profession to determine appropriate solutions in case studies	<input type="checkbox"/> Adheres to the highest standards of the profession, department and University (practice, ethics, reimbursement, Institutional Review Board, student handbook)	<input type="checkbox"/> Abides by the rules, regulations, and laws applicable to the profession
<input type="checkbox"/> Expresses ideas such that others can understand	<input type="checkbox"/> Articulates stated ideas and professional values	<input type="checkbox"/> Distinguishes fact vs. opinion, vs. assumptions	<input type="checkbox"/> Internalizes stated ideas and professional values
<input type="checkbox"/> Identifies contributions to interpersonal problems	<input type="checkbox"/> Approaches others to discuss differences of opinions when appropriate	<input type="checkbox"/> Reconciles conflicting information	<input type="checkbox"/> Resolves dilemmas with respect to a consistent set of core values
<input type="checkbox"/> Follows through on commitments made	<input type="checkbox"/> Demonstrates timeliness in all interactions/meets deadlines	<input type="checkbox"/> Engenders respect from peers, faculty, and patients	<input type="checkbox"/> Is trustworthy (includes strength of character and of competence)
<input type="checkbox"/> Is in control of own actions	<input type="checkbox"/> Assumes responsibility for own actions/outcomes	<input type="checkbox"/> Communicates appropriately how personal issues may impact performance in advance	<input type="checkbox"/> Communicates professional needs and concerns
<input type="checkbox"/> Takes steps to become aware of own strengths and weaknesses	<input type="checkbox"/> Demonstrates knowledge of personal limitations	<input type="checkbox"/> Takes action to improve and/or compensate for personal limitations	<input type="checkbox"/> Recognizes the limits of one’s expertise and makes referrals appropriately

<input type="checkbox"/> Assists others in recognizing stressors for the betterment of the relationship	<input type="checkbox"/> Confronts harassment and bias among ourselves and others	<input type="checkbox"/> Demonstrates the ability to say 'no' if request made does not add to priorities or if the activity is in conflict with the set goals	<input type="checkbox"/> Acts on the basis of professional values even when the results of the behavior may place oneself at risk
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Professional Duty

Professional duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Defines and recognizes active listening	<input type="checkbox"/> Demonstrates active listening in the classroom	<input type="checkbox"/> Demonstrates effective active listening in all environments	<input type="checkbox"/> Facilitates each individual's achievement of goals for function, health, and wellness
<input type="checkbox"/> Recognizes own stressors or problems that may impact the group	<input type="checkbox"/> Provides a safe and secure environment for classmates	<input type="checkbox"/> Provides appropriate constructive feedback at the appropriate time to the appropriate person	<input type="checkbox"/> Preserves the safety, security and confidentiality of individuals in all professional contexts
<input type="checkbox"/> Establishes a support network including having a mentor	<input type="checkbox"/> Seeks assistance as needed	<input type="checkbox"/> Provides appropriate feedback to fellow classmates	<input type="checkbox"/> Mentors others to realize their potential
<input type="checkbox"/> Understands the varied duties of a physical therapy professional	<input type="checkbox"/> Balances commitments between personal and professional (school) life	<input type="checkbox"/> Demonstrates quality in assignments and clinical documents	<input type="checkbox"/> Takes pride in one's profession.
<input type="checkbox"/> Understands the need for personal commitment to professional involvement	<input type="checkbox"/> Identifies personal areas of interest and service opportunities in the profession.	<input type="checkbox"/> Involved in professional activities beyond the practice setting.	<input type="checkbox"/> Promotes the profession of physical therapy

Social Responsibility

Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Initial Rating	Beginning Level	Developing Level	Entry Level
<input type="checkbox"/> Defines cultural competence	<input type="checkbox"/> Communicates with cultural competence in all academic environments	<input type="checkbox"/> Demonstrates cultural competence in the clinic	<input type="checkbox"/> Promotes cultural competence within the profession and the larger public
<input type="checkbox"/> Recognize how departmental and course policies impact decisions and actions	<input type="checkbox"/> Takes action to resolve policy conflict within the academic environment when needed	<input type="checkbox"/> Identifies community, national, or worldwide issues for their impact on society's health and well-being and the delivery of physical therapy	<input type="checkbox"/> Advocates for changes in laws, regulations, standards, and guidelines that affect physical therapist service provision
<input type="checkbox"/> Identifies that there is a part of the profession that is about the 'me' and a part about the 'we'	<input type="checkbox"/> Recognizes when solutions to problems are within personal control/influence	<input type="checkbox"/> Acts in a leadership role when needed	<input type="checkbox"/> Builds community relationships
<input type="checkbox"/> Recognizes the role of the physical therapist in social advocacy	<input type="checkbox"/> Considers opportunities for social advocacy during the curriculum	<input type="checkbox"/> Values the involvement of physical therapists in social advocacy roles/relationships as a professional responsibility	<input type="checkbox"/> Participates in achievement of societal health goals
<input type="checkbox"/> Demonstrates awareness of group dynamics issues	<input type="checkbox"/> Strives to improve group process	<input type="checkbox"/> Maximally collaborates with classmates to improve effectiveness	<input type="checkbox"/> Participates in collaborative relationships with other health practitioners and the public at large

Post-Entry Level Behaviors

Core Value	Sample Behavior
Accountability	<input type="checkbox"/> Seeks continuous improvement in quality of care
	<input type="checkbox"/> Maintains membership in APTA and other organizations
Altruism	<input type="checkbox"/> Provides pro-bono services
	<input type="checkbox"/> Provides physical therapy services to underserved and underrepresented populations
	<input type="checkbox"/> Provides patient/client services that go beyond expected standards of practice
Excellence	<input type="checkbox"/> Demonstrates engagement in the profession of physical therapy
Integrity	<input type="checkbox"/> Uses power judiciously (including avoidance of use of unearned privilege)
	<input type="checkbox"/> Takes responsibility to be an integral part in the continuing management of patients/clients
	<input type="checkbox"/> Chooses employment situations that are congruent with practice values and professional ethical standards
Professional Duty	<input type="checkbox"/> Demonstrates beneficence by providing 'optimal care'
Social Responsibility	<input type="checkbox"/> Ensures the blending of social justice and economic efficiency of services
	<input type="checkbox"/> Participates in political activism
	Promotes community volunteerism
	<input type="checkbox"/> Ensures that existing social policy is in the best interest of the patient/client
	Provides leadership in the community
	<input type="checkbox"/> Advocates for the health and wellness needs of society including access to health care and physical therapy services
	<input type="checkbox"/> Promotes social policy that effects function, health, and wellness needs of patients/clients

PART II: REFLECTION

Purpose: Reflection is the most powerful mechanism available to us for personal and professional growth. It is necessary for developing the self-assessment and critical thinking skills critical to the life-long learning process that is characteristic of a professional. Henceforth, it is expected that you will be passionate about the reflective process throughout your time here at Saint Francis University and throughout your career as a physical therapist.

