# Table of Contents

- Mission Statement ................................................................. 7
- Philosophy/Goals ...................................................................... 7
- Definition of Degree ............................................................. 9
- Academic Study Skills and Counseling .................................. 10
- Accreditation .......................................................................... 10
- Advisors ................................................................................ 10
- Americans with Disabilities Act (ADA) ................................. 10
- Attendance and Punctuality .................................................... 11
- Audio Taping ........................................................................... 11
- Authorization for Photography, Recording, or Interviewing of Students .................................................. 11
- Class Officers ......................................................................... 11
- Classroom Maintenance and Use .......................................... 14
- Classroom and Laboratory Safety .......................................... 14
- Clinical Education .................................................................. 15
- Complaint Policy ..................................................................... 16
- Computer Access .................................................................... 16
- Conference Attendance & Travel Award Policy ................... 17
- Confidentiality & HIPAA ......................................................... 17
- Course Evaluations and Surveys .......................................... 18
- Course Schedules .................................................................... 19
- Criminal Background Study .................................................. 19
- Disability Resource Center .................................................... 22
- Diversity ................................................................................ 22
- E-mail .................................................................................... 23
- Emergencies-For any campus emergency call 911 .................. 23
- Emergency Loan Fund .......................................................... 23
University of Minnesota  
Program in Physical Therapy

Mission Statement

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

Philosophy/Goals

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

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

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

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

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

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

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

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

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

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

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

**Definition of Degree**

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

**Academic Study Skills and Counseling**

On occasion, students may benefit from seeking assistance for study skills or for personal counseling. Such services are provided by the Academic Study Skills Center in 109 Eddy Hall (612/624-3323) or the Crisis Counseling Center in Boynton Health Service (612/625-8400).

**Accreditation**

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

**Advisors**

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

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

**Americans with Disabilities Act (ADA)**

The University of Minnesota is committed to providing all students equal Access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at
Attendance and Punctuality

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

Audio Taping

Audio taping in-class lectures/labs/presentations in the case of absenteeism is not allowed except for legitimate student absences as identified by the University Senate policy http://www.policy.umn.edu/groups/senate/documents/policy/makeupwork_pol.cfm. For such exceptions, the student must also receive written permission from the faculty member/instructor/guest speaker prior to audio taping course material (Appendix 14).

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

Authorization for Photography, Recording, or Interviewing of Students

The Physical Therapy Program utilizes photographs of students/faculty/staff in marketing materials, social media sites, educational materials, etc. All students must indicate their permission or denial of permission for the Program to use their photographs for such stated purposes. Incoming students will complete the authorization form in Appendix 18 at Mandatory Orientation. Completed forms will then be retained in student’s Program file for the duration of required record retention per current University policy. Students may change their mind on granting authorization for use of photographs or not at any time by completing a new form. The most recently dated form is the one that the Program will follow.

Class Officers

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

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

**Treasurer**- The responsibility of the class treasurer is to monitor and record all of the financial responsibilities for the class. Duties include: opening a checking account, depositing all profits from fundraising, writing out checks for class items, assisting with class fundraising, balancing monthly bank statements and providing a treasury report at class meetings and graduation committee meetings. Average time spent is 1 hour/week.

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

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

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

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

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

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

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

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

Council of Graduate Students (COGS) – This student will serve as the representative for PT students at periodic meetings throughout the academic year. This committee discusses issues relevant to graduate students, and is comprised of representatives from all of the graduate programs on campus. This position is appointed by the Associate Program Director.

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

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

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

Classroom Maintenance and Use
In order to maintain a quality and professional learning environment, students are expected to keep the classrooms and labs neat and orderly, including research labs (please refer to the course syllabus for additional details regarding academic penalties). Food and beverages are allowed in classrooms 202, 354, & 555 with respectful discretion. Eating and drinking should not be distracting to the instructors or to any of the students. All eating materials must be disposed of promptly and properly. Plinths and chairs are to be rearranged at the conclusion of labs. Equipment and linen should be properly cared for and stored.

Classrooms in ChRC are available for use during late afternoon hours provided the students enter the room before it is locked. Evening or weekend use requires a key, which can be arranged for in advance through the PT Program Administrative Office. However, students should not practice skills that involve a potential hazard without a faculty person on the floor. Also, for security reasons, students using the classrooms during off hours should be accompanied by at least one other student.

Classroom and Laboratory Safety

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

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

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

Hazardous materials
Each research laboratory has policies in place governing the use and storage of hazardous materials. For additional University policy please see [http://www.policy.umn.edu/groups/ppd/documents/procedure/biosafety_proc1.cfm](http://www.policy.umn.edu/groups/ppd/documents/procedure/biosafety_proc1.cfm)

The Program in Physical Therapy Administrative Office (384 ChRC) houses a Building Emergency Procedures Manual for additional building specific procedures (black 3-ring binder on the shelf behind the main door). For additional University emergency protocols visit the Department of Public Safety’s Office of Emergency Preparedness [http://www.dem.umn.edu/index.html](http://www.dem.umn.edu/index.html)

**Clinical Education**

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

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

Students will also be asked to travel to clinics throughout the Twin Cities area routinely as an adjunct to many courses in the curriculum. Students are required to provide their own transportation to these clinical experiences.
It is important to note that in order to enter into the full-time clinical internships, students must demonstrate 1) satisfactory performance in the most recent professional behavior assessment, 2) good health, 3) satisfactory performance in all required courses in the curriculum, and 4) satisfactory psychomotor skills. Grades of “I” (Incomplete) must be replaced by a satisfactory grade prior to beginning clinical internships. Students must also have demonstrated compliance with the Academic Health Center immunization policy, a current certification in cardiopulmonary resuscitation, and a current satisfactory criminal background check. More details on the clinical education component of the curriculum are covered in the Clinical Education Handbook. Students must successfully complete 4 part-time clinical Clerkships and 4 full-time clinical internships as a requirement for graduation.

**Complaint Policy**

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

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

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

Lastly, the student suggestion box, located outside of the main office (ChRC 384), provides students an anonymous way to register a grievance. These are read and acted upon by the Associate Director of the Program.

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

**Conference Attendance & Travel Award Policy**

Students will have the opportunity to attend a number of conferences during their time in the Program. Those opportunities include: Spring State APTA Conferences, National Student Conclave, and Combined Sections Meeting (CSM – an annual national conference of the APTA). See Appendix 7 for instructions and the form to request attendance at the State APTA Conference, & Appendix 6 for the form to request attendance at CSM. Instructions & form to request attendance at National Student Conclave will be emailed out to students each fall.

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

**Confidentiality & HIPAA**

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

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

HIPAA is a federal law and the requirements apply to all health care providers and insurers nationwide. The University online training will train students on HIPAA’s privacy requirements and computer security, will be a benefit to students in their experiential training, and will be attractive to future employers who are required to comply with HIPAA’s requirements.

All AHC students will be required to view the HIPAA Privacy and Security video and complete the Safeguarding PHI on Computers online course. Additional training
requirements will depend on your job duties and the settings in which you may have Access to individual health information and may include online courses about privacy of individual health information in research and clinical settings.


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

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

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

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

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

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

**Course Evaluations and Surveys**

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

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

Criminal Background Study

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

When a student is accepted into our PT Program, the student will receive a “conditional acceptance”, conditional upon both a state and a national background check. State background checks need to be completed each year, and the cost will be covered by the PT Program. National background checks will be completed prior to admission to the Program, and again prior to full-time clinical internships and students are responsible for the cost. National background checks will include: (1) Criminal Search – County; (2) Fraud and Abuse Control Information System (FACIS) Level 1 Individual; (3) National Criminal Database; (4) National Sex Offender Public Registry; and (5) ID Trace. If issues are identified on the initial background checks, the Admissions Committee Chair will be notified, and the Chair will then notify the student, informing him/her of the issue(s) identified, and also inform the student that s/he has an opportunity to write a letter of explanation regarding the issue(s).

The Background Check Review Committee [comprised of the Admissions Chair, DCE (Academic Coordinator of Clinical Education), & Associate Director] will review the criminal findings, the student’s letter of explanation, and render a decision of admittance based upon PT Program policy, clinical site internship requirements, and MN State Board of Physical Therapy licensure requirements. The student will not be present at the meeting (nor any representative for the student). Documentation of this meeting will occur, and those meeting minutes will be held in the Admissions Chair’s office for seven years. The Admissions Committee Chair will communicate the Committee’s decision to the student. The Committee’s decision is final with no appeal process.

