University of Montana

Doctor of Physical Therapy Program

School of Physical Therapy and Rehabilitation Science

College of Health Professions and Biomedical Sciences

2018-2019

STUDENT HANDBOOK
# Table of Contents

Welcome

Program Accreditation

Personnel

I. Physical Therapy Profession

   A. APTA Vision
   B. APTA Code of Ethics
   C. Generic Abilities & Professional Behaviors
   D. Oath of the Physical Therapist
   E. Process for Filing a Complaint with CAPTE

II. University of Montana Campus Information

   A. University of Montana Student Rights
   B. Public Safety Report, Alcohol and Drug Guidelines
   C. Security Services
   D. Safety Regulations and Emergency Procedures
   E. Student Email
   F. Net ID
   G. Moodle Course Supplements
   H. Software Programs Available on the College Network
   I. Student Computer Use Guidelines
   J. Library Resources
   K. Financial Assistance
   L. Campus Health Services
   M. UMPT Clinic
   N. Career/Employment Opportunities

III. UMPT Information

   A. UMPT Mission
   B. UMPT Student Specific Policies and Procedures
   C. Helpful Links and Information
   D. Class Schedule
   E. Faculty Advising Assignments
   F. Essential Functions
   G. HIPPA Regulations
   H. UMPT Academic Guidelines: Professionalism and Academic Requirements
   I. Social Media Guidelines
   J. Policy of Cellular Devices, Audio & Video Recordings
   K. Physical Therapy Equipment
L. Anatomy Dissection Laboratory Policies ................................................................. 44
M. Research Laboratory Policies and Procedures ....................................................... 44

IV. Addendums ............................................................................................................. 46
   A. Examples of Generic Abilities ............................................................................ 46
   B. DPT Laboratory Participation Consent Form ..................................................... 51
   D. Course Success Plan Form .................................................................................. 53
   E. Remediation Plan Form ..................................................................................... 54
   F. Leave of Absence Petition Form ......................................................................... 55
   G. Student/Advisor Meeting Form ........................................................................... 56
   H. Notification of Change in Academic Standing Form ............................................. 57
Welcome to the Physical Therapy Program at the School of Physical Therapy and Rehabilitation Science within the College of Health Professions and Biomedical Sciences at the University of Montana. Congratulations on completing the course of study necessary to enter into what should prove to be a challenging, yet professionally and personally enriching, three-year experience that culminates in the Doctor of Physical Therapy degree.

The faculty would like to emphasize our commitment to your education through our partnership with you. The next few years will be both demanding and rewarding – for you as well as us. Our goal is to provide a path that permits you to become an outstanding entry-level physical therapist achieves. That goal will require a collaborative effort between all of us, based on mutual respect, cooperation and an ongoing passion to build your knowledge base and professional skill set. We anticipate the next few years will mark the beginning of a life-long commitment to your continued learning within the profession of physical therapy. The public trust inherent in being a professional physical therapist is a privilege that demands you to honor yourself, your family, your school, and your profession.

This handbook is designed to provide vital information essential to your success in this program, so please take the time to read the contents and web links. If you need clarification or have any further questions, do not hesitate to ask your advisor. It is expected that you will apply the essential information in this handbook, so please use it as a reference as needed. We ask that you sign the acknowledgement form and return it to Caitlin Malinak no later than September 8, 2017.

Best wishes for a rewarding and, enjoyable experience as you make new friends and embrace your new profession.

On behalf of the faculty & staff,

Anita M. Santasier, PT, PhD, OCS
Chair & Associate Professor
School of Physical Therapy & Rehabilitation Science

Reed Humphrey, PhD
Dean, College of Health Professions & Biomedical Sciences

Program Accreditation
The physical therapy program at the University of Montana – Missoula is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2018. Concerns about this program’s accreditation should be sent to:

Commission of Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, Virginia 22314
1-800-999-2782, ext. 3245
Personnel

Dean's Suite Skaggs Building (SB) 340
Reed Humphrey, Dean, College of Health Professions and Biomedical Sciences
Jennifer Geist-Quigley, Administrative Associate to the Dean
Donna Beall, Director of Student Services
Erika Claxton, Administrative Associate for Student Affairs
Jonathan Neff, Director of IT

Physical Therapy Faculty
Associate Professor and Chair
Anita M. Santasier, PT, PhD, OCS (Temple University)

Professor
James Laskin, PT, PhD, (University of Alberta)

Associate Professors
Ryan Mizner, PT, PhD, (University of Delaware)

Assistant Professor
Richard Willy, MPT, PhD, OCS, (University of Delaware)

Clinical Assistant Professors & Directors of Clinical Education
Jennifer Bell, MSPT, ScD, Director of Clinical Education
(Texas Tech University Health Sciences Center)
Sue Ostertag, PT, DPT, NCS, Associate Director of Clinical Education,
(Arizona School of Health Sciences)

UMPT Clinic, Skaggs Building 129
Steve Ferdig, PT, DPT, OCS, CNP, Director of UMPT Clinic,
(Chapman University)
Troy Adam, PT, DPT, APTA Certified Clinical Instructor (University of Montana)
Jaclyn Carson, DPT, (University of Montana)
Audrey Elias, DPT, PhD, (University of Montana)
Jake Mischke, DPT, OCS, FAAOMPT, (Creighton University)
Kimberly Mize-Humphrey, PT, DPT, CSCS, (University of Wisconsin)
Molly Blair, Program Coordinator, New Directions Wellness Center
Ken Thompson, Clinic Manager

Administrative Associates, Skaggs Building 135
Caitlin Malinak, Administrative Associate for the School of Physical Therapy

Drug Information Service Skaggs Building 216
Sherrill Brown, Director

Mansfield Library
Kim Granath, Public Health Librarian
I. Physical Therapy Profession

A. APTA Vision
   i. Vision Statement for the Physical Therapy Profession
      Transforming society by optimizing movement to improve the human experience
   
   ii. Guiding Principles to Achieve the Vision
      Movement is a key to optimal living and quality of life for all people that extends beyond health to every person’s ability to participate in and contribute to society. The complex needs of society, such as those resulting from a sedentary lifestyle, beckon for the physical therapy profession to engage with consumers to reduce preventable health care costs and overcome barriers to participation in society to ensure the successful existence of society far into the future.

      While this is APTA’s vision for the physical therapy profession, it is meant also to inspire others throughout society to, together, create systems that optimize movement and function for all people. The following principles of Identity, Quality, Collaboration, Value, Innovation, Consumer-centricity, Access/Equity, and Advocacy demonstrate how the profession and society will look when this vision is achieved.

      The principles are described as follows:

      1. Identity. The physical therapy profession will define and promote the movement system as the foundation for optimizing movement to improve the health of society. Recognition and validation of the movement system is essential to understand the structure, function, and potential of the human body. The physical therapist will be responsible for evaluating and managing an individual’s movement system across the lifespan to promote optimal development; diagnose impairments, activity limitations, and participation restrictions; and provide interventions targeted at preventing or ameliorating activity limitations and participation restrictions. The movement system is the core of physical therapist practice, education, and research.

      2. Quality. The physical therapy profession will commit to establishing and adopting best practice standards across the domains of practice, education, and research as the individuals in these domains strive to be flexible, prepared, and responsive in a dynamic and ever-changing world. As independent practitioners, doctors of physical therapy in clinical practice will embrace best practice standards in examination, diagnosis/classification, intervention, and outcome measurement. These physical therapists will generate, validate, and disseminate evidence and quality indicators, espousing payment for outcomes and patient/client satisfaction, striving to prevent adverse events related to patient care, and demonstrating continuing competence. Educators will seek to propagate the highest standards of teaching and learning, supporting collaboration and innovation throughout academia. Researchers will collaborate with clinicians to expand available evidence and translate it into practice, conduct comparative effectiveness research, standardize outcome measurement, and participate in interprofessional research teams.

      3. Collaboration. The physical therapy profession will demonstrate the value of collaboration with other health care providers, consumers, community organizations, and other disciplines to solve the health-related challenges that society faces. In clinical practice, doctors of physical therapy, who collaborate across the continuum of care, will ensure that
services are coordinated, of value, and consumer-centered by referring, co-managing, engaging consultants, and directing and supervising care. Education models will value and foster interprofessional approaches to best meet consumer and population needs and instill team values in physical therapists and physical therapist assistants. Interprofessional research approaches will ensure that evidence translates to practice and is consumer-centered.

4. **Value.** Value has been defined as “the health outcomes achieved per dollar spent.”1 To ensure the best value, services that the physical therapy profession will provide will be safe, effective, patient/client-centered, timely, efficient, and equitable.2 Outcomes will be both meaningful to patients/clients and cost-effective. Value will be demonstrated and achieved in all settings in which physical therapist services are delivered. Accountability will be a core characteristic of the profession and will be essential to demonstrating value.

5. **Innovation.** The physical therapy profession will offer creative and proactive solutions to enhance health services delivery and to increase the value of physical therapy to society. Innovation will occur in many settings and dimensions, including health care delivery models, practice patterns, education, research, and the development of patient/client-centered procedures and devices and new technology applications. In clinical practice, collaboration with developers, engineers, and social entrepreneurs will capitalize on the technological savvy of the consumer and extend the reach of the physical therapist beyond traditional patient/client–therapist settings. Innovation in education will enhance interprofessional learning, address workforce needs, respond to declining higher education funding, and, anticipating the changing way adults learn, foster new educational models and delivery methods. In research, innovation will advance knowledge about the profession, apply new knowledge in such areas as genetics and engineering, and lead to new possibilities related to movement and function. New models of research and enhanced approaches to the translation of evidence will more expeditiously put these discoveries and other new information into the hands and minds of clinicians and educators.