Description: You are expected to demonstrate reflection on your growth in the six dimensions specified on the attached Professional Behaviors Self-Assessment (PDSA). Please complete the reflection in narrative format, 1-2 typed pages, for your faculty advisor:

- Fall semester, DPT 1 year, fall semester, DPT 2 year, summer of DPT 3 year, spring of DPT 3 year.

Directions: The purpose of this assignment is to develop self-directed learning skills through performance reflection. Therefore, for greatest success in communicating this growth to your faculty advisor, please use the following instructions:

- Begin the reflective process by recalling all feedback you received during the timeframe between reflections. Feedback might come from:
 - Faculty, Classmates, Clinicians, Patients, Assessments, Written Comments, Non-Verbal Messages, and/or Self-Awareness.
- Perform a self-assessment using a tool that will enable you to track improvement over time and attach the updated tool to your narrative. Use the feedback from multiple sources in this self-assessment and support your ratings with specific examples.
- Ask yourself the following:
 1. What was I actively trying to improve upon (review of goals)? What actions did I take to make the improvements? Did I meet my goals? Why or why not? (Not answered DPT 1 Fall)
 2. What feedback was obtained, from whom, and how did I respond/learn from it?
 3. What have I learned from completing my PDA? How has reflection changed me?
 4. Were there areas of improvement that I achieved without my conscious attempt to improve in these areas? (Not answered DPT 1 Fall)
 5. Can I make generalizations about my strengths and weaknesses using my reflection?
 6. What have I struggled with during this reflection period?
 7. How do I intend to address/resolve these struggles?
 8. Which of the core values resonate most for me during this reflective timeframe and why? Provide examples.
 9. What are 3-5 measureable goals I will work on to further develop my professional behaviors?
- Write the answers to the above questions in your narrative.
- Submit your narrative and your self-assessment rating tool (with ongoing markings) to your faculty advisor at least one week prior to your scheduled advisor/student meeting or by the date specified if you are on clinical internship when it is due.

Professional Growth:

Assessment Item:	Yes	No
Is student self-reflection consistent with faculty/CI/peer/patient feedback?		
<i>(In this box: faculty member to note which documents/feedback was reviewed prior to student meeting and results)</i>		
_____ Reflection/Tool _____ DCE Feedback _____ GTA Feedback _____ Faculty Feedback _____ Recent CPI _____ Other: _____		
Is the professional behavior development of the student at a satisfactory level at this time? Please elaborate on any unsatisfactory areas.		
Are there any revisions necessary for the student to make on the PDSA or PDR?		
If so, what are the revisions and when are they due?		
Additional remarks [Student concerns, faculty concerns, etc.]		

Acknowledgement of review:

_____ Student Signature _____ Date

_____ Advisor Signature _____ Date

Revisions Completed: _____ On Time _____ Are / Are Not Sufficient
 _____ Follow Up Needed with Student? Yes No

Advisor Signature/Date:

Service Form

Name _____

My service activity was:

Number of hours: _____

I verify that _____ participated in the service activity described above.

Signature: _____ Date: _____

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Saint Francis University
School of Health Sciences and Education
Department of Physical Therapy

Meeting Attendance Form

I _____ attended a meeting of
_____ on _____

Signature of Officer of Sponsoring Organization

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Professional Behavior Contact Policy

The purpose of this form is to document feedback that faculty provide to students. This is done to facilitate the development of professional behaviors by students. This documentation is also used to assess the student's progress in relation to the Professional Behaviors policy.

- Core or adjunct faculty may initiate and complete the form.
- The reason for, details of the meeting, and any required course of action are documented.
- The faculty member determines if the form should be copied to any additional department members.
- Any documentation of a professional behavior issue will be copied to the student and advisor.
- The faculty member will refer a student to the Student Progress Committee when an issue has been identified that indicates behavior that is clearly below the expectations of the Professional Behaviors policy.
- The faculty member forwards the completed form to the administrative assistant who distributes the form to the student and others as indicated, and files a copy in the Student Department Folder.
- The advisor will refer a student for review by the Student Progress Committee if repeated issues are documented by notifying the administrative assistant.

Effective 2014
Reviewed 2015, 2016, 2017, 2018

Saint Francis University
School of Health Sciences and Education
Department of Physical Therapy

Professional Behavior Contact Form

Student: [Click here to enter text.](#)

Date of Behavior Issue: [Click here to enter a date.](#)

Instructor: [Click here to enter text.](#)

Reason for Meeting: Professional Behavior Issue

Contact Topics: [Choose an item.](#)

Meeting Details: [Click here to enter text.](#)

Planned course of action/follow-up for student:

- Meet with Instructor Meet with Advisor Meet with Department Chair
 No action required Other: [Click here to enter text.](#)

Planned course of action/follow-up for faculty: [Click here to enter text.](#)

Distribution:

- Academic Advisor Course Instructor DCE/Asst. DCE Program Chair
 All faculty Student Student Progress Committee Other [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Date given to administrative assistant: [Click here to enter a date.](#)

Date emailed to those checked under Distribution: _____.

Essential Functions of Students in the Pre-professional and Professional

The University's Doctor of Physical Therapy (DPT) Program prepares students and graduates to competently practice as a physical therapist and to apply for licensure for any state in the United States. The education of a physical therapist requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for a) independent, b) semi-autonomous, or c) collaborative practice, and making appropriate decisions required in such practice.

The curriculum leading to the DPT requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of physical therapy skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and interpersonal abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the DPT, these functions are necessary to ensure the health and safety of the student, patients, fellow students, faculty, and other healthcare providers.

The essential qualifications are necessary to acquire or demonstrate competence in physical therapy and needed for successful progression by students for the DPT. These essential qualifications are in addition to the standards of behavior and academic conduct set forth in the University Conduct Code, and includes, but is not limited to the following functions, skills, competencies, abilities and behaviors.

Motor Skills/ Physical Demands

Students shall have sufficient motor function so that they are able to execute movements required to provide general care and treatment to patients in **all** health care settings. [For example: students must have the ability, within reasonable limits, to safely assist a patient in moving from a chair to a bed, examination table, or from a wheelchair to another location. For the safety and protection of the patients, the students must be able to perform basic life support, including CPR, and function in an emergency situation.] Physical demands of a physical therapist include but are not limited to the following:

- **Auditory ability:** Auditory ability sufficient to assess and monitor health status.
- **Physical ability:** Sufficient to move from room to room, in a patient's room, and treatment spaces.
- **Gross and fine motor abilities:** Calibrate and operate equipment; position patients/clients; guard patients and perform facilitation techniques during gait training and other therapeutic interventions; perform ROM, MMT, debridement, transfers, CPR, or use of physical agents.
- **Tactile Ability:** Palpate, apply resistance during examinations or interventions.
- **Visual Ability:** Assess and monitor health status.