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

## Program in Physical Therapy

### DPT Curriculum Schedule (semester credits)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>July – August (6 weeks)</td>
<td>1st Fall Semester</td>
<td>1st Spring Semester</td>
<td></td>
</tr>
<tr>
<td>PT 6058 Anatomy for Physical Therapy (6)</td>
<td>PT 6002 Ethics in Public Health: Research and Policy (1)</td>
<td>NSC 6112 Medical Neurology for Professional Students (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 6231 Clinical Biomechanics (5)</td>
<td>PT 8132 Research Seminar (1)</td>
<td></td>
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<td></td>
<td>PT 6280 Clinical Assessment (4)</td>
<td>Phsl 5101 Human Physiology (5)</td>
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<td></td>
<td>PT 6213 Clerkship I (2)</td>
<td>PT 6214 Clerkship II (2)</td>
<td></td>
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<tr>
<td></td>
<td>PT 6281 Scientific Foundations I: Theory of Exercise (3)</td>
<td>PT 6221 Therapeutic Procedures (4)</td>
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<tr>
<td></td>
<td>PT 6340 Human Growth &amp; Development (3)</td>
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<tr>
<td></td>
<td>PT 8131 Research Seminar (1)</td>
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<td>Total semester credits (6)</td>
<td>Total semester credits (19)</td>
<td>Total semester credits (17)</td>
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<table>
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<tr>
<th>Year 2</th>
<th>June - August (10 Weeks)</th>
<th>2nd Fall Semester</th>
<th>2nd Spring Semester</th>
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<tbody>
<tr>
<td>PT 6813 Cardiopulmonary Physical Therapy (3)</td>
<td>PT 6283 Musculoskeletal Rehabilitation I (7)</td>
<td>PT 6282 Scientific Foundations II: Neuromotor Control (3)</td>
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<tr>
<td>PT 6250 Acute Care Physical Therapy (2)</td>
<td>PT 6293 Essentials of Rehabilitation Research (4)</td>
<td>PT 6287 Neurorehabilitation (8)</td>
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<tr>
<td>PT 6251 Integument (2)</td>
<td>PT 8193 Research Problems (2)</td>
<td>PT 6284 Musculoskeletal Rehabilitation II (4)</td>
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<tr>
<td>PT 8193 Research Problems (2)</td>
<td>PT 6215 Clerkship III (1)</td>
<td>PT 8193 Research Problems (2)</td>
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<tr>
<td>Phar 6800 Pharmacology (2)</td>
<td>PT 6216 Clerkship IV (1)</td>
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<tr>
<td>PT 6252 Pathophysiology (3)</td>
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<td>Total semester credits (14)</td>
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<td>Total semester credits (18)</td>
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<table>
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<th>Year 3</th>
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<tr>
<td>PT 8193 Research Problems (1)</td>
<td>PT 6295 Clinical Internship I (10)</td>
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<td>PT 6288 Pediatric Rehabilitation (8)</td>
<td>PT 6296 Clinical Internship II (10)</td>
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<td>PT 6290 Administration (4)</td>
<td>PT 6297 Clinical Internship III (10)</td>
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<td></td>
<td>PT 6298 Clinical Internship IV (10)</td>
<td>Total Internship Credits (40)</td>
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<td>Total semester credits (13)</td>
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<td>Total Credits = 141</td>
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Changes in course numbers and sequence may occur during the course of the curriculum.

Elective: PT 6220 Clinic Volunteer (1) 11/12/09
Disability Resource Center

Services for Students with Disabilities

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

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

Disability Services has Academic Health Center Liaisons. The DRC Academic Health Center Liaisons provide direct assistance such as: securing documentation of disability conditions, determining and implementing reasonable accommodations and, referral, and consultation for enrolled and prospective students. The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure Access to their programs, facilities and services. All services are confidential and free. Students must present a letter from Disability Resource Center, outlining the accommodations that have been recommended for him/her by the Disability Resource Center, to every course instructor, every semester, if the student wants to receive special accommodations in that class/clinical internship. For more information or to arrange reasonable accommodations, contact the DRC Academic Health Center Liaisons in the McNamara Alumni Center, Suite180, (612) 626-1333 (voice or TTY)

Diversity

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

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

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

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

**E-mail**

It is the policy of the University that all electronic communication occurs via your official University of Minnesota student email address. This account should be accessed on a daily basis for current Program and University communications. For questions regarding your University email account please contact the Physical Therapy Program Administrative Office. You can also visit the University’s Policy at [http://www.fpd.finop.umn.edu/groups/ppd/documents/policy/Email_Pol.cfm](http://www.fpd.finop.umn.edu/groups/ppd/documents/policy/Email_Pol.cfm).

**Emergencies-For any campus emergency call 911.**

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

**Emergency Loan Fund**

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

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

Ethics in Research

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

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

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

Equipment Use and Maintenance

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

Faculty/Staff List

The appointed core faculty & staff within the Program are listed below along with their office location, campus phone number, and E-mail address.

FACULTY:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathleen Anderson</td>
<td>612-626-3554</td>
<td><a href="mailto:ander646@umn.edu">ander646@umn.edu</a></td>
<td>ChRC 274</td>
</tr>
<tr>
<td>Teresa Bisson</td>
<td>612-624-2364</td>
<td><a href="mailto:jfbisson@umn.edu">jfbisson@umn.edu</a></td>
<td>ChRC 284</td>
</tr>
<tr>
<td>Dr. James Carey</td>
<td>612-626-2746</td>
<td><a href="mailto:carey007@umn.edu">carey007@umn.edu</a></td>
<td>ChRC 377</td>
</tr>
<tr>
<td>-Lab 612-626-0637</td>
<td></td>
<td></td>
<td>ChRC 306</td>
</tr>
<tr>
<td>Dr. Arin Ellingson</td>
<td>612-625-1471</td>
<td><a href="mailto:ellin224@umn.edu">ellin224@umn.edu</a></td>
<td>ChRC 366B</td>
</tr>
<tr>
<td>-Lab 612-626-3298</td>
<td></td>
<td></td>
<td>ChRC 366</td>
</tr>
<tr>
<td>Dr. Bernadette Gillick</td>
<td>612-626-3121</td>
<td><a href="mailto:gillick@umn.edu">gillick@umn.edu</a></td>
<td>ChRC 273</td>
</tr>
<tr>
<td>-Lab 612-624-6415</td>
<td></td>
<td></td>
<td>ChRC 320</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Office/Location</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Dr. Ward Glasoe</td>
<td>612-624-9894</td>
<td><a href="mailto:glaso008@umn.edu">glaso008@umn.edu</a></td>
<td>ChRC 372</td>
</tr>
<tr>
<td>-Lab</td>
<td>612-626-3298</td>
<td></td>
<td>ChRC 366</td>
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<tr>
<td>Dr. Manda Keller-Ross</td>
<td>612-625-3175</td>
<td><a href="mailto:kell0529@umn.edu">kell0529@umn.edu</a></td>
<td>ChRC 603</td>
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<tr>
<td>-Lab</td>
<td>612-626-0637</td>
<td></td>
<td>ChRC 114</td>
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<tr>
<td>Dr. Teresa Kimberley</td>
<td>612-626-4096</td>
<td><a href="mailto:tjk@umn.edu">tjk@umn.edu</a></td>
<td>ChRC 376</td>
</tr>
<tr>
<td>-Lab</td>
<td>612-626-0673</td>
<td></td>
<td>ChRC 306</td>
</tr>
<tr>
<td>Dr. Linda Koehler</td>
<td>612-626-1502</td>
<td><a href="mailto:koeh0139@umn.edu">koeh0139@umn.edu</a></td>
<td>ChRC 282</td>
</tr>
<tr>
<td>-Lab</td>
<td>612-626-3158</td>
<td></td>
<td>ChRC 103</td>
</tr>
<tr>
<td>Dr. Amanda LaLonde</td>
<td>612-626-4691</td>
<td><a href="mailto:lalonde@umn.edu">lalonde@umn.edu</a></td>
<td>ChRC 398</td>
</tr>
<tr>
<td>Dr. Wynn Legon (office &amp; lab)</td>
<td>612-626-1183</td>
<td><a href="mailto:wlegen@umn.edu">wlegen@umn.edu</a></td>
<td>ChRC 322</td>
</tr>
<tr>
<td>Dr. Dawn Lowe</td>
<td>612-626-3344</td>
<td><a href="mailto:lowex017@umn.edu">lowex017@umn.edu</a></td>
<td>MCB 7-106</td>
</tr>
<tr>
<td>-Lab</td>
<td>612-625-5022</td>
<td></td>
<td>MCB 7-210</td>
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<tr>
<td>Dr. Paula Ludewig</td>
<td>612-626-0420</td>
<td><a href="mailto:ludew001@umn.edu">ludew001@umn.edu</a></td>
<td>ChRC 366C</td>
</tr>
<tr>
<td>-Lab</td>
<td>612-626-3298</td>
<td></td>
<td>ChRC 366</td>
</tr>
<tr>
<td>Dr. Becky Olson-Kellogg</td>
<td>612-624-6591</td>
<td><a href="mailto:olso0184@umn.edu">olso0184@umn.edu</a></td>
<td>ChRC 374</td>
</tr>
<tr>
<td>Dr. Jacque Ruen</td>
<td>612-626-2443</td>
<td><a href="mailto:jmruen@umn.edu">jmruen@umn.edu</a></td>
<td>ChRC 118 (temp office)</td>
</tr>
<tr>
<td>Dr. LeAnn Snow</td>
<td>612-624-3903</td>
<td><a href="mailto:snow0018@umn.edu">snow0018@umn.edu</a></td>
<td>ChRC 510D/MTRF 2-212</td>
</tr>
<tr>
<td>-Lab</td>
<td>612-626-5782</td>
<td></td>
<td>MTRF 2-212</td>
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<tr>
<td>Dr. LaDora Thompson</td>
<td>612-626-5271</td>
<td><a href="mailto:thomp067@umn.edu">thomp067@umn.edu</a></td>
<td>ChRC 366A</td>
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<tr>
<td>-Lab</td>
<td>612-626-3169</td>
<td></td>
<td>MTRF 2-206</td>
</tr>
<tr>
<td>Dr. Ann Van de Winckel</td>
<td>612-625-1191</td>
<td><a href="mailto:avandewi@umn.edu">avandewi@umn.edu</a></td>
<td>ChRC 378</td>
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**STAFF:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Office/Location</th>
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<tbody>
<tr>
<td>Liz Goebel (Administrative Support Staff)</td>
<td>612-624-2662</td>
<td><a href="mailto:goebe005@umn.edu">goebe005@umn.edu</a></td>
<td>ChRC 382</td>
</tr>
<tr>
<td>Rich Adamczak (Administrative Support Staff)</td>
<td>612-625-3966</td>
<td><a href="mailto:adame002@umn.edu">adame002@umn.edu</a></td>
<td>ChRC 379</td>
</tr>
<tr>
<td>Brooke Foussadier (Administrative Support Staff)</td>
<td>612-626-2177</td>
<td><a href="mailto:bfoussad@umn.edu">bfoussad@umn.edu</a></td>
<td>ChRC 311A</td>
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<tr>
<td>Elena Montalto (Administrative Support Staff)</td>
<td>612-626-5303</td>
<td><a href="mailto:emontalt@umn.edu">emontalt@umn.edu</a></td>
<td>ChRC 384</td>
</tr>
<tr>
<td>Maureen Boxrud (Administrative Support Staff)</td>
<td>612-626-6415</td>
<td><a href="mailto:brown029@umn.edu">brown029@umn.edu</a></td>
<td>ChRC 311</td>
</tr>
<tr>
<td>Conrad Lindquist (Technical Support)</td>
<td>612-626-4109</td>
<td><a href="mailto:lindq004@umn.edu">lindq004@umn.edu</a></td>
<td>ChRC 311 A</td>
</tr>
<tr>
<td>Caryn Korman (Director of Alumni Relations)</td>
<td>612-625-3645</td>
<td><a href="mailto:cakorman@umn.edu">cakorman@umn.edu</a></td>
<td>Mayo 743 (temp office)</td>
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</tbody>
</table>
The campus mailing address for the Program is:
Program in Physical Therapy
University of Minnesota
MMC 388
420 Delaware St. SE
Minneapolis, MN 55455
Phone: 612/626-5303
FAX: 612/625-4274