6. **Consumer-centricity.** Patient/client/consumer values and goals will be central to all efforts in which the physical therapy profession will engage. The physical therapy profession embraces cultural competence as a necessary skill to ensure best practice in providing physical therapist services by responding to individual and cultural considerations, needs, and values.

7. **Access/Equity.** The physical therapy profession will recognize health inequities and disparities and work to ameliorate them through innovative models of service delivery, advocacy, attention to the influence of the social determinants of health on the consumer, collaboration with community entities to expand the benefit provided by physical therapy, serving as a point of entry to the health care system, and direct outreach to consumers to educate and increase awareness.

8. **Advocacy.** The physical therapy profession will advocate for patients/clients/consumers both as individuals and as a population, in practice, education, and research settings to manage and promote change, adopt best practice standards and approaches, and ensure that systems are built to be consumer-centered.
B. APTA Code of Ethics

i. Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist.

Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

ii. Principles

1. Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)
   1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
   1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

2. Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)
   2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
   2B. Physical therapists shall provide physical therapy services with
compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

3. **Principle #3**: Physical therapists shall be accountable for making sound professional judgments. *(Core Values: Excellence, Integrity)*

   3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.

   3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

   3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

   3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

   3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

4. **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. *(Core Value: Integrity)*

   4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

   4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

   4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

   4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

   4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

   4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

5. **Principle #5**: Physical therapists shall fulfill their legal and professional obligations. *(Core Values: Professional Duty, Accountability)*

   5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

   5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

6. **Principle #6:** Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. *(Core Value: Excellence)*

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

7. **Principle #7:** Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. *(Core Values: Integrity, Accountability)*

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

8. **Principle #8:** Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. *(Core Value: Social Responsibility)*

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate reducing health disparities
and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Accessed APTA website 8/18/2017

C. Generic Abilities & Professional Behaviors

The Physical Therapy Program at The University of Wisconsin-Madison developed the following document on generic abilities and professional behaviors required for a person entering the profession of physical therapy. Many physical therapy programs have adopted these abilities as key to the successful development of the professional physical therapist. The Physical Therapy Faculty at the University of Montana have adopted them as program guidelines for students, faculty, and professional staff. They are provided to you as a tool to help develop these skills. We will be discussing them in more detail in several classes. Hopefully, we will all work toward their achievement.

i. **Commitment to learning** – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

ii. **Interpersonal skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.

iii. **Communication skills** – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

iv. **Effective use of time and resources** – The ability to obtain the maximum benefit from a minimum investment of time and resources.

v. **Use of constructive feedback** – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

vi. **Problem-solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

vii. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively.

viii. **Responsibility** – The ability to fulfill commitments and to be accountable for actions and outcomes.

ix. **Critical thinking** – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

x. **Stress management** – The ability to identify sources of stress and to develop effective coping behaviors.

Examples of how ability is demonstrated are included in form A of this document; please view these at your convenience.
D. Oath of the Physical Therapist

Oath of the Physical Therapist
As I enter the profession of physical therapy, I solemnly and willingly pledge the following:

To respect the rights and dignity of all individuals and provide compassionate care.

To be trustworthy in all aspects of physical therapy practice.

To hold all confidences in trust and exercise sound professional judgment;

To maintain professional competence and use the highest science and skills of my profession at all times;

To comply with laws and regulations governing physical therapy.

To address the health needs of society and strive to affect changes that benefit patients and the community.

To always place the welfare of my patients above my own self-interest.

I commit myself to the highest ideal of service, learning and the pursuit of knowledge.

These things I do swear.

-adapted from established oaths from Creighton University and the University of Southern California (as authored by Helen J. Hislop, PhD, ScD, FAPTA
E. Process for Filing a Complaint with CAPTE

i. Formal Complaints About Programs

CAPTE has a mechanism to consider formal complaints about physical therapy education programs (PT or PTA) that allege a program is not in compliance with one or more of CAPTE’s Evaluative Criteria (for complaints about events occurring before December 31, 2015) or the Standards and Required Elements (for complaints addressing events occurring January 1, 2016 and thereafter) or has violated any of CAPTE’s expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures:

1. If the complainant is involved with an institution/program grievance subject to formal due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE’s formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.

2. If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria (or Standards and Elements, as appropriate) and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s).

CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the program may not be in compliance with the Evaluative Criteria for Accreditation (or the Standards and Required Elements, as appropriate) or the statements listed above.

In order for CAPTE to consider a formal complaint, several conditions must be met:

1. The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.
2. The complainant must have exhausted all remedies available through the institution, if appropriate.
3. The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
4. The event(s) being complained about must have occurred at least in part within three (3) years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate) or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate). CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint.
To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.

Complaints will ordinarily be reviewed at the next meeting at which complaints may be reviewed (late January, mid-April, late July/early August, early November) following receipt of the complaint. In order for the process to be completed in time for considered review by CAPTE, complaints must be received no later than ninety (90) days prior to a meeting. At its discretion, CAPTE may choose to consider complaints between its regularly scheduled meetings. Ordinarily, such consideration will occur only when delay in consideration of the complaint could have a serious adverse effect on either the complainant or the institution.

ii. Anonymous Complaints About Programs
Complaints that are submitted anonymously are not considered to be formal complaints and will not be reviewed by CAPTE. Depending on the circumstances and severity of the complaint, it may or may not be forwarded to the program for information purposes only. The decision to forward is made by the Director of the Accreditation Department. A record of anonymous complaints will be maintained by the Department of Accreditation.

iii. Student Complaint Procedures: Student complaints are first addressed at the School level, then the Dean’s office, and are ultimately governed by the Student Complaint Procedure, which is outlined in the University’s Collective Bargaining Agreement (CBA), Section 21.000, pp 105-113. Copies of the CBA are maintained in the main physical therapy office and available online at http://www.umt.edu/provost/faculty/CBAs/default.php.

iv. Consistent with the University policy on retaliation and federal as well as state law, retaliation against a person for bringing forward any type of complaint or assisting someone with a complaint, or participating in an investigation or resolution of a complaint is prohibited. See UM Policy at http://www.umt.edu/eo/classes/retaliation.php.
II. University of Montana Campus Information

A. University of Montana Student Rights

i. STUDENT RIGHT TO PRIVACY

In relation to the Family Educational Rights and Privacy Act of 1974, the following information may be released to anyone upon request: Student's name, addresses including e-mail, telephone number, dates of attendance, full time/part time status, date of graduation and degree received, school or college, majors, class, student identification photo and academic awards or honors. The Registrar's Office must receive the student's written request during the first two weeks of the semester if he/she wishes this information withheld. A form for this purpose is available at the Registration Counter in Griz Central or the Registrar's Office at Missoula College.

In all University disciplinary proceedings under the Student Conduct Code, including cases involving general misconduct and academic misconduct, students have the following rights to confidentiality and due process.

ii. Affirmative Action

The University of Montana is committed to taking affirmative action to provide all persons an equal opportunity for education, employment and participation in university activities without regard to race, color, religion, political ideas, national origin, sex, martial status, age, disability or sexual orientation.

iii. Equal Opportunity


It is illegal in the State of Montana to discriminate against anyone because of race, religion, color, political ideas, age, martial status, sex, mental or physical handicap, national origin or ancestry in employment, training, public accommodation, financing, education and government services. With the exception of martial status, this also applies to housing.

All University administrators, faculty and staff have been assigned the responsibility for actively effecting equal opportunity. Lucy France, Director of Equal Opportunity/Affirmative Action, has been designated as the person to receive complaints of alleged discrimination and inquires about equal action at The University of Montana. Her office is located in the University Hall, Room 020 on campus. Her telephone number is (406) 243-5710.

B. Public Safety Report, Alcohol and Drug Guidelines

The health and safety of students, faculty, staff and visitors are of paramount concern to the University of Montana. Each year the university publishes an annual report outlining on-campus security and safety information and crime statistics. The report provides important information for security awareness and crime prevention programs, emergency procedures and reporting crimes, plus law enforcement and safety services on campus.

Additionally, the booklet contains the university's policy on sexual assault and information about support services for victims of sexual assault. The booklet also includes information about the university's drug and alcohol policy, programs and support services for substance abuse and risk management guidelines for university-related events.

The booklet is available by writing or calling the Office of Public Safety at (406) 243-6131, University of Montana, Missoula, MT 59812.
C. Security Services

No University of Montana staff member or employee is authorized to contact or call in off-campus security forces (such as city police) except upon authorization of a vice president or president.

i. Papers or materials of any kind shall not be removed from academic or administrative offices and related spaces, except as authorized by the person or persons having custody of such materials.

ii. Academic or administrative offices, laboratories, and analogous spaces shall not be entered for purposes of search.

iii. These policies do not preclude routine activities of staff, including janitorial and security personnel, which take place within the established framework of University policy and procedure.

iv. OPEN BUILDINGS

University police officers and physical plant personnel are not permitted to open doors or unlock buildings unless they are so authorized by the director of physical plant.

v. USE OF BUILDINGS AFTER MIDNIGHT

All campus buildings are locked no later than midnight. Any student using buildings after midnight must be given permission to use the specific spaces concerned, at specified time, by the Dean or Department Chair concerned. Permission is given in the following manner; the Dean or Department Chair will notify the Director of Physical Plant in writing of his/her permission and will provide the following information:

1. Names of students concerned.
2. Room or space which the students have permission to use.
3. Period of time for this permission, that is, one specified night, one specified week, or one specified semester.