Cognitive, Observation, and Sensory, Skills

A student must be able to measure, calculate, reason, analyze, integrate, and synthesize information in the context of undergraduate and graduate professional study and clinical setting. The student must be able to read and comprehend extensive written material. A student must be able to acquire the information presented through demonstrations and experiences in the basic and professional sciences and courses. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

The student must be able to observe a patient accurately, at a distance and close at hand, and observe and interpret non-verbal communications when performing an assessment and intervention or administering of treatment. The students must be capable of perceiving the signs of limited function, disease, and

infection as manifested through physical examination. Such information is derived from accurately reviewing the medical history and assessing the patient's limitations in function, observation of the body surfaces, physical tests and measures, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds).

Communication Skills

The student must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. The student must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. The student must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and provide directions during treatment and post-treatment. The student must be able to communicate effectively in oral and written forms in English. The student must be able to process and communicate information on the patient's status with accuracy in a timely manner (i.e. complete the medical record, effectively communicate with members of the health care team, the patient and their caregivers, and third-party payers). Effective communication includes the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

Behavioral/Emotional Skills

A student must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the examination and care of patients and their families. In addition, he or she must be able to maintain mature, sensitive, and effective relationships with patients and their caregivers, family, students, faculty, staff and other professionals under all circumstances including highly stressful situations. The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must be able to demonstrate an awareness to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The student must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The student must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Professional Behaviors and Conduct

Students must possess the ability to reason morally and practice in an ethical manner. Students must learn and abide by professional standards of practice. Students must possess attributes that include: compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Students must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults. Students must adhere to the APTA Code of Ethics for the Physical Therapist.

Reasonable Accommodation for Disabilities

The University is committed to ensuring that otherwise qualified students with physical/ psychological disabilities are given equal access through reasonable accommodations to its services, programs, activities, and education for students with disabilities. The University and Department of Physical Therapy work closely with Center for Academic Success (CAS) (on campus) in this process. CAS is the

contact point for students with permanent or temporary sensory, physical, or psychological disabilities interested in requesting accommodations due to the effects of a disability.

Students who wish to request accommodations must contact CAS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact CAS for more assistance.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The University will work with the student and CAS to provide, if possible, reasonable accommodations. While the University will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential qualifications, functions, technical standards, or other academic requirements of the physical therapy program, or result in an undue financial or administrative burden. The University does not guarantee that any clinical site or future employer will provide the same accommodations that are utilized on campus.

Implementation of the Essential Functions for the Undergraduate and Graduate Physical Therapy Program

Potential students will be advised of the Essential Functions in materials on the Web. Students in the first year of the undergraduate program will review the Essential Functions expectations during PT 101 Physical Therapy Seminar. Students entering the professional phase of the program will review the Essential Functions during the orientation meeting in the summer semester of the first year. All students in the program will be told where to locate the Essential Functions in Department of Physical Therapy's Student Handbook located on the Department's website, <http://info.francis.edu/Physical-therapy-department>.

Effective: 1999
Revised: 2010, 2017
Reviewed: 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2016, 2018

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Academic Awards

Each spring semester, the department identifies eligible candidates for several undergraduate and graduate awards. Three undergraduate awards are presented at the School of Health Sciences and Education Recognition Ceremony. Eligibility criteria for these three awards are noted below:

ACADEMIC EXCELLENCE IN UNDERGRADUATE STUDIES

Purpose: To recognize the student who has achieved the highest QPA during matriculation in the undergraduate curriculum

Criteria: Highest QPA in the undergraduate curriculum as calculated at the end of the fall semester of the senior year

OUTSTANDING SENIOR PHYSICAL THERAPY STUDENT AWARD

Purpose: To recognize the student who had demonstrated excellence in academic achievement, professional development and service through extracurricular activities

Criteria:

1. SFU senior, undergraduate candidate for the BS in Health Science degree
2. Excellence in academic achievement during matriculation through the undergraduate curriculum
3. Exemplary professional behavior, demonstration of leadership
4. Involvement in service through extracurricular activities

CLASS SPEAKER

Purpose: To speak on behalf of the Physical Therapy Department and the senior PT class at the School of Health Sciences and Education Recognition Ceremony.

Criteria:

- Strong communication skills – demonstrates the ability to communicate effectively on behalf of the department in a formal setting to a diverse audience,
- Professionalism – exhibit appropriate professional conduct and represent the profession effectively.

Selection: Nominated and selected by core PT faculty.

In addition to the undergraduate awards listed above, the department presents the following graduate awards during the annual Recognition Ceremony and Dinner celebration:

FRANCISCAN EXCELLENCE AWARD

Purpose: To recognize the student who demonstrates the spirit of Saint Francis consistently in daily life.

Criteria: Demonstrates exemplary behaviors consistent with certain Franciscan Values of Higher Education during the graduate phase of PT school such as: a Humble and Generous Attitude Toward Learning, Reverence for all Life and for the Goodness of all Humanity, Respect for the Uniqueness of Individual Persons, a Global Vision, Service to the Poor and Needy, a Spirit of Simplicity and Joy, Franciscan Presence.

- Student seeks not the power and prestige of knowledge, but strives to share abilities and skills generously with others.

- Engages in active service to those in need (for example: CARE clinic, RED, Relay for Life, ministry, community service, etc.)
- Treats others with kindness, compassion and respect in personal and professional interactions.

CLINICAL EXCELLENCE

Purpose: To recognize the student who has demonstrated outstanding performance during clinical education experiences

Criteria:

1. High level clinical decision making that shows the ability to integrate material from didactic courses with effective problem solving strategies and application to individual patient care
2. Creativity and entry-level abilities in their performance of the psychomotor skills involved in examination and intervention
3. Effective communication skills with patients, staff and other members of the healthcare team that show sensitivity and flexibility
4. Professionalism

RESEARCH EXCELLENCE

Purpose: To recognize a student who has achieved and demonstrated a high level of performance in scientific inquiry

Criteria:

1. Minimum 3.5 QPA in all research courses, Pass for PHTH 542, Research 3
2. Completion of all requirements in PHTH 542 as specified in the current syllabus
3. Evidence of exceptional quality in PHTH 541 and 542 terminal course requirements.
4. Exemplifies qualities of evidence-based practitioner.

PROFESSIONAL EXCELLENCE

Purpose: To recognize the student who has demonstrated characteristics of an exemplary physical therapist

Criteria:

1. Consistently demonstrates high professional standards
2. Commitment to learning
3. Consistent demonstration of professionalism in both didactic and clinical education courses
4. Leadership
5. Track record of growth and commitment to the profession (attendance at district / state / national meetings)

ACADEMIC EXCELLENCE

Purpose: To recognize the student who has achieved the highest QPA during the graduate curriculum

Criteria: Highest QPA

DPT ALUMNI AWARD

Purpose: To recognize a student personal initiative and character most fostered class spirit and cohesiveness during the course of professional studies

Criteria: Awarded by a vote of the graduating class

CLASS SPEAKER

Purpose: Provides send-off speech to the graduating class at the recognition ceremony

Criteria: Awarded by a vote of the graduating class, with final selection by the faculty

1. *Strong communication skills* – demonstrate the ability to communicate effectively in a formal setting to a diverse audience
2. *Professionalism* – exhibit appropriate professional conduct and represent the profession effectively
3. *Class identity* – capable of conveying a message that represents the identity of the entire class with conviction, pride, reflection, and appropriate humor.