The location of the Children’s Rehabilitation Center on campus if you should need to inform someone is 426 Church St. SE.

The Program’s website address is: http://www.physther.umn.edu

Fees

Students will typically have University and Medical School fees and on occasion Program fees for each semester that they are enrolled in the Program. However, for the two semesters when third year students are off campus at their Clinical Internship sites, a waiver request can be completed in order to be exempt from paying U of M student services fees. If the fee is waived, students will not be able to utilize the University Recreation Center, legal services, or Boynton Health Clinic for such services as immunizations, eye exams, etc. For a more comprehensive list of Boynton Student Services visit: http://www.bhs.umn.edu/insurance/fees/benefits.htm. The Student Services Fee Waiver Request form can be found at http://process.umn.edu/groups/ffd/documents/Form/fa923.pdf. It is the individual student's responsibility to complete and submit this form.

Financial Aid

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

Fundraising

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

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

Gifts to Faculty Members

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

Grading

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

Graduate Assistantships

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

Graduate School Required Forms

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

Graduation

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

**Honor Code for Exams**

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

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

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

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

The University of Minnesota requires all Academic Health Center students registered for one or more credits to have hospitalization insurance. You must provide proof of hospitalization insurance to Boynton. Students not providing proof of hospitalization insurance will automatically be enrolled in the University Sponsored Health Benefit Plan (SHBP) and charged an additional amount on their fee statement.

This plan provides easy, affordable coverage for the unique needs of AHC students. Additional student health insurance information can be found at http://www.bhs.umn.edu/insurance/twincities/ahc/index.htm. For more information on waiving the health insurance plan please see http://www.bhs.umn.edu/insurance/twincities/ahc/downloads/AHC_SHBPWaiver_Acknowledgement.pdf

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

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

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

ID Cards

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

Injuries

If a student is injured during class or anytime while on campus, s/he should be directed to Boynton Health Services for treatment of minor injuries. Boynton Health Services will fill out an "Accidental Injury Report" form. For major injuries / occurrences, 911 should be
called immediately. (Note: Just dial 911; do not add the usual number “8” prefix when making a call off-campus.) Further information on handling student injuries / medical occurrences can be found in the "Campus Emergency Information Desk Reference" at: http://www.dem.umn.edu/docs/em_resonse_guide.pdf The Associate Program Director should also be notified of all student injuries.

**Immunizations**

Refer to Appendix 3 for Academic Health Center Immunization Policies.

**Job Opportunities**

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

**Joint DPT / PhD Program**

An opportunity exists for a Joint DPT / PhD Degree. For further information on this opportunity, refer to Appendix 16. Students pursuing this option often take the Medical School Neuro course for a grade (A-F) rather than pass/fail (S/N). Students may also take other courses in the DPT curriculum at an 8000 level rather than a 6000 level. Please discuss this with your advisor, and see the associated form, “Permission Form for DPT Students to Take Courses at 8000 Level or Med School Class for Grade” in Appendix 17.

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

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

**Licensure/Registration Examination**

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

**Lockers**

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

**Mailboxes**

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

**Moodle**

Most all classes use Moodle (the University supported electronic blackboard system) to post course materials. Students can find numerous resources on how to use Moodle at: [http://www.oit.umn.edu/moodle/](http://www.oit.umn.edu/moodle/)

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

**Parking**

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

**Personal Appearance**

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

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

1) A sweater, top or collared style shirt with no writing or pictures, clearly covering the abdomen and chest area when arms are raised or student bends forward. Program in PT polo shirts are Acceptable.

2) Full length slacks. Denim, or other 5 pocket style pant, capri pants, casual cords, shorts or low rise pants are not acceptable. No underclothing or skin should be visible when the student bends forward.

3) Socks with appropriate street/walking shoes. Athletic shoes and sandals are not acceptable.
4) One stud style piercing in the ear only. It is also recommended that students refrain from wearing jewelry since in certain laboratory and clinical environments, jewelry can increase the risk of injury to the student or patients.

Students should check with full-time clinical internship sites prior to arrival and are expected to adhere to the dress requirements of their assigned clinic. Specific sites may have more restrictive dress codes.

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

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

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

**Personal Property**

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

**Photocopying**

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

**Physical Therapy Student Performance of Essential Functions**

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

Successful completion of the following essential components is required of all students in order to continue through the curriculum.

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

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

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

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

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

Clinical Preparation and Assessment
Requirements for participation in full-time clinical internships

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

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

Poster Day

The research course series (PT 8131-8193), and associated research project culminate in the Poster Day session where each student group defends their project to the full faculty, fellow students, and the larger University community. Guests external to the PT Program will be invited. Poster Day will be scheduled on the third Thursday in June each year, from 1:00-3:15pm.
Second Year Students (third year as of summer session): This event is part of your Summer PT 8193 Research Problems course requirements and attendance and participation is required. An abstract (up to 350 words) of your research work that you will present as a poster should be approved by your advisor and submitted to Liz Goebel (goebe005@umn.edu) for inclusion in a handout for the poster session. The abstract should use APTA CSM format for authors and subject heading. Poster Day will be scheduled the third Thursday in June. Exact date for abstract submission will be determined each year. You are expected to have your poster displayed and participate in the entire session. Poster dimensions may vary if using your poster for another scientific conference presentation with its own guidelines. General recommendations are about 5 feet wide by 3.5-4 feet high. Your advisor has access to instructions for uniform poster formatting and poster templates through the Physical Therapy shared drive under the Poster folder.

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

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

Potential Health Risks & Standard Precautions

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

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

Registration

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

Research Lab Space Policy

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

Research Project

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

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

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

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

Students may refer to the following web site for additional information on research involving human and animal subjects: http://www.research.umn.edu/subjects/

**Scholarships/Fellowships/Awards**

*Students will be notified of Scholarships and Fellowships in the Spring of each year.*

The *Barbara Lee Graham Scholarship* was established by the family of Barbara Lee Graham, who was a 1950 alumna of the Program and a talented physical therapist with a commitment to promoting education in students. From this endowment, a scholarship will be awarded based on merit, potential and need to one or more third-year students. The application process is open to any student entering his or her third year. Eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).

The *Margie P. Gardner Fellowship* was a PT and faculty member at the University of Minnesota who tirelessly served the profession of PT and her community in general. She also exemplified the following characteristics: respectful, well-respected, kind, caring, efficient, tenacious, and insightful. This fellowship is designed to award an individual who also exemplifies those characteristics. In the spring of the year, each class (1st and 2nd year) can nominate 1-3 individuals who are in good academic standing and who demonstrate the characteristics exemplified by Ms. Gardner. Each class may design their nomination procedure as they see fit. Nominated individuals should have shown tireless service to the class, the Physical Therapy Department, the University, the profession of physical therapy and/or to the community. Two fellowships (one from each class) will be awarded. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).
The *Eleanor Daly Scholarship* was established in honor of Eleanor Daly, 1948 alumna of this program, who has been involved in providing physical therapy to needy individuals in many different countries. This scholarship is awarded on a competitive basis to one or more PT students in their 3rd year of study who are involved in an international Internship. The purpose of this award is to assist with international travel expenses. Application for award will be made after Internship selection in summer of the third year. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).