The physical plant office will give night watchmen official notice of such permission. Any student found in buildings without such prior notice and permission will be asked to leave by the watchman.

i. Skaggs Building

Hours (subject to change):

- Monday - Thursday 7:00 am to 9:00 pm
- Friday 7:00 am to 6:00 pm
- Saturday 7:00 am to 9:00 pm
- Sunday 9:00 pm to 9:00 pm
- Closed on Holidays

ii. Skaggs Intersession Hours: December 15, 2018 - January 10, 2019

Monday – Friday, 8:00am – 5:00pm
Closed Weekends, Christmas, and New Year's Day

Hours and vacation days for the Learning Support Services are posted on the doors. You may remain in classrooms and basement teaching labs until midnight. University regulations state no one may be in the building from midnight to 6 AM.

The Skaggs Building Computer Lab is restricted to College of Health Professions and Biomedical Sciences students, faculty and staff. Campus computer labs are also available in the Liberal Arts, Journalism and Forestry Buildings.

Generally, classrooms and conference rooms are available if classes/meetings are not in session.
You will be issued a key to the PT teaching labs (SB 018, 020). A key request card will be completed at new student orientation and then a key is obtained from Facilities Services. You are to retain this key until you graduate. At that time return the key to Facilities Services and your deposit will be returned. To gain access to the building you will need to contact Campus Security at 406-243-6131 or 406-243-4000.

D. Safety Regulations and Emergency Procedures:

1. **Accidents**: If you are injured during a class, report the injury to the course instructor immediately and seek appropriate medical attention though Curry Health Center or emergency medical services. Also notify the Physical Therapy School Chairperson of any injuries sustained in class.

2. **Fire alarms**: When the alarm sounds you are expected to exit the building immediately and meet at the rally point which is the lawn to the west of the Mathematics Building and north of the Skaggs Building. DO NOT exit the building into the area between the Skaggs Building and the Health Sciences building as this is where the emergency vehicles may park. Your class instructor will take attendance at the rally site to make sure all students have safely exited the building. You are not to reenter the building until the campus police officer has given the “all clear” notice. If you do not exit the building in a timely manner, when the alarm sounds, you may be subject to arrest by campus security.

3. **CPR**: All students and therapists working in the UMPT Clinic are required to maintain up to date CPR certification. An emergency defibrillator is available in the first aid kit in SB 113 (New Directions and Applied Exercise Physiology Lab).

4. **Emergency Procedures**: Per UM Policy (i.e. bomb threat, violence on campus etc.) [http://www.facs.umt.edu/procedures/EmergencyResponse.pdf](http://www.facs.umt.edu/procedures/EmergencyResponse.pdf)

5. **Hazardous Material Management**:
   a. Call Environmental Health and Risk Management at 243-4503 for free pick up of your biohazardous waste
   c. A sharps containers and hazardous material management kit are kept above the sink in the UMPT.
   d. Red bagged hazardous materials are to be disposed of in the appropriate receptacle in the utility room of the UMPT Clinic.
   e. Sharps containers are to be replaced by UM facilities when required

6. **Blood Borne Pathogen Policy**
   b. All students and faculty with exposure risk to blood borne pathogens are required to complete the BBP training and exam. Records are kept by the UMPT School and UMPT Clinic per UM Policy.

E. **Student Email**

You have been provided with a University email account through UMConnect. This account will be the only way you will receive electronic communication from the faculty and University. The major means of communication between the physical therapy faculty and students is through this email account. The University faculty/staff are not allowed to communicate with students through the student’s personal email account(s). The faculty are to only use the UMConnect student addresses. **You are expected to access your UMConnect accounts several times daily to review messages from the faculty/staff and to keep space for new messages available in your UMConnect mail box.** You
are able to link your UMConnect account to your personal email account. However, you must remember to delete the messages from your UMConnect box as deleting them via your personal account does not remove them from the UMConnect box. Failure to routinely read the messages in your UMConnect account and to keep space available in your UMConnect box is considered unprofessional conduct by the DPT program. You are expected to routinely review your UMConnect mail while you are on your clinical internships.

F. **Net ID**
Your NetID provides login access to many University of Montana network resources. Your NetID is your first initial and last initial followed by six numbers (ab123456). An "e" on the end indicates employee status. Here are some of the network services you can access with your NetID:
- UMOnline (online courses and course supplements in Moodle)
- UMConnect (student email)
- CyberBear
- OneStop
- Mansfield Library resources
- WirelessVPN
- IT computer labs

Finding your NetID: You can find your NetID by going to the NetID lookup tool and entering your name and birthdate. Your initial password is the last six digits of your UM ID (790 number). NetID password management:

You can reset your NetID password by going to the NetID login page and clicking on Password Reset.

Setting up your NetID security question/answer - The first time you log into UM services using your NetID, you will be prompted to change your password and set up a security question and answer. If you forget your NetID password, or your password expires, you can access the password reset tool by correctly answering your security question.

Password format: Your NetID password must be at least six characters long and is case sensitive. Create a strong password by combining letters, numbers and symbols.

Password expiration: For security purposes, your NetID password automatically expires 365 days from the last date it was reset. Use the Password Reset tool to change your password.

NetID help: If you need help with your NetID, visit the IT Central Help Desk in Social Sciences 120. You will need to show your Griz Card to verify your identity.

Note that after three failed attempts to log in, your NetID account is disabled for 15 minutes.

G. **Moodle Course Supplements**
Moodle is a web-based online instructional tool commonly utilized as a course supplement for physical therapy courses. Faculty commonly post syllabi, handouts, power point presentations, and course grades accumulated during the semester on these Moodle supplements. You access Moodle from the UM web home page. You access your individual Moodle account using your User ID (NetID) and password.

H. **Software Programs Available on the College Network**
The Physical Therapy School has placed various software programs on the College network for DPT student use. Click on the “School Apps” desk top icon in the student computer lab to gain access to these programs. Software programs available include: ADAM (human anatomy), Eroschenko’s Histology, Human Anatomy, Radiographic Anatomy, SPSS for Windows (basic statistical package), Acadaware (clinical site selection program), Guide to Physical Therapy Practice, and Exercise Pro V4 (client exercise
I. Student Computer Use Guidelines, SB 214 - To help ensure the continued operation of the various student-use computers please follow the guidelines listed below:

i. Smoking, eating, drinking and chewing tobacco are not allowed at any time in SB 214. Only tightly covered drinks are allowed in the Lab and in Learning Support Services (LSS) SB 216 and 219.

ii. Computers are available for academic use and the reading/sending of e-mail. They are not to be used for non-academic activities such as printing Christmas cards, downloading music or video files and viewing inappropriate sites.

iii. Only the lab assistants are allowed direct access to documentation and software that is checked out.

iv. Connection of personal equipment, except headphones and memory sticks, to any machine is prohibited.

v. Removal of reference materials, documentation, software, or equipment is prohibited.

vi. Computer software is subject to copyright licensing agreements. Copying or removing software is considered theft and is a violation of U.S. copyright laws.

vii. Please leave the computer station ready for the next person. Be sure to “log off” a machine before you vacate the area. Failure to do so will allow anyone access to your files and your printing account. Leave the monitor on the original screen, pick up all your papers and push in your chair.

viii. Abuse of computing resources will not be tolerated and may result in either disciplinary action by the College of Health Professions and Biomedical Sciences (CHPBS) or loss of computing privileges.

Saving information in the computer lab
Remember to bring your own memory stick or utilize a cloud based storage system for storing anything you wish to keep. You are not allotted any space on the College computer server for file storage.

Some software is run from the network server and a certain number of copies can only be used at one time. If you try to run a program and it is not available, then the maximum number of users has already been reached. Wait a short time and try again.

General questions may be directed to computer lab assistants. Some software has been installed at the request of instructors, and questions regarding that software must be directed to the instructor.

Responsible use of computing resources includes:

i. Using hardware and software properly.

ii. Respecting the privacy of other users; do not try to access any files that belong to another user.

iii. Relinquishing equipment after 30 minutes if someone else is waiting to use it.

iv. Respecting other users who want to be in a quiet environment that is free of interruptions.

v. Backing up your own data and protecting your own information.

Printing

i. All CHPBS students will receive an initial printing allocation of 200 pages each academic year, as part of their CHPBS Quota in the print accounting system. When a student’s CHPBS Quota is exhausted, they will need to have a positive balance in their UMoney account, associated with their Griz Card, in order to print. Printing costs $0.05 per page for the printers located in the Skaggs 214 computer lab and the Rankin Hall 015 computer area.

ii. Information about UMoney can be found at http://www.umt.edu/griz-card/umoney.

Revised 8/25/2017
Where to Get Help
The lab assistants are responsible for maintaining a quiet work environment, lab
security, and reporting problems with equipment; assistants are sometimes able to
help you with general problems, but they are not expected to be consultants.

Your utilization of the University computer system is monitored and inappropriate
use of the system can result in loss of access and disciplinary action.