VECCHIO AWARD

Purpose: Monetary award was established by Anthony Vecchio MPT Class of 2001 in memory of his father.

Criteria: Awarded by whom the faculty judges to have written the best essay on a selected topic related to physical therapy.

NATIONAL STUDENT HONOR SOCIETY

The National Physical Therapy Student Honor Society, sponsored by the American Council of Academic Physical Therapy, recognizes current Doctor of Physical Therapy students who demonstrate excellence, integrity, and professionalism in areas of academic achievement, leadership, and service. As a member of the Society, individuals are expected to uphold and implement the core values of the physical therapy profession. The selection process is located at <https://acapt.org/about/national-student-honor-society>

Effective: 2012

Reviewed: 2013, 2014, 2015, 2016, 2017, 2018

Revised: 2019

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Academic Policies

Americans with Disabilities Act

Qualified students who feel they need an accommodation to fully participate in the academic curriculum, including laboratory and clinical education experiences, must contact the Center for Academic Success (CAS) prior to or at the start of the semester. CAS will work with the student to identify and approve accommodations that are reasonable and do not pose an undue hardship to Saint Francis University. All instructors will be notified of all approved accommodations prior to or at the start of the semester.

Qualified students with disabilities who require accommodations in the clinic must contact the DCE or Asst. DCE prior to the start of the semester to identify reasonable accommodations. All accommodations must be approved by the director of the Center for Academic Success and the clinical facility.

Departmental Communication

The faculty and staff will communicate with students via the student's SFU e-mail address, SFU mailbox, home address if the student does not have a mailbox, or departmental mail slot.

It is the responsibility of the student to regularly check these locations for timely receipt of their mail. Students should only expect faculty to respond to student communications during regular business hours. Individual instructors may require the use of e-mail through Canvas in courses where this tool is incorporated. This would only apply to course related communication, and the student must still check the sites above for all other communication. Due to increasing problems with computer viruses other email accounts, i.e. hotmail, yahoo, will not be used.

Reviewed 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

Computer/Internet Requirements

All program students, will participate in the University Laptop Program to assure university availability.

Students who own their own laptop computers are not exempted from this requirement.

Students are required to secure regular access to the Internet during each of the nine semesters of the professional curriculum, including clinical semesters. The purpose is to facilitate students' ability to access sources of information and to communicate with classmates and the faculty/department. Depending on location, Internet access may be available through the University. Further information may be obtained through IT Services.

Effective 2006
Reviewed 2007, 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2016, 2017
Revised 2010, 2018

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Electronic Devices in the Classroom

The use of electronic devices during class or lab is determined by the faculty/course instructor. The instructor will determine if computers are needed for an in-class activity or if permitted for note taking. Otherwise computers should not be used for any other purpose including email, instant messages, or surfing the internet.

Cell phones or wearable technology will not be used at any time during class for texting, email, surfing the internet, etc. and will be stored away during class time. Students may not leave class to answer or make phone calls. If a student anticipates receiving a phone call about a pending urgent situation they must notify the instructor of this possibility prior to the start of class. Cell phones should always be kept in a silent mode.

Effective 2010
Reviewed: 2012, 2014, 2015, 2016, 2017
Revised: 2013, 2014, 2018

Social Media Policy

Social Media is broadly defined as a blending of technology with social interaction. It includes a wide variety of tools and formats such as blogs, social networks, wikis, video sharing, and other Web 2.0 applications. Social media tools and formats may include, but are not limited to: blogs, discussion boards, list serves, electronic media sharing, collective intelligence tools, podcasts, vodcasts, RSS feeds, social networks, text messaging chats, video sharing, wikis, and virtual worlds.

While social media is an effective and accepted form of communication, it warrants safeguard to prevent misuse and abuse. This policy is developed to provide guidance to students and faculty in the Department of Physical Therapy for the use of social media technologies, both internal and external to Saint Francis University. It is the intent through this policy that these systems of communication are to be used professionally and lawfully.

As a student of physical therapy, you agree that you will NOT:

1. Violate any local, state, federal, or international laws or regulations, including but not limited to copyright, patent or trademark infringement, or intellectual property rights regarding any content that you send or receive. Plagiarism applies online as well.
2. Transmit any material (by uploading, posting, email or otherwise) that is unlawful, disruptive, threatening, profane, abusive, harassing, embarrassing, tortuous, defamatory, obscene, libelous, or is an invasion of another's privacy, is hateful, or racially, ethnically, or otherwise objectionable as solely determined by the Department of Physical Therapy and/or administration of Saint Francis University.
3. Transfer or make reference to (by uploading, posting, email or otherwise) any patient information, clinical sites, clinical instructors, SFU faculty or staff; post photos, nor engage in any clinical discussions through social media. HIPPA laws apply to social media applications and shall not be violated.
4. Impersonate any person or entity, or falsely state or otherwise misrepresent your affiliation with any individual or organization.

5. Knowingly transmit any material (by uploading, posting, email or otherwise) that contains software viruses, worms, disabling code, or any other computer code, files or programs designed to interrupt, destroy or limit the functionality of any computer software or hardware or other telecommunications equipment; harass another, or collect or store, or attempt to collect or store personal data about third parties without their knowledge or consent.
6. Violate confidentiality of system accounts, passwords, personal identification numbers (PINS) and other types of authentication assigned to individual users. These must be maintained, protected and not shared with others.
7. Utilize SFU logos and trademarks without written consent from the SFU Marketing Department.

Any violation of this policy is a serious breach of professional, legal, and ethical behavior guidelines and will result in consideration by the Student Progress Committee with the potential for immediate dismissal from the physical therapy program.

Effective: 2012
Reviewed: 2013, 2014, 2015, 2016, 2017, 2018

Student Assignment Guidelines

All assignments must be professional in appearance. This includes:

- Identifying information on a cover sheet or the first page:
 - Student(s) name
 - Date
 - Course Number and Name
 - Assignment Title
- Word processed, unless instructor specifies otherwise
- Standard margins and font size
- Edited for grammar, spelling, and punctuation
- References (where required) cited in AMA format.

For specific requirements see specific course syllabus.

Poster and platform presentations must be prepared following the guidelines of the organization to which the poster or platform presentation is to be presented.

Effective: 1999
Reviewed: 2003, 2005, 2007, 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2016, 2017
Revised: 2004, 2006, 2010, 2018

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Dress Code

Lab Attire

During lab sessions students will be performing treatment procedures and acting as a subject for their lab partner. In order to facilitate students' ability to inspect various body segments and have access for treatment, students are required to have specific clothing for lab.