The *Beatrice E. and Hurd Boody Scholarship* was established in honor of Beatrice E. Boody, a 1945 graduate of the Physical Therapy Program. Beatrice Boody dedicated her career to helping others through the art and science of the physical therapy profession. This scholarship will be awarded to one or more PT students. The student demonstrates keen observational, leadership and communication skills, and intends to pursue a career in hospital-based PT. The Boody Scholarship is to be given to a graduating third-year student. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).

The *Sharp Family Fellowship* was established by Janice C and Samuel Sharp. Janice Sharp is a physical therapist and graduate of the Physical Therapy program. This fellowship is based on merit and potential for high professional contributions and is awarded to a student entering his or her third year. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).

The *Janice Steadland Fellowship* recognizes individuals who through their principles and practices exemplify a high standard of clinical excellence. Recipients must have made “with Distinction Honors” on the Physical Therapy Clinical Performance Instrument during the first three Clinical Internships and nominated by the Director of Clinical Education. The nominated graduating third-year students will be asked to fill out the Janice Steadland Fellowship Application. This fellowship will be given to one graduating third-year student. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).

The *Rudolph A. Ptak Fellowship* was established by Ruby Ptak, who was a 1953 alumnus of the program. He was a loyal and talented Physical Therapist for several decades at the University of Minnesota Hospitals with a strong commitment to advancing the profession through student education. This fellowship is based on merit and potential for high professional contributions. The application process and eligibility criteria will be described in greater detail later prior to the deadline. Final selection of the recipient(s) will be determined by the Awards Committee (3 faculty members and 2-3 outside professionals).
The Donna Pauley Memorial Scholarship was established in memory of Donna Pauley who was a Master’s Degree graduate of our program. Ms. Pauley was the supervisor for the University of Minnesota Hospitals for many years and was also one of the first Presidents of the MN APTA. The Donna Pauley Memorial Scholarship is to be given to a graduating student in the University of Minnesota Program in Physical Therapy that demonstrates strong leadership skills as well as being a team player, who intends to pursue a career in the area of geriatric physical therapy.

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

Nomination for National APTA Scholarships may also occur in the final year of study for exceptional students.

Scholastic Conduct

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

Smoking

University regulations prohibit all smoking in the Children's Rehabilitation Center and all other buildings on campus. Smoking near building entrances is also prohibited.

Student Employment

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

Students who experience extenuating circumstances in their personal lives (ie: medical issues with student/family member, death in family, etc.), and find it difficult to be successful in the Program, may decide to take a temporary leave of absence. Poor academic performance alone does not qualify for a leave of absence. Typically, this leave of absence would be one year in length, due to the progressive nature of the curriculum. Any student contemplating taking a leave of absence should discuss this with their faculty advisor. The advisor will also work with the student to ensure that s/he is receiving all appropriate supportive services from the University. The student and faculty advisor may also consult the Associate Program Director to ensure that all appropriate current University policies and procedures for a leave of absence are followed. Because of the unique nature of this situation, each case will be handled individually. The Associate Director will likely have the Student Progress Committee review the individual student’s situation, and make recommendations for the terms of the student’s re-entry into the Program to help promote success upon re-entry. The Student Progress Committee may also request to meet with the student prior to his/her re-entry into the Program to review his/her status and to make any appropriate recommendations to help facilitate success upon re-entry into the Program.

Students requesting a leave of absence must submit a letter of request to the Associate Director. The Associate Director will consult with the student’s faculty advisor and also the Program Director, if needed, prior to responding to the student’s request. If the leave of absence will occur during the semester, the student would need to consult University regulations to determine what semester grade will appear on the record and whether any tuition revenue for the current semester is refundable, which depends on the timing of the action.

Student Lounge

The Program in Physical Therapy’s student lounge is located in ChRC 202. All students currently registered in the occupational or physical therapy programs can use this lounge. Student groups can schedule the area in advance for student-related activities on a first come/first serve basis. Post your reservation near the door in the hallway 24 hours in advance. Include the date and time your group will be using the lounge. Indicate the group’s name and the name of a contact person. Do not schedule over the lunch time (12-1:30 p.m.). Do not restrict use of the lounge to others for a lengthy period of time as we do not want to limit the use of the lounge for other students. For scheduling please see the PT Program Administrative Office (ChRC 382, ChRC 384). Faculty can schedule the student lounge area for a reasonable duration if and only if other instructional areas are not available. Food and beverages are allowed in the area. PT Students are responsible for cleaning the lounge during summer & fall semesters, & OT Students are responsible for cleaning the lounge during the spring semester. The Associate Program Director will contact Class Presidents to initiate the cleaning process.

Students are expected to:
1. Label and date all items in the refrigerator that are stored longer than 24 hours. Otherwise it may be thrown away when we clean.
2. Label any food item that you don’t want others to use.
3. Clean up your area when done.
4. Wash your dishes and utensils before leaving the room.
5. Discard your recyclables, newspapers, and trash.
6. Unplug toaster when not in use since this is a fire hazard.
7. Clean coffee pot if you empty the pot.

**Student Outreach Clinics**

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

**Minneapolis Indian Health Services Diabetic Foot Clinic**

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

**Phillips Neighborhood Clinic**

In March 2003 the Phillips Neighborhood Clinic (PNC) was developed as a collaboration between the Academic Health Center, the Community-University Health Center, the Center for Health Interdisciplinary Programs, and the Oliver Presbyterian Church. Located in the basement of Oliver Presbyterian Church in Minneapolis, the clinic delivers affordable health care to one of the poorest areas in the city. The clinic is staffed by a volunteer team of professionals from several disciplines; including medicine, physical therapy, laboratory science, pharmacy, nursing, nutrition, and social work. The Phillips Neighborhood Clinic is a functioning student-run clinic, operating every Monday & Thursday evenings from 6-9 p.m. Participating students are scheduled by the PNC PT representative and all PT students are directly supervised by licensed physical therapists acting as Preceptors.
The PNC experience is offered for first-year students to participate in patient scheduling, and clinic organization as “Patient Advocates”. During the second year, DPT students serve as PT Clinicians, performing physical therapy examinations and providing treatment for a variety of conditions under the direct supervision of a licensed physical therapist Preceptors. In this role as Clinicians, students also learn to interact with patients from diverse backgrounds and cultures as well as working with a variety of medical disciplines. Students gain practice with many of the hands on therapeutic skills that they learn in the classroom. Additionally, this experience provides an interdisciplinary approach to health care with students from other schools in the Academic Health Center. Course participants must commit to a minimum of 3 scheduled clinic sessions / semester. The designated clinic representative will report attendance and clinical activities to the Program in Physical Therapy to verify satisfactory completion of the elective. There will be workshops scheduled periodically to orient new students to the skills necessary to function in a clinical setting. Additionally, students will be paired with more experienced students for mentoring.

**Student Probation and Due Process**

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

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

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

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

**Student Progress Committee**

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

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

An assessment will be completed by all your instructors at the end of each semester (Appendix 9). Results from all your current course instructors will be pooled and documented to serve as a tool to monitor your professional development over time. As necessary, you will receive feedback regarding your professional behavior from your academic advisor.

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

Student Resource Room/Library

The OT/PT Student Resource Room/Library is currently located in room 595 ChRC and may be used at any hour. This is primarily a study, group meeting and computer room. A local FAX line is also available. The combination to the library keypad will be announced during orientation; turn the doorknob clockwise after punching in the combination. No food or beverages are allowed in the library. Computers are not to be used for games and personal business. Please note that this room will be repurposed soon, & the computers for student use will be moving down to the Student Lounge on second floor.

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

Student Response Systems

Various courses in the PT Program will use an electronic student response system (“clickers”). Students will be issued a “clicker” at the beginning of the first course that will use the devices, and will use/maintain the same device throughout the academic portion of the curriculum. Students will turn them in prior to leaving on full-time clinical internships, or at the end of the last class that will utilize the devices. Students are responsible to bring
their “clickers” to class every day. If students break or lose their “clicker”, they are responsible for paying for a replacement device at the cost of $30. When students receive their devices, they must sign an agreement that states:

“I understand that the Program in Physical Therapy at the University of MN is loaning me a Turning Technologies Response Card. It is my responsibility to keep and care for this device. If I break it or lose it I will be responsible for paying for a replacement device at the cost of $30. I will bring this device to class each day.”

**Student Safety and Respect**

The Program and the University are committed to ensuring the safety and respect for all students in the Program. Students should be aware of the escort service available to all campus travelers. The escort service is free and available 24 hours a day. The service number is **612/624-WALK**.