J. Library Resources
i. MAUREEN AND MIKE MANSFIELD LIBRARY (243-6860)
Main library on The University of Montana Campus
Hours: Monday-Thursday 7:30 AM-11:30 PM
       Friday 7:30 AM-7:30 PM
       Saturday 10:30 AM-7:30 PM
       Sunday 10:30 AM-11:30 PM

The library includes separate collections housed in the Journalism and Law Schools.
These campus libraries contain more than 600,000 volumes in their collections. The
books and serials are organized into four main areas: Humanities, Science, Social
Science and Documents. The library also maintains an interlibrary loan program for
students and faculty through affiliation with major library networks and individual
research libraries, both in the United States and abroad.

The Mansfield Library contact person for the School of Physical Therapy and
Rehabilitation Science is Kim Granath (x6017). Access to the PT home page for “PT
Research Resources Information Guide” on the library website can be found at:
http://libguides.lib.umt.edu/physicaltherapy

The Library maintains access to most Laser Net Data Bases. The Student Computer
Lab has Internet and Data Base access. The Library Catalogue is also available for
review from the computer lab. For assistance in using the Mansfield Library
resources contact the Library help desk.

ii. LEARNING SUPPORT SERVICES
The Skaggs Building Learning Support Services (SB 216, 219) contains many
scientific/medical journals and magazines. The Computer Lab has access to the
Internet, Library Catalogue, and numerous databases.

iii. SAINT PATRICK CENTER FOR HEALTH INFORMATION
500 W. Broadway St, Missoula, MT 59802
Hours: Monday – Friday, 8:00 AM – 4:30 PM
Located on the first floor of the Broadway Building, the Saint Patrick Center for
Health Information has a large collection of medical journals and professional
books.

K. Financial Assistance
Information covering financial aid programs—grants, loans, work-study, University System
fee waivers, scholarships, and special aid programs is available in the Financial Aid
Office. For more specific information and application forms contact the Financial Aid
Office, 243-5373. Diane Llewellyn (ext. 2798; diane.llewellyn@umontana.edu) is assigned
to Physical Therapy students. Student loan programs available to DPT students include
Stafford unsubsidized loans ($20,500) and Grad + loans (cover balance of financial need
based on financial aid regulations).

There are a variety of scholarships available for professional physical therapy students.
These include:
i. Awards for Financially Disabled Students
ii. Edward S. Chinske/Alumni Association Memorial Fund
iii. Community Medical Center Scholarship
iv. Nora Staael Evert Scholarship
v. The Wedum Scholarships
vi. Vincent Wilson Scholarship
vii. Ernest and Ruth Kradolfer Scholarship
viii. Ruth Ann Kradolfer Humanitarian Award
ix. Nora Staael Evert Professional Achievement Award
x. Vince Wilson Outstanding Achievement Award
xi. Lud Polich Scholarship
xii. St. Patrick Hospital Award
xiii. Carmen Cobb Stufft Memorial Scholarship

At the appropriate time, announcements will be made and application forms will be available in the Physical Therapy Office.

There are also many organizations that offer financial assistance to the professional physical therapy student with the understanding that the student will work for the organization for a year or more following graduation. Organizations in your local community may also offer scholarships. Be sure to contact them for opportunities.

In the event of a financial emergency, short-term loans are available through Student Services in SB 341B. Contact Erika Claxton there or at 243-4656.

L. Campus Heath Services
Health services for students in the DPT program are available at the Curry Health Center. Curry Health Center provides affordable, accessible, high quality, student-centered health services to University of Montana students to enhance student learning, promote personal health and development and teach important life skills. Access to Curry Health Center is primarily through the payment of the Curry Health fee.

Some services are available on a fee-for-service basis. Services provided include medical services, counseling and psychological services, substance abuse counseling, dental services, pharmacy services, student assault recovery services, and health enhancement services.

For more information about the services provided by the Curry Health Center visit their web site for more information about the services provided by the Curry Health Center visit their web site http://www.umt.edu/curry-health-center/.

M. UMPT Clinic
i. The on-site UMPT Clinic located in Skaggs 129 provides physical therapy services for campus staff, students and faculty as well as serving the entire community.
ii. Contact the UMPT Clinic front desk at 406-243-4006 if you are would like to schedule an appointment or consultation. Most traditional insurances are accepted. The UMPT Clinic also serves as a clinical education site for our UMPT students.

N. Career/Employment Opportunities
Employment opportunities for graduating students are announced to the students through the following mechanisms:

Email messages received by the School about physical therapy employment opportunities are forwarded to the students of the 3rd year class via their UMConnect address. It is important that you keep available space in your UMConnect mailbox so you can receive these messages.

Students conduct a PT Job Fair each fall in the lobby of the Skaggs Building which attracts numerous employers from the region.

Students are also welcome to use the services of the campus Career Services Office, 154
III. UMPT Information

A. UMPT Mission

The Physical Therapy Educational Program at the University of Montana has the primary mission of educating students to become proficient entry level physical therapists who practice as effective members of health care teams to serve people across the lifespan and around the globe. The Program’s mission is embedded in a curriculum designed to promote life-long learning, professional and ethical behaviors, and cultural competency which results in effective patient care that is outcome and evidence based, humane and compassionate, and attends to the knowledge, skill and emotional needs of the public we serve. Thus our graduates are prepared to assume the entry-level roles of patient care, administration, supervision, instruction, and consultation, all of which contribute to the preservation and advancement of Montana’s economy and society. The academic and clinical faculty of the Program further this mission through service and leadership to the physical therapy profession at the university, local state, national, and international levels. The Program’s mission also seeks to enhance the clinical and scientific base of physical therapy and medical knowledge through creative and scholarly activities, which is congruent with the University’s mission to have programs that promote faculty, staff, and student engagement in basic and applied research. The School of Physical Therapy and Rehabilitation Science considers education of physical therapists, research to improve the delivery of physical therapy, and service to the community to be the cornerstones of its mission. This mission is well aligned with the missions of the Montana University System, the University of Montana and the College of Health Professions and Biomedical Sciences within which it resides.

i. Expected Student Outcomes

Student outcomes were developed to be consistent with the School of Physical Therapy & Rehabilitation Science program goals and contemporary practice.

At the conclusion of the physical therapy program of study, students are expected to:

1. Demonstrate knowledge in the foundational and clinical sciences to include anatomy, physiology, kinesiology, neuroscience, clinical medicine, pharmacology, therapeutic interventions, psychology, management, and administration.

2. Effectively, efficiently, and independently examine, evaluate, determine diagnosis and prognosis, create a plan of care, and assess outcomes for patients/clients with movement system dysfunction.

3. Demonstrate effective clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice incorporating the principles of evidence based practice.

4. Select and direct safe and effective physical therapy interventions for patients/clients with movement system dysfunction and effectively manage changes in their physical function and health status.

5. Practice physical therapy in a safe, ethical and legal manner.

6. Apply concepts and principles of management to effectively supervise support personnel to whom tasks have been delegated.

7. Use appropriate educational principles to design methods to teach patients/clients, caregivers, colleagues, other consumers and health care
professionals.

8. Expressively and receptively communicate effectively with all individuals when engaged in physical therapy practice, research, and education. The interactions can include patients, clients, families, care givers, practitioners, consumers, researchers, payers, and policy makers.

9. Collaborate with other health care practitioners to achieve the optimum delivery of health care and determine the need for further examination or consultation by another physical therapist or for referral to another health care professional.

10. Provide primary care within the scope of physical therapy practice, promoting principles of health, wellness and prevention, making referrals when appropriate and effectively utilizing differential diagnosis skills for patients across the lifespan.

11. Effectively document patient information and physical therapy services to colleagues and payers in an organized, logical and concise manner consistent with legal and ethical norms.

12. Demonstrate an awareness of the influence of social, economic, legislative and demographic factors on the delivery of health care.

13. Demonstrate an awareness life-long learning and as feasible, engage in collaborative research and the dissemination of new knowledge.

(Adopted March 2007).

ii. Curricular Philosophy

The curriculum is designed to provide a contemporary learning environment to facilitate the attainment of the knowledge, skills and behaviors needed to be competent, professional and ethical practitioners of physical therapy practice. The curriculum provides a foundation in the human biological, physical and social sciences to support the instruction in the clinical sciences and practice of physical therapy. The clinical courses are grounded in evidence-based practice including the application of scientific literature, logical inferences from the basic sciences, clinical experiences, and established patient/client values. Block scheduling supports the delivery of curriculum in a developmental and intensive fashion, while also providing opportunities for students to re-engage with material regularly in progressively more demanding environments and with increased expectations. Clinical experiences occur early and often in the curriculum to reinforce learned material, serve as a base for future didactic and clinical coursework and provide an environment for mentored clinical practice. Clinical experiences involve both part time and full time opportunities and occur at select intervals within the curriculum in direct relation to coursework. Similar to didactic coursework, expectations for clinical performance increases progressively throughout the curriculum culminating in the expectation of entry level practice upon graduation.

The faculty recognizes that physical therapy students are adult learners with unique characteristics and multiple learning styles, thus, the curriculum incorporates a variety of teaching models including lecture, laboratory experience, group discussion, case examples, patient/client presentation, small group activities, reading and independent study. The faculty serves as facilitators of learning, advisors for personal and career development, and models for professional involvement. Students are required to synthesize content from multiple courses and to apply principles to multiple new situations, thus, the faculty encourages and facilitates students in their pursuit as independent, self-directed learners who assume responsibility for their own education. Additionally, students
are required to fulfill 6 elective credits prior to graduation. These 6 credits are selected and often designed by the student thereby incorporating the benefit of personal relevance which is integral to the success of the adult learner.