- Female students will have gym shorts, sports bra, and rubber soled athletic shoes.
- Male students will have gym shorts, tank top, and rubber soled athletic shoes.

Students must have their lab attire available for all lab sessions.

Clinic and Lab Practical Attire

Students are expected to follow the dress code of the facility, which may include a lab coat or scrubs. If the facility does not have a dress code, then the following is expected:

- Name tag.
- Clothing should be clean, pressed, and in good repair.
- Shirts must provide full coverage of the trunk during bending and reaching. This means that there should be no visible cleavage and the midriff should be covered at all times. T-shirts are not acceptable.
- Pants may be casual “khaki” style or dress style. Cargo pants are not acceptable. Jeans may only be worn when specifically permitted by the clinic on a designated day. Shorts are not permitted.
- Shoes must have closed toes. No sandals or clogs may be worn. Socks or hose are required. Shoes should not have a heel greater than 1 inch. Rubber soles are preferred. Clean athletic shoes are permitted if acceptable to the clinic.
- Jewelry should not pose a risk to either a patient or the student. Jewelry, especially rings, with sharp edges or protrusions can injure a patient. Dangling earrings and necklaces can pose a risk of injury to the student.
- The only visible body piercing permitted is in the ear.
- No perfume or cologne should be worn.

Special Events

Periodically there will be special events such as guest speakers from outside the university, guest speakers, student presentations, and other activities such as research presentations. These may occur either within or outside of the regular class schedule. When guest speakers from outside the university are presenting students are required to dress in clinic attire. This also is expected when student(s) are making presentations, visiting clinics, or attending WestCentral District meetings. For special activities such as Research Presentations business attire is required. For male students this consists of dress slacks, shirt and tie. For female students this consists of dress slacks or skirt with top, or a dress. Shoes should be appropriate to the type of activity that the student is performing.

Failure to follow this policy could result in the filing of a Professional Behavior Contact form.

Reviewed 2007, 2009, 2011, 2012, 2013, 2014, 2016, 2017
Revised 2004, 2010, 2015, 2018

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Physical Contact

Physical therapy practice involves physical contact between the therapist and patient. Likewise, physical therapy education must involve actual contact in order for student physical therapists to learn techniques in the classroom and lab settings prior to performing these procedures in the clinical setting.

Physical contact in the classroom/lab may be between instructor and student, or between two or more students. Contact may be for the purposes of demonstration, practice, or testing of a technique or procedure. If a student finds personal physical contact in a particular situation objectionable for religious, sexual or other personal reasons, it is the student's responsibility to notify the course instructor, advisor or Chair. The instructor will modify their instructional techniques to the extent possible without adversely affecting the educational objectives. However, students will be required to perform lab techniques and procedures in order to pass all courses in the professional curriculum that have a laboratory component.

All students sign a consent to serve as a subject. If there are instances when a student wishes to rescind this consent they must discuss this with the Department Chair.

Lab classes may involve activities requiring physical exertion as well as being in close proximity or having actual physical contact. In order to avoid giving offense to others, it is expected that everyone will perform regular personal hygiene. This includes daily bathing, use of deodorant, tooth-brushing, and wearing clean clothing.

Reviewed 2003, 2004, 2005, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
Revised 2006, 2007

Clinical Education

During the four clinical education courses students will be assigned to various health care facilities. They will be expected to function as a health care professional during their interactions with the facility staff and clients. In addition, they must also be prepared for potential exposure to the risks found in any health care setting.

In order to perform safely and successfully in these varied facilities, physical therapy students are subject to additional policies while participating in clinical education courses. These policies are found in the Department of Physical Therapy Clinical Education Handbook.

The clinical education component of the physical therapy program will be reviewed with students during the first fall semester of the professional curriculum in PT 560 Clinical Education Seminar, and the Clinical Education Handbook will be distributed. The clinical facilities that contract with Saint Francis University to serve as a site for clinical experiences also will receive this handbook.

Reviewed 2003, 2005, 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2014, 2016, 2017
Revised 2004, 2009, 2015, 2018

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CPR

All students obtain the American Heart Association cardiopulmonary resuscitation certification during the summer semesters of the first and third professional years. This is to ensure continuous certification during all program activities. The class will be scheduled by the program and students are responsible for the cost.

Revised 2016
Reviewed 2017, 2018

Professional Liability Insurance

Students are required to obtain professional liability insurance during the first semester of the professional curriculum. Liability coverage must be maintained continuously throughout the professional curriculum. The minimum coverage limits are \$1 million per occurrence and \$3 million aggregate. Information on obtaining this insurance will be provided to all students. The estimated cost is \$38 per year.

Reviewed 2003, 2004, 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2017, 2018
Revised 2005, 2006, 2007, 2010, 2016

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Health and Safety

Student Health Services

Health Care Services

All undergraduate and graduate students may receive health care services at the Student Health Center. In order to receive services, each student must submit the required Pre-Entrance Requirement Form to the Student Health Center.

Pre-Existing & Acquired Medical Conditions

The study and practice of physical therapy involves physical exertion such as heavy lifting and close physical contact with others. During clinical education courses, students may be exposed to infectious agents. In either clinical or academic lab settings, students may be exposed to hazardous chemical products. For these reasons, any student with a pre-existing medical condition will be required to consult his/her physician about any safety precautions that should be taken, with documentation submitted to the department chair. Examples of such conditions include, but are not limited to, pregnancy, asthma, diabetes, and orthopedic conditions.

Any student with a disability covered under the Americans with Disabilities Act is referred to the policies on Americans with Disabilities Act and Essential Functions.

Reviewed 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
Revised 2007, 2010

Safety Regulations

The following procedures are established to assure the safety of all individuals using the labs and equipment in the Department of Physical Therapy.

1. Any spill must be cleaned up immediately. The manufacturer's recommendations will be followed for any potentially hazardous product. The Housekeeping Department may be contacted if the spill is such that there are inadequate clean-up supplies present.
2. Electrical cords must be kept clear of walkways.
3. Students may not use any equipment until they have received instructions from a faculty member. Their first use of any equipment must be in a class or lab session supervised by faculty.
4. The instructor of each course will decide when students are performing a procedure safely, and will notify students when they are permitted to practice with the equipment during Open Lab Time.
5. Electrical equipment will be calibrated and inspected annually by a qualified service technician. A log is maintained in the Department office.

6. Any equipment that malfunctions or breaks will be taken out of service. This applies also to any equipment showing signs of disrepair prior to use, i.e. a frayed cord. **The Department office must be notified immediately.** The equipment may not be used until it has been repaired. The Department will make arrangements for repair of equipment.
7. Soiled linens will be placed in the linen hamper after use. The Department will be responsible for regular laundry service.
8. Standard precautions will be followed at all times by faculty and students.
9. The Hazard Communication Program will be followed. A copy is located in Stokes 221 and East Gate Hall in the notebook with the MSDS.
10. Items will be put away after use to maintain the lab in an uncluttered state.
11. Each student is responsible for immediately reporting any injury or undesired treatment effect that occurs in the lab or classroom to the instructor. The instructor will have the student document the injury on a Student Incident Report. Student Incident Reports will be kept in every lab and classroom in a marked binder in a previously designated location. The instructor will submit the completed report to the Chair within 24 hours. The Chair will communicate any follow-up recommendations regarding the student's continued participation in class/lab activities to the rest of the faculty as warranted. A log of all Student Incident Reports will be maintained in the department office.
12. Students not following safety regulations are subject to the policies of the course instructor and Department.
13. In the case of a medical emergency the University Policy Department should be contacted at x3360 on campus. Off campus students should call 911.