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

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

**Student Withdrawal**

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

**Technical Standards**

The Program of Physical Therapy is mindful of the unique nature of the physical therapy curriculum. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, the student is required to direct or perform treatment on the patients throughout the University of Minnesota Program in Physical Therapy curriculum and its clinical affiliates. This includes the completion of treatment safely and within an Acceptable amount of time. With this in mind, the student must be able to meet the Program’s technical standards with or without reasonable accommodation. The Technical Standards (which are also available on the Program in Physical Therapy website) are located in Appendix 8.
Testing

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

Also see policy on “Honor Code for Exams.”

Transportation

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

Verification of Student Identity in Online Courses

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

Appendix 1 – Student Progress Committee Policies and Procedures

STUDENT PROGRESS COMMITTEE POLICIES/PROCEDURES

INTRODUCTION

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

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

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

STUDENT PROGRESS COMMITTEE MEMBERSHIP

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

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

The Associate Program Director serves as an ex officio member.

Other individuals such as a student advocate may attend meetings when relevant to the situation being considered and when prior written notification is given to the chair of the committee.
The Program Director appoints committee members for one-year terms and provides written notification of appointment. Individuals may serve successive terms.

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

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

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

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

**A. Academic Progress In Core Courses**

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

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

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

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

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

- A  = 4.0
- A- = 3.67
- B+ = 3.33
- B  = 3.0
- B- = 2.67
- C+ = 2.33
- C  = 2.0
- C- = 1.67
- D & F grades must be repeated

**B. Psychomotor Skill**

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

- The primary course instructor will administer the second attempt
- The student’s advisor will be notified by written or electronic medium after failure of the second attempt to assist the student with resources to prepare for the final test administration
• The primary course instructor will administer the third (final) attempt with another core faculty member present
• Upon successful performance of the exam, the student will be awarded the original score for the examination from the first (failed) attempt.

C. Clinical Performance

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

D. Professional Behavior and Code of Conduct

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Students must refrain from theft, property damage and abuse of equipment during their educational and clinical coursework.

PURPOSES AND PROCEDURE OF COMMITTEE HEARINGS FOR NON-ACADEMIC PERFORMANCE

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

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

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

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

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

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

**COMMITTEE ACTION**

When a student has substantial academic, non-academic, psychomotor, clinical or professional conduct difficulties, the Program Director may request the Student Progress Committee to review the student’s overall performance in the program, evidence presented at the meeting/hearing and other relevant information and make recommendations for a course
The committee may also be called to action by the Program Director through appeal from the student (see below). Depending on the circumstances, the committee may forward any of the following recommendations or other recommendations to the Program Director for review and final decision:

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

APPEALS

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

ACADEMIC PROCEDURE

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

If the Student Progress Committee refuses an appeal request, the student may submit a written request for a further appeal to the Program Director. The specific reasons for the requested appeal meeting must be included. The Program Director may then either refuse the appeals request or convene an ad hoc committee to consider the appeal. The ad hoc committee shall be composed of three faculty members from the Allied Health Programs in the Medical School. The ad hoc committee will hear and review evidence from the student and faculty of the Program. The recommendations of the committee are forwarded to the Program Director for review and action if necessary. Any final decision of dismissal from the Program will be made by the Program Director.

Higher levels of possible appeal by the student are outlined in the University of Minnesota’s Board of Regents Policy on Conflict Resolution Process for Student Academic Complaints located at: http://www1.umn.edu/regents/policies/academic/Conflict_Res_Process_Students.pdf, and in the Administrative Procedure entitled “Conflict Resolution Process for Student Academic Complaints: Twin Cities” located at:
NON-ACADEMIC
If the Program Director’s final decision is rejected by the student he/she may submit an appeal to the University President’s Student Review Behavior Panel within 10 days of the Program Director’s decision. Appeals can be requested on the following grounds: new evidence not reasonably available at the hearing, hearing was procedurally unfair; sanction was inconsistent with the offense; or the decision was contrary to the evidence.

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

Mutual Responsibilities in Graduate Education
at the University of Minnesota
Approved by the Graduate School Executive Committee 5/28/97
Amended 11/28/00

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

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

The following principles illustrate what students should expect from their programs and what programs should expect from their students, to help achieve this excellence.

Principle 1: Information About Policies and Procedures
The Graduate School and graduate programs are responsible for providing students and prospective students with access to information about their graduate program, areas of specialization, degree requirements, and average time to completion of degrees. Graduate programs are responsible for providing access to information about graduate student financial support in the program, such as the prospects for fellowships, assistantships or other financial support and the proportion of students receiving financial support.

In addition, graduate programs should provide students and applicants with information about career experiences of graduates of the program. All such information should be presented in a format that does not violate the privacy of individual students. Programs are encouraged to provide relevant information in their handbooks, websites or other readily accessible formats. Students are responsible for keeping themselves informed about current policies of their program and the Graduate School that affect graduate students. Students and alumni also have a responsibility to respond to program inquiries about their career development.
**Principle 2: Communication About Academic Status**
The Graduate School and graduate programs are responsible for providing students with information about their individual academic status: who in the Graduate School and in their graduate program is responsible for communicating to them about admission issues and progress through the degree program, how the communication will take place, and the possibility for appeal to a third party for assistance in resolving disputed issues.

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

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

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

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

**Principle 5: Respectful Employment Conditions**
University faculty and staff are responsible for assuring that graduate students are able to conduct their work, as students or students/employees, in a manner consistent with professional conduct and integrity, free of intimidation or coercion. Students who are employees also have the protection of all University employment policies and laws. Graduate programs are responsible for providing clear communication to students about the possibility for appeal to a third party for assistance in resolving disputed issues. Students are responsible for reporting unprofessional conduct to the appropriate body or person, as defined in the academic or employment grievance policy; they should be able to do so without fear of reprisal. Students are responsible for acting in a respectful and fair manner toward other students, faculty, or staff in the conduct of their academic work or work they may do in connection with an assistantship.

**Principle 6: Conditions of Employment**
The University (through its departments, research projects or other employing units) is responsible for providing to prospective graduate assistants a written offer of financial support before a response to the offer is required. Such communication must indicate their salary and the terms and conditions of their appointment, including the general nature of the work they will be performing, duration of employment, and whether and how this employment is tied to their academic progress. The details of specific teaching or research assignments may need to await later written clarification.

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

**Principle 7: Safe Work Environment**
Supervisors are responsible for providing a safe working environment for graduate students, and for developing and publicizing safety policies and training programs to achieve that goal. Graduate students are responsible for helping to maintain a safe working environment, for adhering to safety policies, for participating in training programs and for reporting safety violations to the proper authority.

**Principle 8: Responsible Conduct of Research**
Students are responsible for carrying out their research in a responsible manner. The faculty and Graduate School are responsible for ensuring that students receive training and guidance in the responsible conduct of research as appropriate for each field.

[http://www.grad.umn.edu/faculty-staff/governance/policies/mutual_responsibilities.html](http://www.grad.umn.edu/faculty-staff/governance/policies/mutual_responsibilities.html)
Appendix 3 – Immunization Requirements

Requirements for health professions are different from those recommended for the general population including undergraduate students. The University’s requirement for health professions students is consistent with those of the Centers for Disease Control and Prevention (CDC) [www.cdc.gov/nip](http://www.cdc.gov/nip), Occupational Safety and Health Administration (OSHA), and Minnesota state law for health care workers. Students cannot be in patient care settings without the required immunization. The safety of patients, students, faculty, and staff is the highest priority in the University of Minnesota Academic Health Center (AHC). By AHC policy, students in the AHC schools and programs are required to have current immunizations and/or tests as a condition of enrollment. Information regarding AHC immunization requirements can be accessed at [www.ahc.umn.edu/immunizations](http://www.ahc.umn.edu/immunizations):

A. **Required Documented Tests and Immunizations**

Students must have and document the following tests and immunizations.

1. **Hepatitis B.** Document three doses of the vaccine or antibody titre (blood test) results documenting immunity. Note: The Hepatitis B series takes four to six months to complete; therefore, if you have not had this series, you should begin this process as soon as possible to comply with this requirement.

2. **Varicella (Chicken Pox).** Effective July 1, 2013, history of varicella can no longer be self reported. Students must document two doses of the varicella vaccine, laboratory evidence of immunity or laboratory confirmation of disease, diagnosis or verification of a history of varicella disease by a licensed health-care provider, or diagnosis or verification of a history of herpes zoster by a licensed health-care provider. If acceptable documentation of immunity cannot be provided and a titre does not indicate immunity, the vaccine will need to be administered again.

3. **Measles (Rubeola).** Document two doses after age 12 months or antibody titre results documenting immunity.

4. **Mumps.** Document two doses after age 12 months or antibody titre results documenting immunity.

5. **Rubella (German measles).** Document two doses after age 12 months or antibody titre results documenting immunity.

6. **Tetanus/Diphtheria.** Document most current dose within the last ten years. Effective July 1, 2013, students who have not had a Td within the last 5 years must document a dose of Tdap.

7. **A two-step tuberculin skin test (TST) test.** Documentation of the two-step TST.
   a. This test involves placement of a purified protein derivative (PPD) to test for tuberculosis. It must be read 48-72 hours after placement, and the area of indurations recorded. The AHC requires a second PPD test to be performed two weeks after the first test. This two-step TST needs to be done once.
   b. **Annual TST.** Documentation of an annual TST. If you have had a two-step TST more than one year ago, you should have a standard TST. Annual TST’s are required each year you are in your program.
Or this requirement can be met through an Interferon-Gamma Release Assays (IGRA) blood test (QuantiFERON Gold or T-Spot) which will meet the requirement for the two-step TST and may be conducted annually in place of the annual TST.