To be able to meet the changing patterns of autonomous clinical practice, the curriculum has continuous demands designed to develop effective clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice. The curriculum includes multiple opportunities to develop, practice and assess clinical decision making skills in the classroom and the clinic thereby aiming to educate the student to efficaciously and independently examine, evaluate, determine a diagnosis and prognosis, implement a plan of care, and direct physical therapy interventions while considering the unique cultural and socioeconomic characteristics of each patient/client. In addition, the curriculum prepares students to assume many other roles that are part of physical therapy practice, including case management, teaching, consultation, advocacy, and practice management.

The curriculum is designed to prepare its graduates to be proficient physical therapists who practice as effective members of health care teams that serve diverse patient/client populations across the lifespan. Its graduates are expected to be committed to lifelong learning, active participants in the profession, and to serve patients/clients and their families with integrity, respect, and commitment. The curriculum plan integrates the APTA Core values which can be found explicitly in the student and faculty handbooks, are incorporated into the curriculum and assessed as part of the School’s program of outcome assessment. Implicitly, they are also woven within the curriculum which reflects the curricular principles stated below.

### iii. Curricular Principles

The curriculum reflects the following principles:

1. Students of physical therapy are adult learners who are best instructed with a variety of teaching methods.

2. The foundational science courses provide the base which supports and guides the development of the physical therapy clinical courses.

3. The practice of physical therapy is grounded in scientific evidence, patient values, and ethical principles.

4. Effective clinical decision making skills are developed from the practice of scientific inquiry, problem solving, critical thinking, and reflective practice.

### iv. Program Values

The School of Physical Therapy and Rehabilitation Science at the University of Montana has adopted the Core Values as described by the American Physical Therapy Association. The following descriptions of these values and indicators of each are included in the faculty and student handbooks, incorporated into the curriculum and assessed as part of the School’s program of outcome assessment:

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

**Altruism** is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist’s self-interest.
**Compassion** is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

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

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

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

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

**B. UMPT Student Specific Policies and Procedures**

i. **Student Conduct in the Classroom**: The instructional program is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed. Among other things, electronic devices, unless the instructor grants permission individually upon request of the student, must be turned off while in the classroom. If students are given permission to use electronic devices, they are to be used only for educational purposes related to the class.

ii. **Laboratory Participation Consent**: To ensure that students understand and agree to the expectations and requirements of laboratory and practical experiences in the Doctor of Physical Therapy Program.

At the beginning of the first professional year of the DPT program, students are to provide written consent to participate in laboratory and practical experiences throughout the remainder of their DPT curriculum. See form B.

iii. **Attendance**: Class and laboratory attendance is mandatory. Students must familiarize themselves with the academic calendar, class schedules and modifications within classes as necessary, and plan their personal calendars appropriately.

For academic policies related to attendance please see page 39.

iv. **Dress Code**

1. **General**
   Faculty and students are expected to dress in a professional manner and be well groomed at all times, especially when giving presentations, listening to guest speakers, or working with patients.

2. **Laboratory**:
   Students are required to have a long, white laboratory coat for the
anatomy laboratory. Appropriate dress varies with the laboratory situation and specific information is presented when each course convenes. Shoes are not to be worn while sitting/lying on the high low tables. Students are encouraged to wear socks with a tread rather than shoes in the labs SB 018/020.

3. **Name tags** are required, primarily for clinical experiences and lab experiences with outside guests. Students must wear name tags during their clinical affiliations.

v. **Dressing rooms and lockers:** Lockers and dressing rooms are available in the basement. For your security, they are accessed by your Griz Card. Lockers are available on a first come, first served basis. Students must purchase and affix their own combination lock before leaving valuables in the locker. Lockers must be cleaned out and the lock must be removed at the end of your student career. You must provide your own combination lock. A record of your combination will be kept in the School office; please provide them with the information. Please keep valuables locked or with you.

vi. **Mailboxes:** Student mailboxes are located on the second floor of the Skaggs Building near the student lounge. Please check your mailbox and e-mail frequently. Mailboxes are private! Mailboxes should be cleaned out at the end of every academic year.

vii. **Clinical Education:** Students should review the Clinical Education Program policies and procedures which can be found on the program website under clinical education. The DCE and ADCE will make reasonable efforts to place students at clinical sites that meet a student’s professional goals and are consistent with the Clinical Education Program requirements and School curricular requirements.

Students should *always discuss* site placement issues *directly* with the clinical course instructor (DCE or ADCE). Students *must not* contact sites individually unless otherwise advised. Students should be aware that the relationship of a specific clinical education site and the School is bound by a legal contract that can vary from site to site. The relevant details of each contract will be expressed to the student upon assignment to a clinical site and the student is responsible for complying with the policies outlined in the clinical site’s contract.

viii. **Transportation and clinical travel expense:** Transportation to and from clinical centers, and costs for room and board during clinical affiliations are the responsibility of the student. Students should expect that full-time internships will be outside the Missoula area.

ix. **Insurance:** Students must have adequate health insurance. Professional liability insurance for students is provided by the University.

x. **Professional association membership:** Students are strongly encouraged to join the American Physical Therapy Association (APTA). Students may attend APTA sponsored educational programs at student discount rates provided they are members. Second year students are encouraged to attend Student Conclave in Fall and third-year students are encouraged to attend Combined Sections Meeting in February.

xi. **School Office:** The school office is a restricted space. Students are not allowed behind the counter without permission of faculty or the administrative associates. When the office is closed, students should wait until the administrative associate or work assistant returns before entry.
C. Helpful Links and Information


ii. Recruitment and admissions information – brochure available; electronic information [http://physicaltherapy.health.umt.edu/Prospective%20Students/DPT%20Admissions/default.php](http://physicaltherapy.health.umt.edu/Prospective%20Students/DPT%20Admissions/default.php)

iii. Academic calendars are located in the University Catalog, program website, and student handbook [http://www.umt.edu/provost/academiccalendar/futureacademiccalendars.php](http://www.umt.edu/provost/academiccalendar/futureacademiccalendars.php)

iv. Accreditation status of the institution is contained in the University catalog: [http://archive.umt.edu/catalog/14_15/administration/accred.php](http://archive.umt.edu/catalog/14_15/administration/accred.php)

v. Accreditation status of the DPT program including contact information for CAPTE is contained in the student handbook on page 4.

vi. Technical standards or essential functions are contained in the student handbook page 37.

vii. Costs of the program (tuition, fees, and refund policies) are contained in the program website in the prospective student listing and the refund policy is contained in the University catalog: [http://physicaltherapy.health.umt.edu/Prospective%20Students/DPT%20Admissions/General%20Applicants/Tuition%20and%20Fees.php](http://physicaltherapy.health.umt.edu/Prospective%20Students/DPT%20Admissions/General%20Applicants/Tuition%20and%20Fees.php)

viii. Financial aid information is available through the University website listing and the program website in the prospective student listing: [http://life.umt.edu/finaid/](http://life.umt.edu/finaid/)

ix. Process for filing complaint with CAPTE – this information is contained in the student handbook on page 13.

x. Job/career opportunities – the procedure for providing this information to DPT students is contained in the student handbook on page 23.

xi. Access to health services – this information is contained in the student handbook on page 23 and on the University website with the Curry Health Center listing: [http://www.umt.edu/curry-health-center/](http://www.umt.edu/curry-health-center/)

xii. Health and professional liability insurance requirements – this information is contained in the program’s clinical education web listing (current students, policies and procedures for clinical education program): [http://health.umt.edu/physicaltherapy/Current%20Students/Clinical%20Education%20Documents.php](http://health.umt.edu/physicaltherapy/Current%20Students/Clinical%20Education%20Documents.php)

xiii. Information about the curriculum is contained in the program’s website in the prospective student section [http://www.umt.edu/catalog/colleges-and-schools/health-professions-and-biomedical-sciences/physical-therapy-rehabilitation-science/default.php](http://www.umt.edu/catalog/colleges-and-schools/health-professions-and-biomedical-sciences/physical-therapy-rehabilitation-science/default.php)

xiv. Information about the clinical education program, including travel expectations, is contained in the program’s clinical education web listing (current students, policies and procedures for clinical education program): [http://health.umt.edu/physicaltherapy/Current%20Students/Clinical%20Education%20Documents.php](http://health.umt.edu/physicaltherapy/Current%20Students/Clinical%20Education%20Documents.php)

xv. Required health information is contained in the program’s website in the clinical education section: [http://health.umt.edu/physicaltherapy/Current%20Students/Clinical%20Education](http://health.umt.edu/physicaltherapy/Current%20Students/Clinical%20Education)
Lost items: Items found in the Skaggs Building should be given to the Dean’s office in Skaggs 340 where they will be kept until claimed. The faculty and staff are not responsible for lost items.

Bulletin Boards: Various bulletin boards are located around the School. General informational items are posted across from the School office. Additional news items are also posted opposite the faculty offices.

Food: Food is permitted in designated areas only. Please keep drinks in covered containers. No food or drink is allowed in the research laboratories, clinic or the computer laboratory. Individual instructors may have additional restrictions on food and drink in their classrooms.

Public Telephones: A campus telephone is available in Forbes Foyer, the 1st floor foyer, and in the student lounge area for local calls.

Smoking: Absolutely no smoking or use of tobacco anywhere on campus.
D. **Class Schedule**  
The most up-to-date class schedule can be found on TeamUP at [https://teamup.com/ksf96ab3bab09b55f2](https://teamup.com/ksf96ab3bab09b55f2).