Effective: 1999
Reviewed: 2007, 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
Revised: 2010

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**Saint Francis University
Department of Physical Therapy
Student Incident Report**

Date _____ **Time** _____ **Location** _____

Person(s) Involved _____

Description of Incident _____

Injury Received _____

Equipment Involved _____

Witness _____

Medical Attention Recommended _____

Person Preparing Report _____

Department Chair Comments _____

Chair Signature _____ **Date** _____

Original signed form to be filed: CAPTE Incident Report

Standard Precautions

In order to comply with the Bloodborne Pathogens Standard published by the Occupational Safety and Health Administration (OSHA), the Department of Physical Therapy requires all faculty and students to follow Standard Precautions during lab and/or research activities. The standard, OSHA Bloodborne pathogen; Federal Register December 6, 1991 29-CFR 1910.1030 Occupational Exposure to Bloodborne Pathogens Rule, is on file in the department and is available to any faculty member or student during office hours.

1. All blood, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, semen, vaginal secretions, amniotic fluid, saliva, any body fluid that is visibly contaminated with blood, and any unfixed tissue or organ (other than intact skin) from a human will be treated as if known to be infectious for bloodborne pathogens.
2. Personal protective equipment will be provided by the department. This may include gloves, goggles, gowns, masks, and booties. Faculty and students will utilize the necessary equipment to protect themselves against exposure to potentially infectious material that might reasonably be expected to occur during their planned activities. If personal protective equipment has been contaminated by potentially infectious material it will be placed in a designated container for disposal when it is removed. If it has not been contaminated, it may be disposed of in the regular trash.
3. Any materials or laundry that is contaminated by potentially infectious material will be sealed in a bag labeled "Biohazard". All contaminated materials will be sealed in such a labeled bag before being removed from the area in which they were used. The department will arrange with the University Police Department for disposal.
4. All sharps (objects that can penetrate the skin such as needles, scalpels, and broken glass or capillary tubes) will be disposed of in an approved container that is closable, puncture resistant, leak proof on sides and bottom, and labeled as "Biohazard". The department will arrange with the University Police Department for disposal.
5. Students are expected to follow these precautions during all clinical education courses. A clinical site may have established modifications or additions to these procedures. Students will follow the site's procedures.
6. Hepatitis B vaccination is recommended to all students, and to faculty who have a clinical practice or conduct human research. If a student chooses not to be vaccinated, they must have a signed waiver on file in the Student Health office.
7. Scalpel blades used in the anatomy lab must be discarded in approved containers at each table. Dissected materials must be placed in the tissue receptacle at each table. Cadavers and dissected materials are returned to the supplier for disposal and burial.

Any incident involving exposure to potentially infectious material must be reported immediately. A student must report to the class/lab instructor. A faculty member must report to the department Chair. The Chair is responsible for reporting employee exposure incidents to the University Police Department.

Reviewed 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
Revised 2004

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Open Lab Time

1. Every student entering the lab must utilize the card swipe or sign in with the GTA to produce a record of practice times and maintain lab security. Also for security reasons, the door **may not** be propped open. This is considered a demonstration of responsibility and commitment to learning.
2. Each semester a schedule will be posted when students may use the lab/equipment for study and/or practice. If any special study groups or sessions are scheduled during the semester, such as prior to an exam, the information will be posted for all members of the class.
3. Only students in the professional physical therapy curriculum may use the lab equipment.
4. Students may not use any equipment until they have received instructions from a faculty member.
5. The equipment may not be used for actual treatment of anyone.
6. Any individual brought into the lab as a subject must adhere to safety regulations and may not operate any equipment.
7. Students are responsible for maintaining the lab in a clean and neat manner after independent or in-class use. All equipment and materials must be placed in designated areas.
8. Loss of open lab privileges may occur due to failure to follow lab policies and safety requirements.

Reviewed 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

Hazard Communication

Saint Francis University has established a Hazard Communication Program that is directed by the University Police Department.

During the fall semester of the first professional year, students in PT 560 Clinical Education Seminar review the Health Communication Standard (HCS) established by the U. S. Occupational Safety and Health Administration.

Faculty, students, and staff are required to comply with the provisions of the University Hazard Communication Program during all classes and lab sessions. A copy of the University policy for faculty is located in the Material Safety Data Sheet (MSDS) binder.

- A list of all potentially hazardous products used in the Department is maintained in the office by the office assistant staff.
- Material Safety Data Sheets (MSDS) on each potentially hazardous substance used in the Department are kept in binders located in Stokes 221 and East Gate Hall.
- All product containers are labeled with the identity of the substance, and appropriate hazard warnings.
- The Department provides the necessary personal protective equipment (PPE) that is recommended for safe use of any product kept in the labs.
- Students, faculty, and staff follow the MSDS recommendations for safe use of each product and for safe clean up procedures if a spill should occur.
- All chemical products stored in East Gate are kept in a locked cabinet with access limited to faculty and staff.

During clinical work there is a risk of exposure to potentially hazardous chemical products. The student is expected to follow the procedures specified in the Material Safety Data Sheet for any product they use or handle.

Effective: 1999
 Reviewed: 2007, 2008, 2009, 2010, 2011, 2012, 2014, 2015, 2016, 2017
 Revised: 2004, 2018

Inclement Weather

Occasionally SFU will cancel or delay the start of classes due to severe weather. The SFU Student Handbook lists the radio and television stations that will carry any such announcements. Each semester the PT Department will distribute a weather delay schedule. A student should call the instructor if she/he believes that they are unable to safely travel to a particular class.

Reviewed 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

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Student Supports

Academic Support

In the event that a student needs academic assistance in a course there are services available. Students in the pre-professional phase may meet with the course instructor. The Saint Francis University Center for Academic Success has a variety of services. They include tutors, workshops on test taking strategies, test anxiety, and other topics.

Students in the professional phase may meet with the course instructor. In courses that have a lab component, the instructor will have a graduate teaching assistant. This individual conducts regular open lab sessions, and provides tutoring. The Center for Academic Success services, except tutoring, are available to professional phase students.