1. Annually complete either (a) or (b):
   a. Annual TST. Documentation of an annual TST. If you have had a two-step TST more than one year ago, you should have a standard TST. Annual TST’s are required each year you are in your program.
   b. Annual IGRA. Documentation of an annual IGRA.

2. Chest x-ray if you have had a positive TST or IGRA. If you have had a positive TST or a positive IGRA, your documentation must include the results of your follow-up chest x-ray. Once this documentation is submitted, yearly TST or IGRA is not required. Bacille Calmette-Guerin (BCG) vaccinated individuals who test positive by TST and negative by an IGRA are not required to have a follow-up chest x-ray.

We understand that many students have not had a two-step TST before. To understand this requirement for health care workers, you can refer to the immunization website (www.ahc.umn.edu/immunizations) and read the section “Why a Two-Step Tuberculin Skin Test?” Currently, 5% of AHC students are testing positive on the two-step TST and require health consultation.

8. Annual Flu Shot or immunization. Documentation of an annual flu immunization. Flu immunization is required by the majority of the clinics which contract with the Program in Physical Therapy. Documentation of an annual flu immunization.

B. Process required to obtain documentation
   • Once you are admitted to an AHC school or program, you can find a personalized form in your University myU Portal under the tab titled "Health and Wellness" at www.myu.umn.edu. You may download a non-personalized Immunization Form located at the following URL: www.ahc.umn.edu/immunizationform.
   • Print and take this form to your health care provider to complete. A health care provider is defined as a physician (MD and DO), nurse practitioner, physician’s assistant, pharmacist, and registered nurse. Often the information may be required from multiple providers. In these cases, a separate Immunization Form for each provider is the preferred way to complete the documentation. It is highly recommended that you keep a copy of all documentation.
   • When the form or forms are completed, they must be turned in to Boynton Health Service (BHS). When the BHS staff receives your information, they will review the form and verify whether your immunizations and documentation on the form meet the University standards. Your immunization information will become part of your confidential BHS medical record. Note: review and verification of your immunizations and form will take BHS staff approximately two to five days to process. Turning in the form does not confirm that you are in compliance with these requirements. The forms must be processed and verified by BHS before compliance is confirmed.
• Once you are admitted to an AHC school or program, you may check on your
immunization status in your University myU Portal under the “Health and Wellness”
tab at www.myu.umn.edu.
• If you have completed all requirements, you and your school/college will be notified by
email of your status. Your school/college will allow you to enroll in classes and
clerkships.
• If you have not completed all requirements, your school/college will put a hold on
your record, including not allowing you to enroll in your classes and rotations.

If you have questions about your immunization status, contact BHS at 612-626-5571 or
immunizations@bhs.umn.edu.

As future health professionals, you need to understand infection control for the safety of you
and your patients. We appreciate your efforts to comply with these policies.
Appendix 4 – Blood-Borne Pathogens

A. Instructions for Bloodborne Pathogen Training

The University of Minnesota Office of Occupational Health and Safety (OHS) has developed two online bloodborne pathogen training courses for University students.

- The introductory course is intended for anyone who may come into contact with human blood, BSL2 and BSL3 pathogens, and other potentially infectious materials during their work.
  - This training also fulfills the infectious agent training component of the Academic Health Center’s (AHC) building Access requirements.
- The advanced course, in conjunction with the introductory course, is intended for researchers (staff, students, volunteers), health care workers, and students and volunteers in the health sciences.
  - Completion of the two training courses meets the requirements of the OSHA Bloodborne Pathogens Standard, the University of Minnesota's Administrative Procedure Activities Involving Potentially Hazardous Biological Agents, and the Institutional Biosafety Committee (IBC) requirements for researchers (staff, students, volunteers).

Training completion is recorded in ULearn and in your central training record. The training also documents hepatitis B vaccination status and declinations.

How do I register for training?
Self-enrollment in the training is available through ULearn, the University’s new learning management system (LMS). There are two different ways to Access ULearn, depending on your role at the University.

If you are a University employee (includes student employees):
- Sign in to ULearn with your U of M internet ID and password.
- Make sure pop-up blockers are disabled in your internet browser.
- Search for bloodborne pathogens in the search bar in the upper right corner of the screen.
- Click on the title of the course you wish to take (Bloodborne Pathogens – Introduction or Bloodborne Pathogens – Advanced)
- Click Launch to start the training. You will be taken to the Moodle course.

If you are a student, guest researcher, or volunteer (includes students not employed by the U and guests with sponsored U of M internet accounts):
- Create an account in ULearn and log in (additional instructions: Create a self-registration account in ULearn (pdf))
- After your first visit to ULearn, you can sign in with the email address and password you used to create your account.
- Make sure pop-up blockers are disabled in your internet browser.
- Search for bloodborne pathogens in the search bar in the upper right corner of the screen.
- Click on the title of the course you wish to take (Bloodborne Pathogens – Introduction or Bloodborne Pathogens – Advanced)
B. Instructions for Bloodborne Pathogen Exposures

IMPORTANT: The Centers for Disease Control and Prevention recommend that the exposed person seek treatment within 1-2 hours after initial exposure.

Note: If you are an intern, it is your responsibility to learn facility-specific exposure protocols when you begin your rotation. Please see employee health at your facility to learn procedures.

1. Clean it.
Wash the exposed area immediately.
- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants

2. Get treated.
Seek medical treatment as soon as possible.
University employees should go to the nearest HealthPartners Urgent Care location or Emergency Department.
If you are a Physical Therapy intern, initial care should occur at your training site, either through the Employee Health Service or the Emergency Department. If the exposure occurs when these facilities are not open, go to the nearest HealthPartners Urgent Care location or Emergency Department.

If you are unsure of where to receive treatment, call the 24-hour HealthPartners CareLine at 612-339-3663 or 800-551-0859 (TTY 952-883-5474). The Triage Nurse will direct you to the appropriate location for care.

If you are a student, call Boynton's 24-hour Medical Information Nurse Line at (612) 625-7900 for assistance. Go to Boynton Health Service or the nearest medical facility for treatment.
The initial evaluation should include:
- Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred.
- Identification and testing of the source patient’s blood and evaluation of risk factors.
- Collection and testing of your blood and evaluation of risk factors.
- Post-exposure prophylaxis when medically indicated.
- Evaluation of reported illnesses.
- Counseling.
3. **Identify the source patient.**
Identify the source patient with the help of your preceptor and/or the designated representative of the facility. The source patient’s blood should be tested after consent is obtained according to your treatment site practices. If the source patient has a known history of HBV, HCV, or HIV, it is unnecessary to test for the specific disease. Results of the source patient’s testing will be made available to you to the extent possible under the laws and regulations concerning disclosure of the identity and infection status of the source patient. If it is not possible to identify the source patient or obtain a blood sample, the institution’s standard procedures should be used to assess the level of risk to you and then provide treatment accordingly.

4. **Report it.**
**Students** are not eligible for Workers Compensation. Students should submit any bills for post-exposure care to their insurance plan, and contact the Office of Occupational Health and Safety at uohs@umn.edu for assistance with costs not covered by insurance. Students must report exposures to their preceptors and to Boynton Health Service at (612) 625-7900.

5. **Get a follow-up exam.**
After you complete the E-FROI, you will be contacted for post-exposure care within 3 business days by HealthPartners Occupational and Environmental Medicine (HPOEM). If you are a student, make an appointment for a follow-up assessment at Boynton Health Service within 72 hours of the exposure.

**Recordkeeping**
All medical records shall be kept confidential and will not be disclosed to any person within or outside the workplace without the exposed person’s express written consent except as may be required by law. Records shall be maintained for the duration of employment plus 30 years. If a resident, fellow, or medical student is infected with HCV, HBV, or HIV, he/she must report this infection to the Medical School’s Bloodborne Infectious Disease Review Panel by contacting the University of Minnesota Office of Occupational Health and Safety at uohs@umn.edu or 612-626-5008. This reporting is required by Minnesota law. If the exposure occurred as a result of contact with a contaminated sharp, the injury must be reported to the Office of Occupational Health and Safety at uohs@umn.edu or the address below. The log will protect the confidentiality of the injured employee but will contain the following information:

1. the type and brand of device involved in the incident;  
2. the department or work area where the exposure incident occurred; and  
3. explanation of how the incident occurred.

**University of Minnesota Office of Occupational Health and Safety**
McNamara Alumni Center  
Suite 185  
200 Oak St SE  
Minneapolis, MN 55455
Appendix 5 – Pertinent University Web Sites

Pertinent University Web Sites

OTHER UNIVERSITY DOCUMENTS may provide information and guidance relevant to the graduate education experience.