### Autumn Semester 2018

**Important Dates:**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday-Friday, August 22-24</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Monday, August 27</td>
<td>Autumn Semester Classes Begin</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>Labor Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Tuesday, November 6</td>
<td>Election Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>Veterans Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Wednesday, November 21</td>
<td>Student Travel Day – No Classes</td>
</tr>
<tr>
<td>Thursday-Friday, November 22-23</td>
<td>Thanksgiving Break – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Friday, December 7</td>
<td>Last Day of Regular Classes</td>
</tr>
<tr>
<td>Monday-Friday, December 10-14</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

- **8/27 to 10/12**: Block I  
- **9/19**: Mid-course Block I  
- **10/15 & 10/16**: Final Exams for Block I Schedule  
- **10/18 to 12/7**: Block II  
- **11/9**: Mid-course for Block II  
- **12/10-12**: Final Exams for Block II Schedule

### Spring Semester 2019

**Important Dates:**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Wednesday, January 8-10</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Thursday, January 10</td>
<td>Spring Semester Classes Begin</td>
</tr>
<tr>
<td>Monday, January 21</td>
<td>Martin Luther King Jr. Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Monday, February 18</td>
<td>Presidents Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Monday-Friday, March 25-29</td>
<td>Spring Break – No Classes</td>
</tr>
<tr>
<td>Friday, April 26</td>
<td>Last Day of Regular Classes</td>
</tr>
<tr>
<td>Monday-Friday, April 29-May 2</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Saturday, May 4</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

- **1/10 to 2/27**: Block I  
- **2/5**: Mid-course Block I  
- **2/28 & 3/1**: Final Exams for Block I Schedule  
- **3/4 to 4/29**: Block II  
- **4/3**: Mid-course for Block II  
- **4/29-5/3**: Final Exams for Block II Schedule
## E. Faculty Advising Assignments

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Jenn</td>
<td>Basye, Miriam</td>
<td>Bullers, Ashley</td>
<td>Amtmann, Aidan</td>
</tr>
<tr>
<td></td>
<td>Berland, Becky</td>
<td>Finch, Kristin</td>
<td>Andriolo, Nichole</td>
</tr>
<tr>
<td></td>
<td>Boughtner, Sara</td>
<td>Frasl, Shelby</td>
<td>Duncan, Dusty</td>
</tr>
<tr>
<td></td>
<td>Bruce, Courtney</td>
<td>Netelbeek, Tessa</td>
<td>Garcia, Nicole</td>
</tr>
<tr>
<td></td>
<td>Carlson, Stephanie</td>
<td>Pedone, Sarah</td>
<td>Grotbo, Kelby</td>
</tr>
<tr>
<td></td>
<td>Purcelley, Kara</td>
<td>Wolfe, Nikole</td>
<td>Heard, Erin</td>
</tr>
<tr>
<td></td>
<td>Wallace, Sarah</td>
<td>Kalbfleisch, Jace</td>
<td>Williams, Shanon</td>
</tr>
<tr>
<td>Laskin, James</td>
<td>Koehler, Rachael</td>
<td>Bemis, Chris</td>
<td>Cozza, Clare</td>
</tr>
<tr>
<td></td>
<td>Krantz, Joshua</td>
<td>Danzer, Heather</td>
<td>Hoheim, John</td>
</tr>
<tr>
<td></td>
<td>Large, JD</td>
<td>Grimstad, Britnee</td>
<td>Hurst, Emily</td>
</tr>
<tr>
<td></td>
<td>Lielkoks, Erin</td>
<td>Napierala, Cayden</td>
<td>Kafka, Andrew</td>
</tr>
<tr>
<td></td>
<td>Loney, Jaycie</td>
<td>Sauerbier, Kortney</td>
<td>Kreamer, Kathryn</td>
</tr>
<tr>
<td></td>
<td>Miller, Jen</td>
<td>Taylor, Kelsie</td>
<td>Lacock, Bethany</td>
</tr>
<tr>
<td></td>
<td>Reeves, Doug</td>
<td>Tight, Maddie</td>
<td>Ling, Leah</td>
</tr>
<tr>
<td></td>
<td>Rossmiller, Logan</td>
<td>Clark, Hannah</td>
<td></td>
</tr>
<tr>
<td>Mizner, Ryan</td>
<td>Nearpass, Brooke</td>
<td>Christensen, Kelly</td>
<td>Axe, Danielle</td>
</tr>
<tr>
<td></td>
<td>Perkett, Paige</td>
<td>Collins, Cortney</td>
<td>Darkhovsky, Lev</td>
</tr>
<tr>
<td></td>
<td>Petersen, Ryan</td>
<td>Hanser, Brittany</td>
<td>Curran, Britney</td>
</tr>
<tr>
<td></td>
<td>Polson, Tiffany</td>
<td>Mulford, Taylor (Samuel)</td>
<td>Kamps, Jacob</td>
</tr>
<tr>
<td></td>
<td>Princehouse, Elise</td>
<td>Schermele, Katie</td>
<td>Lockman, Dan</td>
</tr>
<tr>
<td></td>
<td>Riley, Kate</td>
<td>Tate, Evie</td>
<td>Maharg, Jaden</td>
</tr>
<tr>
<td></td>
<td>Wells, Cristy</td>
<td>Lind, Misha</td>
<td>McCann, Ryan</td>
</tr>
<tr>
<td>Ostertag, Sue</td>
<td>Ronick, Ari</td>
<td>Braucher, Jillienne</td>
<td>Battar, Manoj</td>
</tr>
<tr>
<td></td>
<td>Scott, Mariah</td>
<td>Clauising, Natalie</td>
<td>Dimock, Tessa</td>
</tr>
<tr>
<td></td>
<td>Smith, Molly</td>
<td>Hewitt, Bailey</td>
<td>Mikkelsen, Kensey</td>
</tr>
<tr>
<td></td>
<td>Thueson, Lindsay</td>
<td>Moerkerke, Ben</td>
<td>Miles, Rachel</td>
</tr>
<tr>
<td></td>
<td>Torig, Tommy</td>
<td>Scott, Shannon</td>
<td>Morgan, Katrina</td>
</tr>
<tr>
<td></td>
<td>Vanluchene, Dallas</td>
<td>Suenram, Kansas</td>
<td>Rae, Farris</td>
</tr>
<tr>
<td></td>
<td>Wilkins, Katherine</td>
<td>Shernam, Kansas</td>
<td>Staffor, Sarah</td>
</tr>
<tr>
<td>Willy, Rich</td>
<td>Erdahl, Shelby</td>
<td>Armstrong, Kourtney</td>
<td>Chafin, Blain</td>
</tr>
<tr>
<td></td>
<td>Gollub, Sam</td>
<td>Ciccone, Caitlin</td>
<td>Freitag, Alyson</td>
</tr>
<tr>
<td></td>
<td>Gomez, Andrea</td>
<td>Kelly-Mitchell, Theresa</td>
<td>Gappa, Leslie</td>
</tr>
<tr>
<td></td>
<td>Grimmett, Cy</td>
<td>Levon, Brian</td>
<td>Morgan, Lisa</td>
</tr>
<tr>
<td></td>
<td>Hilpert, Joe</td>
<td>Shelton, Baylee</td>
<td>Taylor, Ciara “CJ”</td>
</tr>
<tr>
<td></td>
<td>Johnson, Kelsey</td>
<td>Sowers, Sophia</td>
<td>Wilson, Kallee</td>
</tr>
<tr>
<td></td>
<td>Wolff, Dave</td>
<td>Stiffarm, Mariah</td>
<td>Kreofsky, Tess</td>
</tr>
</tbody>
</table>
F. **Essential Functions**

In order to protect the integrity of the professional degree in Physical Therapy at the University of Montana and to protect the public safety and interest, the essential functions of a student within the physical therapy program at the University of Montana must be described. The Physical Therapy Program is committed to equal opportunity to qualified students, and, in accordance with University policy, does not discriminate on the basis of race, color, creed, religion, national origin, gender, age, marital or family status, physical or mental disability, national origin or ancestry, or sexual orientation. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

The goal of the Physical Therapy Program is to produce persons educated to become generalist entry-level physical therapists. The focus is not on physical therapists who will function in narrower or more restricted environments. Therefore, graduates need to be able to perform the broad range of activities expected of an entry-level physical therapist.

Students must possess the physical, cognitive, and behavioral abilities necessary to complete all aspects of the curriculum with reasonable accommodation. These skills include the ability to comprehend, memorize, analyze, and synthesize material and to discern and comprehend dimensional and spatial relationships. The student must possess the cognitive abilities to master course material, synthesize from multiple courses, and problem-solve. The student must demonstrate the ability to efficiently take a history, perform tests and measurements, develop the patient evaluation, determine diagnosis, prognosis, and intervention plan, and implement a clinical intervention in the variety of settings expected of the entry-level physical therapist. They must be able to communicate effectively in both an oral and written manner with patients, families, peers, and other members of the health care team.

Students must have functional use of the somatic senses and the special senses of vision and hearing. Although some compensation through technology for deficiencies in any of these areas is acceptable, such compensation should not preclude the candidate's ability to act reasonably independently.