Effective: 2013

Reviewed: 2014, 2015, 2016, 2017, 2018

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Program Costs

Saint Francis University - Doctor of Physical Therapy – Estimated Expense Sheet

- The following is a projection of costs for a student enrolled in the DPT program (based on the 2019-20 rates). Housing/living expenses are not included.
- Book cost is estimated based on current price of new books. Used books are substantially less.
- Immunization expenses are determined by your physician and health insurance

1st Professional Year – (undergrad students will be billed the flat tuition rate of \$18,485 - fall and spring)					
Summer		Fall		Spring	
Tuition 6 credits x \$1084	\$6,504	Tuition 18 credits x \$1117	\$20,106	Tuition 18 credits x 1117	\$20,106
PT Lab fees 2 x \$155	310	PT Lab fees 5 x \$155	775	PT Lab fees 2 x \$155	310
Books (estimated)	530	Technology fee	600	Technology fee	600
PT fee	600	PT fee	660	PT fee	660
CPR	30	Books (estimated)	100	Books (estimated)	200
Professional Liability Insurance	38			Clinical Education requirements - estimated	375
APTA membership	85	Parking fee (optional)	85		
SEMESTER TOTAL	\$8,134		\$22,326		\$22,251
YEAR 1 TOTAL					\$52,711
2nd Professional Year					
Summer		Fall		Spring	
Tuition 5 credits x \$1117	\$5,585	Tuition 17 credits x \$1117	18,989	Tuition 18 credits x \$1117	\$20,106
		PT Lab fees 2 x \$155	310	PT Lab fees 2 x \$155	310
		Technology fee	600	Technology fee	600
PT fee	660	PT fee	660	PT fee	660
		Books (estimated)	245	Books (estimated)	100
Professional Liability Insurance	38				
APTA membership	85	Parking fee (optional)	85		
SEMESTER TOTAL	\$6,368		\$20,889		\$21,776
YEAR 2 TOTAL					\$49,033
3rd Professional Year					
Summer		Fall		Spring	
Tuition 15 credits x \$1117	\$16,755	Tuition 10 credits x \$1117	\$11,170	Tuition 8 credits x 1117	\$8,930
PT Lab fee 2 x \$155	310	Technology fee	600	Technology fee	600
PT fee	660	PT fee	660	PT fee	660
Books (estimated)	100			Graduation fee	195
Clinical Education requirements - estimated	200			Licensure Prep Exam	215
Professional Liability Insurance	38				
APTA membership	85				
SEMESTER TOTAL	\$18,148		\$12,430		\$10,600
Year 3 TOTAL					\$41,178
3-Yr Program Estimated TOTAL					\$142,922

Saint Francis University
Department of Physical Therapy

Position Description

Position: Graduate Assistant (GA)
Reports to: Faculty member as designated by the Department Chair

Description: Graduate Assistants are appointed by the Department Chair, in consultation with department faculty, to assist a designated faculty member in a specified course. Appointments are subject to approval by the Office of Academic Affairs, which also issues the GA contract and arranges for payment in the form of tuition remission. The Chair appoints GAs in accordance with department needs and availability of budgeted funds.

Selection Process: In early April (for summer and fall positions) and in early November (for spring positions), a letter soliciting applications, setting application deadlines, and listing requirements for specific courses is sent to the members of the appropriate cohorts. In the next regularly scheduled department meeting after the submission deadline, the faculty reviews applications and makes selections. Students are notified of selections concurrent with the request for contracts from the Office of Academic Affairs.

Minimal Requirements: Meets or exceeds the appropriate professional behaviors standards of:

- Problem solving
- Interpersonal skills
- Communication
- Responsibility
- Professionalism

Responsibilities: Ten hours per week, to be recorded on the Graduate Assistant log weekly and filed with the course instructor of record, that may include:

- In-lab assistance when possible
- Conduct regular open lab session
- Tutoring as needed outside lab time
- Mock practicals and extra open labs prior to skill checks/competency exams
- Set-up and assist in any competency exams
- Ensure lab maintenance after all scheduled open labs
- In conjunction with other GAs, organize and maintain order in the 221 storage closet for which GAs will be issued keys
- Sign out of equipment from the 221 storage closet using the sign-out sheet located there
- Replacement of all equipment, including small items from marked bins, signed out of the 221 storage closet after use in class, open labs, tutoring sessions, or other teaching activities
- Meet weekly with course instructor
- Preparation of study guides
- Assist instructor in preparation of teaching materials such as handouts and research
- Inventory laundry and communicate the need for changes in stock with course instructor.
- Other duties as assigned by course instructors and coordinators and approved by the Chair

Assessment Process: Course instructor will assess GA performance through Departmental course evaluation forms and provide feedback.

Effective 2006
Reviewed: 2010, 2011, 2014, 2015, 2016
Revised 2007, 2008, 2009, 2018, 2019

Student Representation

To assure that the needs and concerns of students are consistently communicated to the program faculty and staff, the Department has designated that each cohort will have class officers to serve in an advisory capacity to the Chair and other members of the faculty. The Chair or other designated faculty member(s) will meet with the class officers at a minimum of once each semester to discuss matters related to the following:

1. Program mission, goals, and outcomes
2. Program policies and procedures
3. Communication between faculty and/or staff and students
4. Curriculum content
5. Learning experiences
6. Assessment methodology
7. Course scheduling
8. Clinical education
9. Resource allocation
10. Instructor performance
11. Staff performance
12. Student performance
13. Progression standards
14. Student, staff, and faculty professionalism
15. Other issues, at the discretion of the Chair

At the Chair's discretion, information discussed at a class officer meeting may be discussed with faculty or staff members individually or in a Department meeting. Minutes of the student representative meetings are kept in a file in the Chair's office. Class officers are responsible for communicating decisions and follow-up actions to their respective cohorts.

Effective: 2006
Reviewed: 2007-2017
Revised: 2018

Career Opportunities

The University Career Services Office provides a range of services to assist students and alumni with career planning and job placement. Potential employers are encouraged to register through www.collegecentral.com. This is an online service through which both students and potential employers may communicate regarding future employment opportunities. As the department is made aware of job opportunities they will be forwarded to Career Services Office. Students may contact the career services department for possible opportunities.

Written 2004
Reviewed 2005, 2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018
Revised 2006, 2012

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Complaints about the Program

Policy: Both the University and the Department of Physical Therapy recognize and accept the responsibility to handle concerns or complaints about the program in a fair and timely manner. Complaints may be received from students, parents of students, Department faculty, faculty from other departments, other University employees, personnel from clinical education sites, the general public, employers of graduates, or any other source.

Procedure: The Chair, in consultation with the Dean of School of Health Sciences and Education, will be responsible for handling complaints about the program.

Definition of complaint: A complaint will be considered bona fide when the maker submits it in written, signed format.