- Board of Regents, Code of Conduct, adopted 7/12/96.  
  http://www1.umn.edu/regents/policies/academic/Conduct.html
- Board of Regents, Academic Freedom and Responsibility, adopted 9/8/95  
  http://www1.umn.edu/usenate/policies/academic_freedom.html
- Student Conduct Code. [Gopher: U of M Campus Information/Information for Students/Student Conduct Code), adopted 7/10/70, amended 12/8/06  
  http://www1.umn.edu/oscai/
Appendix 6 – National Conference Travel Authorization

National Conference Travel Authorization

This form authorizes ________________________________.
Name of student
Class of __________, APTA Membership # ___________________ *.
to attend the______________________________ professional or scientific meeting.

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

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

Title of presentation: ________________________________________

If not presenting, explain reason for attending conference:
__________________________________________________________________________________

__________________________________________________________________________________

Research advisor: _______________________________________

Signature of research advisor: __________________________________

Signature of student: _________________________________________

Email address: ____________________________________________

• Non-APTA members or registration fees above the “Early Bird APTA Member” fee, will be paid by student with a check made out to the Program in PT when submitting this form.
• Priority for funding for national conferences will follow the same guidelines as priority for funding state conferences (See next policy re: funding state conferences)
Appendix 7 – Minnesota APTA State Conference Attendance Awards

Minnesota APTA State Conference Attendance Awards

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

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

Recipients of these awards will be expected to submit a brief written report about their experience at the meeting upon return. This report or a summary of it may be published in a newsletter and will be made available to Alumni of the Program in Physical Therapy. In addition, the awardee should expect to be asked to present to their fellow students at an informal meeting. Please submit or email your complete application and a completed registration for the conference to the Physical Therapy Awards Committee via Liz Goebel (goebe005@umn.edu, Room 382 ChRC, MMC 388, The University of Minnesota, 420 Delaware St. SE, Minneapolis, MN 55455).
Conference Attendance Award Application

Name of event:

Dates of event:

Dates attending the event: _______________________________________________

Location: _______________________________________  Class of: ______________

Name of student: _________________________     APTA Membership # __________

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

Will you be presenting at this event?     Yes      No

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

Signed: ____________________________________________________________________

Student

Email address:
Appendix 8 – Minimum Technical Standards for Admissions and Matriculation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Behavioral

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

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

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

Approved by the Program in Physical Therapy Faculty, 6/17/11
Approved by University General Counsel, 7-6-12
Appendix 9 – Professional Behaviors Form

University of Minnesota, Program in Physical Therapy
Professional Behaviors Form

Class Roster ________________________
Course — Semester/Year: ______________________

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

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Professionalism</th>
<th>Problem Solving</th>
<th>Effective Use of Time and Resources</th>
<th>Interpersonal Skills</th>
<th>Working Relationship</th>
<th>Consistently meets all criteria</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
### Professionalism

*Students are evaluated according to the following 5 point scale:
1 · rarely, demonstrates ability
2 · demonstrates occasionally, needs substantial improvement
3 · not entry-level, but making steady progress, requires minimal cues (responds to feedback, progressing)
4 · entry-level, demonstrates consistency
5 · exceeds entry level competency

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

### Problem Solving

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

### Effective Use of Time and Resources

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

### Interpersonal Skills

*Interpersonal Skills* is defined by the following criteria.
In academic/clinical work the student:
- Demonstrates active listening
- Engages in tasks equally with others
- Initiates appropriate verbal communication
- Uses nonverbal communication that is consistent with the intended message
- Motivates others
- Presents information in a logical articulate manner
- Demonstrates a positive attitude towards learning
Working Relationships is defined by the following criteria. In academic/clinical work the student:
- Receives feedback without defensiveness
- Demonstrates flexibility
- Shows effective collaboration to accomplish tasks
- Demonstrates the ability to work well with colleagues
Physical Therapy faculty and clinicians nationally agree that development and assessment of professional behaviors should be an important part of the physical therapy curriculum. The purpose of this checklist is to effectively measure and provide feedback about behaviors that will influence an individual’s ability to meet expected role requirements as a student and an entry-level professional physical therapist. The professional behaviors presented below are not meant as a portrayal of personality but as the necessary abilities required for professional clinical performance.

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

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

<p>| | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Students are evaluated according to the following 5 point scale:

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

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

I. Professionalism
In academic/clinical work the student .....
Overall Professionalism:

[ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5

Comments:

II. Problem Solving
In academic/clinical work the student ..... 

[ ] Yes / [ ] No

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

Overall Problem Solving:

[ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5

Comments:

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

[ ] Yes / [ ] No

[ ] Creatively uses resources
[ ] Coordinates schedule effectively
[ ] Budgets time effectively

Overall Effective Use of Time and Resources:

[ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5

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

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

Overall Interpersonal Skills:

1 2 3 4 5

Comments:

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

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

Overall Working Relationships:

1 2 3 4 5

Comments:

This tool is loosely based on the following:


University of Florida Dept. of Physical Therapy. Professional Abilities
Appendix 10 – CPR Certifications

CPR Certifications Accepted by
University of Minnesota Physical Therapy Program

<table>
<thead>
<tr>
<th>Organization</th>
<th>Course Name</th>
<th>Core Elements</th>
<th>Initial Instr. time</th>
<th>Certification Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Heart Assoc (AHA)</td>
<td>Heartsaver CPR</td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking</td>
<td>6 hours</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td><strong>CPR for Healthcare Providers</strong></td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking, defibrillator training, bag, valve mask training</td>
<td>7 hours</td>
<td>2 years</td>
</tr>
<tr>
<td>American Red Cross (ARC)</td>
<td>Adult/Child/Infant</td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking</td>
<td>6.5 hours</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td><strong>CPR/AED for Professional Rescuer</strong></td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking, defibrillator training, bag, valve mask training</td>
<td>8 hours</td>
<td>1 year</td>
</tr>
<tr>
<td>American Safety and Health (ASHI)</td>
<td>CPR for Community and Workplace</td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking</td>
<td>4 hours</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td><strong>CPR for Professionals</strong></td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking, defibrillator training, bag, valve mask training</td>
<td>8 hours</td>
<td>2 years</td>
</tr>
<tr>
<td>National Safety Council (NSC)</td>
<td>CPR</td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking</td>
<td>4 hours</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Rescuer CPR</strong></td>
<td>Adult/Child/Infant CPR and mouth to mouth, choking, defibrillator training, bag, valve mask training</td>
<td>8 hours</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**BOLD represents preferred training**
Appendix 11 – Health Information, International Internships

Health Information

The purpose of this form is to help the Learning Abroad Center to be of maximum assistance as you should the need arise during your study abroad experience. Mild physical or psychological disorders can become serious under the stresses of life while studying abroad. It is important that the program be made aware of any medical or emotional problems, past or current, which might affect you in a foreign study context. The information provided will remain confidential and will be shared with program staff, faculty, or appropriate professionals only if pertinent to your own well-being. The Learning Abroad Center may not be able to accommodate all individual needs or circumstances. This information does not affect your admission into the program.

<table>
<thead>
<tr>
<th>Medical History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you currently being treated or have you been treated within the past five years for a physical health condition, injury, or disease? (If yes, please explain.)</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>2. Are you currently being treated or have you been treated within the past five years for a mental health condition, psychological or emotional? (If yes, please explain.)</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>3. Do you have any allergies? (If yes, please explain.)</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>4. Are you taking any medications? (If yes, please explain.)</td>
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<td>Yes ☐ No ☐</td>
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<tr>
<td>5. Are you a vegetarian or are you on a restricted diet? (If yes, please explain.)</td>
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<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>6. Do you believe you have a disability requiring reasonable accommodations to participate in a learning abroad program? (If yes, please explain. You must contact Disability Services, 180 McNamara Center, 612.626.1333, to determine eligibility for accommodations.)</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>7. Is there any additional information that would be helpful for the program to be aware of during your study abroad experience? (If yes, please explain.)</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
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</tbody>
</table>

I certify that all responses made on this Health Information form are true and accurate, and I will notify the Learning Abroad Center hereafter of any relevant changes in my health that occur prior to the start of the program.

Applicant Signature ___________________________ Date ____________
Appendix 12 – CISI International Insurance Application

CISI International Insurance Application

Mailing Information
Name ____________________________
Mailing address __________________________________________________________
City __________________ State ___________ Zip Code ______________

Personal Information
Home/Cell Phone ____________________________
Work Phone ____________________________
Email ____________________________________________
U of M ID # __________________ Date of Birth ______________
(required by insurance company)

Travel Plans
Learning Abroad Program Name or Activity ____________________________
City and Country ______________________________________________________
Program or Activity Dates ____________________________ (attach verification of official program dates)
Departure Date from US ____________________________ Return Date to US ______________

Please Note: You will only be covered for the dates of official program activity. You can purchase an additional month for personal travel, before or after the program, directly with CISI by going to their website, www.culturalinsurance.com.

Faculty, staff/advisers, or department endorsing or sponsoring this activity:
Name/Dept. ____________________________ Phone ____________________________

☐ Signed Release and Waiver must be attached (www.ogc.umn.edu/stellent/groups/ogc/documents/contract/ogc-sc246.doc).