The student must possess abilities that provide reasonable assurance that the student can participate in all aspects of the physical therapy education. Patient safety and high quality of patient care is of paramount importance both within the program and after graduation. Therefore, the student must have the physical ability, within reasonable limits, to assist the patient in movement and therapeutic procedures. If an applicant has a contagious disease, the program's primary responsibility is to protect the patient and other persons involved with the program.

These essential functions of physical therapy education identify the requirements for admission, retention, and graduation of applicants and students in the University of Montana Physical Therapy Program. Graduates are expected to be qualified to enter the field of physical therapy. It is the responsibility of the student with disabilities to request those accommodations that he/she believes are reasonable and are needed to execute the essential requirements described.
G. HIPPA Regulations

Congress enacted HIPAA in 1996 to, among other things, improve the efficiency and effectiveness of the health care system through the establishment of national standards and requirements for electronic health care transactions and to protect the privacy and security of individually identifiable health information.

Collectively, these are known as HIPAA's Administrative Simplification provisions, and the U.S. Department of Health and Human Services has issued a suite of rules, including a privacy rule, to implement these provisions. Entities subject to the HIPAA Administrative Simplification Rules (see 45 CFR Parts 160, 162, and 164), known as “covered entities,” are health plans, health care clearinghouses, and health care providers that transmit health information in electronic form in connection with covered transactions. See 45 CFR § 160.103.

“Health care providers” include institutional providers of health or medical services, such as hospitals, as well as non-institutional providers, such as physicians, dentists, and other practitioners, along with any other person or organization that furnishes, bills, or is paid for health care in the normal course of business. Covered transactions are those for which the U.S. Department of Health and Human Services has adopted a standard, such as health care claims submitted to a health plan. See 45 CFR § 160.103 (definitions of “health care provider” and “transaction”) and 45 CFR Part 162, Subparts K–R.

The HIPAA Privacy Rule requires covered entities to protect individuals' health records and other identifiable health information by requiring appropriate safeguards to protect privacy, and setting limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

General Principle for Uses and Disclosures

Basic Principle. A major purpose of the Privacy Rule is to define and limit the circumstances in which an individual’s protected health information may be used or disclosed by covered entities. A covered entity may not use or disclose protected health information, except either: (1) as the Privacy Rule permits or requires; or (2) as the individual who is the subject of the information (or the individual’s personal representative) authorizes in writing.

Required Disclosures. A covered entity must disclose protected health information in only two situations: (a) to individuals (or their personal representatives) specifically when they request access to, or an accounting of disclosures of, their protected health information; and (b) to HHS when it is undertaking a compliance investigation or review or enforcement action.

Criminal Penalties. A person who knowingly obtains or discloses individually identifiable health information in violation of the Privacy Rule may face a criminal penalty of up to $50,000 and up to one-year imprisonment. The criminal penalties increase to $100,000 and up to five years imprisonment if the wrongful conduct involves false pretenses, and to $250,000 and up to 10 years imprisonment if the wrongful conduct involves the intent to sell, transfer, or use identifiable health information for commercial advantage, personal gain or malicious harm. The Department of Justice is responsible for criminal prosecutions under the Privacy Rule.
H. UMPT Academic Guidelines: Professionalism and Academic Requirements

i. Professionalism and Academic Requirements Committee
The Professionalism and Academic Requirements Committee (PARC) is made up of all core faculty members with academic appointments in the School of Physical Therapy and Rehabilitation Science. This excludes adjunct faculty.

The PARC is responsible for oversight of student academic performance and adherence to expected professional behaviors. In doing so, the PARC strives to preserve the privacy and dignity of all persons involved in the Program. All proceedings are subject to review by the Dean of the College of Health Professions and Biomedical Sciences or his/her representative.

ii. Attendance
Students are expected to be regular and punctual in class attendance and in clinical work. They are required to notify instructors, in advance whenever possible, if they do not expect to be present. It is the student's responsibility to take the initiative in making up any missed work. Students who fail to appear for an examination without previous permission for the absence from the instructor may not be allowed to make up the examination.

Repeated absences may be grounds for requiring remedial work or failing grade as determined by the instructor and/or retake of the class as determined by the PARC and/or dismissal from the program as determined by the PARC.

Repeated absences and tardiness for class, clinical experiences, meetings, and other agreed to responsibilities (i.e. PTSA activities, IPS, Research opportunities) will be identified as unprofessional behavior and recorded into the PARC meeting minutes and documented in the student’s file.

a. Repeated unprofessional behaviors will require the student to meet with their advisor and develop a written plan of action to remediate/resolve the unprofessional behavior identified by the faculty and/or PARC.

iii. Grading: Per the University Grading Policy for Graduate School a Cumulative GPA of 2.5 is required for graduation from the UMPT School.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

1. **N grade** “Work in progress”, or N, is appropriate when the nature of the course requires more than one semester for completion, such as an Independent Plan of Study or Research course. Work on the course may
be continued in later semesters and when the work is completed, the final grade will be granted.

2. Incomplete grade (I) (adapted from UM Policy 6-13-17)  
http://archive.umt.edu/catalog/16_17/academics/academic-policy-procedure2.php

It is assumed that students have the responsibility for completing the requirements of the courses in which they are enrolled within the time framework of the semester.

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it.

The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines:

a. A mark of incomplete may be assigned students when:
   i. The student has been in attendance and doing passing work up to three weeks before the end of the semester, and
   ii. For reasons beyond the student’s control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.

b. The instructor sets the conditions for the completion of the course work, and communicates them to the departmental office.

c. When a student has met the conditions for making up the incomplete, the instructor will assign a grade based upon an evaluation of the total work done by the student in the course.

d. An incomplete which is not made up within one calendar year automatically will revert to the alternate grade which was assigned by the instructor at the time the incomplete was submitted.

e. An incomplete remains on the permanent record and is accompanied by the final grade, for example, IA, IB, IC, etc.

3. Credit /No Credit (CR, NCR) Grading

a. CR is given for work deserving credit;

b. NCR for work of failing quality. All courses in the curriculum must be passed to be eligible for graduation and a course with an achieved grade of NCR is not considered passing.

c. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

4. Posting of Grades: Instructors are encouraged to post grades for activities in courses on the Moodle Course Supplement Online Gradebook. Students are expected to check their final course grades in Moodle and/or Cyberbear and communicate directly with the course faculty regarding grades and any action required if <80% is received on any exam,
or if they are not maintaining at least a 73% in the course.

iv. Advising

1. Each student is assigned a faculty advisor. Students should see their instructors or advisor early for help when they are having difficulty academically, personally, emotionally, or otherwise.
2. Students are encouraged to initiate an advising appointment with their academic advisor at any time they desire additional input/advice on their performance, strategies for success, study habits, etc.
3. See Form G for the Student/Advisor Meeting form to be filled out by the advisor and posted to the confidential UM Box PARC Folder.

v. Professionalism and Academic Expectations and Status

1. To facilitate adequate progress by all physical therapy students, the following guidelines for professional and academic performance have been developed. The purposes of these policies are to:
   a. Maintain the professionalism and academic standards of the School as defined for graduate students by the University of Montana as well as the professional and ethical responsibilities set forth by the APTA Code of Ethics and other professional guiding documents for the profession of Physical Therapy; and to identify as early as possible students who are at risk for not meeting professionalism and/or academic standards; and to
   b. Develop and implement a plan of action to assist the students in successfully meeting the School's professionalism and academic standards; and to
   c. Clearly identify the consequences of not adequately progressing towards or achieving the required standards.

vi. Student Responsibilities:

1. Students are responsible for the ongoing monitoring of their standing in the class, including the calculation of their GPA. Students are notified of test and assignment grades through Moodle postings or physical return of tests and assignments.
2. Students are also expected to check their mailboxes and University emails on a regular basis throughout the academic calendar and during clinical affiliations.
3. If a student scores below an 80% on any exam they are expected to contact the course instructor to discuss the material, student performance, and strategies for improvement in the course. See Form D, Course Success Plan, for a template to be filled out and signed by the student and instructor.

vii. Student Professional and Academic Status Requirements and Descriptions

The three levels of professionalism and academic status are Good Standing, Concern, and Probation. Placing a student on Concern or Probationary Status provides the student, adviser, and PARC an opportunity to work together to promote student success and prevent grades from falling below the minimal graduation required GPA of 2.5.

1. **Good Standing Status**- To remain in Good Standing Status students shall:
   a. Conduct themselves in a professional manner consistent with the profession’s code of ethics, values and professional/generic
behaviors; and the University’s Standards of Academic and General Conduct (https://www.umt.edu/vpsa/policies/student_conduct.php)

b. Achieve at minimum a C (73%) or Credit grade in any required or elective course to be submitted for graduation from the program.

c. Achieve a semester GPA of 2.5 or better; and a cumulative of greater than 2.7

2. **Concern Status** - A student will be placed on **Concern Status** when (prior to graduation) any one or combination of the following have occurred:

   a. A semester GPA is less than 2.5 and cumulative is 2.7 or greater; or
   
   b. Cumulative GPA is between 2.5 and 2.7; or
   
   c. When any incident of unprofessional behavior(s) is/are demonstrated and reported to PARC.

3. **Probationary Status** - A student will be placed on **Probationary Status** when (prior to graduation) any one or combination of the following have occurred;

   a. A semester GPA is less than 2.5 and cumulative is between 2.5 and 2.7, or
   
   b. Cumulative GPA is less than 2.5. Student fails a class.
   
   c. An incident of unprofessional behavior is deemed egregious by PARC.
   
   d. A student is not fulfilling the agreed upon requirements and timelines for a current professional and/or academic remediation plan.