1. All records related to the complaint will be housed in the Department of Physical Therapy. The complaint will be photocopied and forwarded to the Dean of School of Health Sciences and Education.
2. Retaliation against the maker of a complaint is strictly prohibited.
3. The Chair may act alone to address the complaint unless the complaint is directed at a Department faculty member.
4. In the case that the complaint involves a Department faculty member or in the case that the Chair perceives a need for assistance in addressing the complaint, the appropriate coordination will be consulted **within five days** of its receipt. A complaint about the Chair will be referred directly to the Dean of School of Health Sciences and Education.
5. The Chair will review the complaint and any related pertinent documents and, if indicated, will contact the maker of the complaint **within 10 days** of its receipt.
6. The Chair will recommend ways to address the complaint and, if necessary, will vote to choose a specific pathway of resolution. The proposed resolution will be provided in writing to the maker of the complaint **within 15 days** of receipt of the complaint.
7. The Dean of School of Health Sciences and Education will receive a copy of the proposed resolution.

To File a Complaint with the Commission on Accreditation in Physical Therapy Education (CAPTE): There are established procedures for filing a formal complaint about a CAPTE accredited program or one seeking CAPTE accreditation. If the nature of a concern may fall into the possibility of a formal complaint, you are urged to contact the Department of Accreditation to discuss the nature of your complaint and to determine what procedures should be taken to initiate the formal complaint process. Comments can be mailed to the American Physical Therapy Association, Attention: Accreditation Department, 1111 North Fairfax Street, Alexandria, VA 22314-1488; Fax: (703) 706-3387; or email accreditation@apta.org.

Effective: 1999
Reviewed: 2003, 2006, 2013, 2015, 2016, 2018
Revised: 2004, 2005, 2013, 2014, 2017

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Miscellaneous

Nondiscrimination Statement and No Harassment Policy

Saint Francis University does not discriminate on the basis of gender, gender identity, age, race, color, ethnicity, religion, sexual orientation, marital status, disability, pregnancy status, veteran status, predisposing genetic characteristic or any protected classification. This policy applies to all programs and activities of the University, including, but not limited to, admission and employment practices, educational policies, scholarship and loan programs and athletic or other University sponsored programs. The following person has been designated to handle inquiries regarding the University's nondiscrimination policy: Jeffrey Savino, Vice President for Finance and Administration (814) 472-3261, jsavino@francis.edu.

If you have been the victim of sexual harassment/misconduct/assault you are encouraged to report this. If you report this to a faculty member, he/she must notify the Saint Francis University Title IX coordinator about the basic facts of the incident. The following person has been designated to address inquiries about harassment, sexual misconduct, stalking and relationship violence and to assist the student in connecting with resources both on and off campus: Lynne Banks, Associate Dean of Students/Title IX Coordinator, (814) 472-3002, lbanks@francis.edu

Read our full [Equal Opportunity, Nondiscrimination, Harassment, Sexual Misconduct, Stalking and Relationship Violence Policy](#).

This publication is available in alternative media upon request.

Effective: June 5, 2009
Reviewed: 2011, 2012, 2016, 2018
Revised: 2013, 2014, 2015, 2017, 2019

Accreditation Status

Saint Francis University is accredited by the Middle States Association of Colleges and Schools. The Doctor of Physical Therapy program at Saint Francis University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Effective: 2004
Reviewed 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2018
Revised 2007, 2013

Informed Consent for Research

Faculty and students conducting research must obtain prior informed consent from each prospective subject. Another situation requiring consent would be when a human subject is used for demonstration or for student practice for educational purposes.

Saint Francis University has an Institutional Review Board to oversee the use of human subjects in research. The purpose is to protect the rights and minimize risk for the subjects. Prior to initiating a University associated research project, faculty and students must follow established procedures for review of the project and obtaining informed consent from the subjects.

Effective: 1999

Reviewed: 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

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Saint Francis University

Department of Physical Therapy

Consent to Be Photographed or Electronically Recorded

Students enrolled in the professional program sign a consent to allow their photographs to be used for educational purposes. No other individual may be photographed or electronically recorded during any Department activity unless the individual has provided written consent. This includes photographs, slides, and videotapes made for any purpose. To obtain consent to be photographed or electronically recorded, the procedure will be:

1. The person who wishes to obtain photographs, etc. will explain the situation he or she wishes to record, including a description the pose or activity and the clothing to be worn.
2. The person who wishes to obtain photographs will explain the intended use of the photographs, etc.
3. The person who wishes to obtain photographs will answer all questions that the subject has.
4. This following consent form will be completed and signed. The subject will receive a copy, and the original will be retained by the Department office assistants.

Effective: 1999
Reviewed: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
Revised: 2004

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Saint Francis University
Department of Physical Therapy
Consent for
Use of Human Subjects for Practice/Demonstration

Physical therapy education includes practice of the psychomotor skills that are required to treat patients. Most frequently, this involves students working with a classmate in the lab setting. At times it may involve working with a faculty member. Therefore, physical therapy students should expect to be a subject for a classmate in all classes having a lab component. Faculty should also expect to participate as a subject for demonstration, practice, or testing.

If a student finds serving as a subject in a particular situation objectionable, it is the student's responsibility to notify the course instructor. The instructor will modify the assignment to the extent possible without adversely affecting the educational objectives. However, students will be required to serve as a subject for a classmate in order to pass all courses in the professional curriculum that have a laboratory component.

A course instructor may arrange for someone from outside the Department to participate as the subject in a demonstration or for students to practice a procedure. This is done to give the students first hand experience with a condition or procedure that cannot be simulated effectively on a classmate. The purpose of bringing a person into the class/lab may not be to perform any type of research or experimentation on the subject. The purpose also may not be to provide treatment of any condition the subject may have.

When a person from outside the Department participates in a class the following procedure will be followed:

1. The instructor will explain the purpose of the activity/class/demonstration/procedure that is planned, and answer any questions for the subject.
2. The instructor will have the subject (parent/guardian if subject/visitor is a minor) sign a consent form that specifies the activities that are planned.
3. The instructor will provide the subject with a copy of the consent. The original will be kept in the department.
4. The subject retains the right to withdraw their consent at any time.
5. A parent/guardian shall retain responsibility at all times of a minor.

For each human subject, including students that are used for faculty/student research, informed consent must be obtained.

Effective: 1999
Reviewed: 2003, 2005, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
Revised: 2004, 2006

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Saint Francis University
Department of Physical Therapy
**Acknowledgement form for Student Handbook/Consent to Serve as a Subject/
Promotional Photos/Essential Functions**

Student Handbook:

I have received the Class of 20-- Department of Physical Therapy Student Handbook. I have had an opportunity to ask any questions on the contents. I agree to abide by these departmental policies.

Signature

Date

Consent to Serve as a Subject:

I agree to serve as a subject during lab activities, open lab, class demonstrations, lab practical exams and other course activities.

Signature

Date

Promotional Photos:

I understand that any testimonials and/or photos are the property of the Department of Physical Therapy and may be placed on the department's Web page and/or other promotional materials. The Department of Physical Therapy reserves the right to place a class group photo on the Web page and/or other promotional materials.

Signature

Date

Essential Functions:

I have read the description of the Essential Functions of the Student Physical Therapist and understand the requirements set forth therein. I acknowledge that I can perform the essential functions outlined with or without reasonable accommodation.

Signature

Date

Signature of Witness

Date