Emergency Contact Information
Individual(s) to contact in case of an emergency while you are participating on a learning abroad opportunity.
Name ____________________________ Phone ____________________________

Payment Process
No cash, checks, or credit cards accepted. The insurance cost will be billed to your student finance account. You will need to pay your bill according to their schedule or you will accrue late fees.
Total Payment Due: $32.50/month x _________ (# of months) = __________

You must notify the Learning Abroad Center office immediately in writing or by email to UMabroad@umn.edu regarding any change in plans, cancellation from program, etc. You will remain responsible for all charges if proper notification has not been received.

Insurance materials will be mailed to the address above or you can pick up at the address below within two weeks. This insurance plan is only valid while you are in the country of the activity.

Learning Abroad Center
230 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455
612.626.9000 • 888.700.UOFM • 612.626.8000 (fax) • UMabroad@umn.edu • www.UMabroad.umn.edu

Internal use only
Payment
Insurance
Processed

As an equal opportunity educator and employer.
Appendix 13 – Release and Waiver – Education Abroad Opportunities

UNIVERSITY OF MINNESOTA

RELEASE & WAIVER
Education Abroad Opportunities Offered by Colleges, Departments or Individual Faculty

I have been approved and wish to participate in the education abroad program offered or approved through the University of Minnesota’s campus, during the Term/Year. I understand this education abroad opportunity is subject to the University of Minnesota Policy on Suspending Education Abroad Opportunities due to Health and Safety Risks and Procedure on Preparing for Education Abroad Opportunities. In consideration for the opportunity to participate in this program, I understand and agree that:


   1.1 I am responsible for all program requirements, including, but not limited to, classroom work, assignments, projects, field trips, work, internship and/or volunteer duties.

   1.2 I am responsible for payment of all applicable program fees and/or tuition and understand that an official hold may be placed on my academic records until I make all required payments.

   1.3 I am responsible for reading and complying with the information contained in the applicable Cancellation and Refund Policy for this program.

   1.4 I understand that I will be provided with international health insurance coverage as part of the program fees/tuition which I pay for this activity, or I will be required to purchase international health insurance coverage from the education abroad office on my campus. This coverage includes major/medical health and/or repatriation/medivac insurance. I am responsible for any additional insurance that I may elect.

2. Health Factors.

   2.1 I am responsible for submitting a complete and accurate medical history if required for this program.

   2.2 I am responsible for requesting reasonable accommodations related to a disability in a reasonable time frame prior to departure. I understand that I must provide the University’s Office for Disability Services with documentation of my disability to be considered for accommodations. I further understand that my requested accommodations may not be available at the overseas site but that every effort will be made to provide alternative accommodations whenever possible.
2.3 I understand that if I do not make my medical and psychological needs known in a timely manner, this may delay my participation in the education abroad program until reasonable accommodations can be determined.

3. Personal Behavior.

3.1 I am subject to the University of Minnesota Student Conduct Code while participating in this program, and all rules of conduct specifically established for this activity. I understand that if I violate the student conduct code or program rules of conduct, I may be expelled from the program, lose all academic credit for the program, and remain responsible for full payment of all fees.

3.2 I may not purchase, possess, and/or use any illegal or unauthorized drugs during the duration of the program, including free time. This ban covers drugs that are illegal in the United States and/or the country of participation. I understand that illegal drug purchase, possession, or use jeopardizes myself, other students in the program, and the program itself. I understand that violation of this rule of conduct may result in immediate expulsion from the program and loss of all academic credit for the program. I further understand that I would remain responsible for the full payment of all program fees.

3.3 I understand that neither the program nor the US Embassy can obtain release from jail if I am jailed for any reason.

4. Travel Risks and Waiver.

4.1 I am responsible for informing an official representative of the program or of the University of any plans to travel during free time before, during, and after the period of the program. I understand that neither the University, nor its staff, agents, or representative are responsible for any travel outside program requirements.

4.2 I understand that there are unavoidable risks in participating in education abroad opportunities. I acknowledge that I have been provided website information for US Consular Information, as well as the Centers for Disease Control information, on travel to, in, and around, my program site country; that I am aware of and understand the risks and dangers to my own health and personal safety posed by the use of public transportation to and from and in my site country, by domestic or international terrorism, and by civil unrest, political instability, crime, violence, disease and public health conditions in my site country. I hereby assume, knowingly and voluntarily, each of these risks and all of the other risks that could arise out of or occur during my travel to, from, in, or around my site country.

4.3 I understand that political, social, and/or public health circumstances can change quickly in a country and that it may be necessary for the University to suspend a education abroad program for health or safety reasons before the program term ends.

4.4 Waiver. I, individually, and on behalf of my heirs, successors, assigns, and personal representatives, release the University of Minnesota and the Regents of the University of Minnesota, its staff, agents, and representatives, from any and all liability whatsoever for damages, losses, or injuries (including death) that I may sustain to my person or property, arising out of, resulting from, or occurring during my participation in the education abroad experience or any travel incident thereto, except where such damage, loss or injury is the result of the intentional or reckless conduct of the University of Minnesota or the Regents of the University of
Minnesota, its staff, agents, or representatives. This release applies to any loss of property, injury, illness, or death due to theft or other crimes committed by persons other than the employee or agents of the University of Minnesota, political unrest, use of modes of transportation, and activities on the part of fellow participants, host family members, agencies, and organizations, persons, or groups with which the University of Minnesota contracts or which the University of Minnesota recommends for the provision of services for the program. This release further applies to any independent travel or optional activities or sojourns that I may undertake during my education abroad experience. This release does not apply to intentional, willful, or wanton acts of the University of Minnesota, the Regents of the University of Minnesota, or its staff or agents.


5.1 I authorize the University or its agents to secure medical treatment on my behalf in the event of a health emergency, and I accept financial responsibility for such medical treatment.

5.2 I also authorize the University or its agents to release medical information obtained from me to a care provider in the event of a health emergency or as needed to provide reasonable accommodations.

I HAVE READ THIS RELEASE AND WAIVER AGREEMENT AND ACCEPT EACH OF THE ABOVE RESPONSIBILITIES AND VOLUNTARILY SIGN THE RELEASE AND AUTHORIZATION FOR MEDICAL TREATMENT.

http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf

http://process.umn.edu/groups/ppd/documents/policy/edabroadpol.cfm

Print Name:
Date of Birth (mm/dd/yyyy):
University of Minnesota ID, if applicable: ______________________
Emergency Phone Number: ______________________
Signature: ______________________ Date: ______________________
FOR PARENTS/GUARDIANS OF PARTICIPANTS OF MINORITY AGE
(UNDER AGE 18 AT TIME OF REGISTRATION)

This is to certify that I, as parent/guardian with legal responsibility for this participant, do consent and agree to his/her release as provided above of all the Releasees, and, for myself, my heirs, assigns, and next of kin, I release and agree to indemnify and hold harmless the Releasees from any and all liabilities incident to my minor child’s involvement or participation in these programs as provided above, even if arising from the negligence of the Releasees, to the fullest extent permitted by law.

Print Parent/Guardian Name: ________________________________

Emergency Phone Number: ________________________________

Signature: ___________________________________ Date: __________

FORM: OCC-SC246
Form Date: 03.17.04
Revision Date: 10.10.06
Appendix 14 – Audio Taping Classroom Lecture/Lab/Presentation Consent Form

Audio Taping Classroom Lecture/Lab/Presentation Consent Form

I _____________________________(student name) request permission to audio tape
classroom/lecture/lab presentation_________________________________________
__________________________ (name of topic and presenter) on ________________________(date).

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

Signature of speaker________________________________________

Date__________________________
Appendix 15 – FERPA (Family Education Rights & Privacy Act)
Consent for Disclosure Form

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

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

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

Student’s Name__________________________________ Date ____________________

Faculty / Staff Member’s Name ______________________________________________

Specify the student records to be disclosed:

State the purpose of the disclosure:

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

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

PT Program Director or Associate Director Signature_____________________________
Date________________________
(form 5-27-10)
Appendix 16 – Joint DPT / PhD Program

Joint DPT/PhD Program

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

Process

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

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

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

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

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

**Ideal Candidates**

Ideal candidates will be passionate about a lifetime career in rehabilitation research, and will have previous experience in undergraduate research. Successful candidates will likely have undergraduate and DPT pre-requisite GPAs above the mean of DPT students (3.6). They are also likely to have GRE scores at or above the 70th percentile.
Appendix 17 – Joint DPT/PhD Permission Form for to Alter Grading Base

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

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

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

NSC 6112 Medical Neurology (5 credits): Circle one: A-F or S/N

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

PT 6293 (RSC 8192) Essentials of Rehab Research Circle one: 6000 level or 8000 level
PT 6282 (RSC 8282) Scientific Foundations II Circle one: 6000 level or 8000 level

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

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

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

For Office Use Only:

Check when complete:
- Student registered for above classes for as requested. Date______ Initials ______
- Med School instructor e-mailed to inform them. Date______ Initials ______
- PT faculty instructor(s) e-mailed to inform them. Date______ Initials ______

File this original / signed form in student’s file.
Appendix 18 – Authorization for Photography, Recording or Interviewing

Authorization for Photography, Video or Audio Recording

Date____________________

Circle One:      Student      Staff      Faculty

PT Graduation Year (if student) _____________

Name __________________________________________

Address _______________________________________

_____________________________________________________

Phone ____________________________________________

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

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

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

Signature____________________________________Date____________