**Failure to Meet Grade Requirements:**

1. At midway through a course, if a student is not maintaining a passing grade (73% average) in a course, the student is responsible to:

   a. Contact the course instructor within 10 calendar days of grade notification and develop a course success plan for course success with the course instructor.
   
   b. Document the plan on the **Course Success Plan Form D in the Appendices** in the UMPT Student Handbook.

   i. The course instructor will share the plan with the UMPT Faculty PARC meeting and through UM Box.

   ii. The plan may include but is not limited to the following: required course attendance, reviewing course content with instructor, retaking of test, rewriting course papers, tutoring, and additional assignments.

2. **If a student achieves a No Credit (NCR) or C- or lower final grade** in a required course the instructor of record in consultation with the PARC will assess the feasibility and appropriateness of initiating a remediation plan prior to the start of the next semester.

   a. If the PARC determines that a remediation plan is feasible and appropriate, the student will need to be successful in earning a passing grade, demonstrate a change in behavior, or otherwise meet goals set on the remediation plan. Note that if a course is a prerequisite for ongoing course work in the School a passing grade
must be achieved prior to the next semester.

b. If the PARC determines that a remediation plan is not feasible or appropriate to implement before the start of the next semester, the student will be required to retake the course the next time it is offered in the curriculum sequence. Since courses are typically offered only once an academic year, the failure to achieve a Credit grade or C or higher grade may result in the student not being able to follow the standard curriculum sequence which may result in an increase in the overall length of their professional education.

3. Elective Courses Needed for Graduation: If a student achieves a No Credit or C- or lower grade in an elective course, the student will be required to retake that course when it is available; or in consultation with their faculty advisor and consistent with a remediation plan, take an alternative elective offering.

4. Clinical Education Requirement: All required professional courses for a given segment of the curriculum must be successfully completed before the student will be allowed to participate or continue to participate in a clinical education course, unless otherwise determined in a PARC approved remediation plan. Also, if a student is on Probations, PARC will determine readiness to enroll in a clinical course.

ix. Unprofessional Behavior
1. Unprofessional behavior by a student, in and out of the school, including behavior associated with the use of social media (see policy), may be considered grounds for disciplinary action as outlined in the University’s Student Conduct Code and/or the School of Physical Therapy Code of Conduct. **These consequences may include receiving a failing grade for a course and/or dismissal from the program.** Unprofessional behavior includes but is not limited to conduct inconsistent with the profession’s code of ethics, values and professional/generic behaviors; and the University’s Student Conduct Code. [UM Student Conduct Code](#)

2. When an **incident of alleged unprofessional behavior** is discovered, the course instructor or appropriate person will follow procedures as outlined in the Physical Therapy Student Conduct Code for communicating with the student and processing a grade when applicable. The incident will also be reported to the PARC.

3. **Repeated unprofessional behaviors** reported on the same student will require the student to meet with their advisor and develop a plan of action to remediate/resolve the unprofessional behavior(s) identified by the faculty and/or PARC.

4. The PARC will consider the alleged infraction and determine a **course of action** that may include placement on Concern or Probationary status, suspension or expulsion.

5. **When an incident of unprofessional behavior is deemed egregious, or a student has not corrected unprofessional behaviors** he/she has been counseled on to the satisfaction of the PARC in an agreed upon time line, the PARC will determine a course of action that may include remaining on Concern or Probationary status, suspension or expulsion from the UMPT School.
Course failure:
1. If a student fails, more than one course during their UMPT graduate education the PARC will determine a course of action that may include remaining on Concern or Probationary status, suspension or expulsion from the UMPT School.


Any suspected or confirmed incident of academic misconduct will also be reported to PARC by the primary instructor. Refer to “L” above for procedure to address unprofessional behavior.

1. Misconduct alleged during the course: When an incident of alleged academic misconduct is discovered by or brought to the attention of the course instructor during the course, the instructor personally contacts the accused student within ten (10) working days to arrange a meeting. The course instructor and the student may each have a person of choice present at this meeting (see Section IV. B., “Rights to Due Process”). The role of legal counsel, if any, at this stage should be restricted to consultation with the student. See Appendix Form 1 in the UM Student Conduct Code for an example of this notice.

At this meeting the course instructor will:

a. Inform the student of the alleged academic misconduct and present the evidence supporting the allegation.

b. Inform the student of the Student Conduct Code procedures.

c. Allow the student an opportunity to respond to the charge(s) and evidence. (The student is not required to respond.) Discuss the academic penalty and possible University sanctions, and allow the student to respond.

2. Misconduct alleged at or after the conclusion of course: When an incident of alleged academic misconduct is discovered or brought to the attention of the course instructor at or after the conclusion of the course, the course instructor notifies the student in writing and takes steps (1) through (4) above and will follow up in writing. The instructor also informs the student that an "N" grade will be given for the course or the assigned grade will be revoked until there is a final resolution of the charge(s). See Appendix Form 1 (in the UM Student Conduct Code) for an example of this notice.

Procedure for Professional and/or Academic Concern and/or Probation:

1. Professionalism/Academic Concern procedure:
   a. The Chair of the PARC sends a letter of Academic Concern to the student within the 10 days of the following semester. See Form H for a letter template. The student is required to notify and meet with
b. The faculty advisor monitors the student’s progress for the following semester and provides status reports to the PARC at subsequent faculty meetings. Use Form G to record the meeting and post to UM Box PARC folder.

c. At a point in time when the student’s performance is such that they are in Good standing, the student’s progress and change in status will be recognized in writing by the PARC Chair and shared with the faculty and student.

2. Professionalism/Academic Probation procedure:
   a. The Chair of the PARC sends a letter of Academic Probation to the student within 10 days of the following semester. See Form H for a letter template.
   b. The student is required to notify and meet with his or her faculty advisor within 10 business days of receiving the letter. Use Form G to record the meeting and post to UM Box PARC folder.
   c. The student, in consultation with his/her faculty advisor will develop a remediation plan proposal (see Form E for template) that includes:
      1. specific remedial activities,
      2. a measurable definition of “adequate progress”, and
      3. a time line for fulfilling each activity described in the plan.
      Progress must be clearly defined as either a specific GPA or the number of credits of “A” or “B” grades that the student must earn by the end of the semester of probation; and when applicable the elimination of identified unprofessional behaviors and/or consistent demonstration of acceptable professional behavior.
   d. The student will submit the proposal to the PARC for review within 10 days of meeting with faculty advisor and the PARC will either reject or accept the proposal at the next scheduled PARC meeting. If rejected, the PARC will provide guidance on what would be an acceptable plan and the student would review this with their faculty advisor.
       The PARC must provide final approval of the proposal prior to the student initiating the remedial activities.
   e. Remedial activities may include such activities as auditing a class; retaking a class; tutoring in a subject; experiential assignments; reading and/or writing assignments.
   f. At the end of the timeline set for fulfilling the remediation plan, the PARC will review progress and vote whether to remove the student from Probationary status; continue with revisions to the plan; or dismiss from the program.
   g. When the cumulative GPA is less than 2.5, the faculty will vote to either dismiss the student or retain the student on academic probation status.

xiii. Consequences of failed remediation plan for Professionalism/Academic Probation
   1. Each semester, the PARC will review the status of any student on probation. At any point in time if the student fails to meet the requirements of the remediation plan and to make adequate progress, the PARC will deliberate and vote whether to alter the remediation plan by extending the time line for completion and/or modifying the requirements, or to dismiss the
student from the program.

2. If the student reaches a point when he/she cannot achieve a GPA of 2.5 or greater by the time of graduation, or if the student continues to demonstrate unacceptable behavior as determined by the PARC, the student will be dismissed from the program.

3. In addition to adhering to the policies for GPA requirements and professional behavior, the PARC has the responsibility to dismiss any student at any time when there is reasonable evidence through continued unprofessional behaviors and/or poor grade performance that suggests that the student will not be successful in completing the program requirements for graduation or will not possess the qualities required of a practicing physical therapist.

4. Appeal of Professionalism/Academic Status Decisions
   a. If the student is not satisfied with the decision(s) of the PARC, written appeal should be made to the PARC within 10 business days. PARC will vote on modification of the decision and notify the student as soon as possible.
   b. If satisfaction is not achieved with appeal to the PARC, written appeal may be made to the Director of Student Affairs of the College of Health Professions and Biomedical Sciences within 10 business days. Additional appeals may be made based on the behavior or academic infraction as outlined in the University’s Student Code of Conduct.

xiv. Leave of Absence
   1. Students may request a Leave-of-Absence from the program for personal reasons. These requests will be processed by the School pending PARC approval on an individual basis. See Form F for the required form in the UMPT Student Handbook.

xv. Petitioning for Course Waivers
   1. Students may petition PARC to request a course waiver or deviation from the established curriculum. A written petition requesting the waiver must be provided to the PARC Chairperson. PARC will review the petition and will make a recommendation. Final approval is given by the School Chair.

xvi. Disability Services for Students (DSS) (This portion of PARC Policy developed in collaboration with, Mika Watanabe, Ed.D. | Coordinator | Disability Services for Students | University of Montana | Ph: 406.243.6535 | Fax: 406.243.5330 | www.umt.edu/disability)
   1. DSS determines the students’ eligibility, coordinates and provides reasonable modifications under the ADA, Section 504 of the Rehabilitation Act, and the Montana Human Right Act.
   2. Faculty are responsible to create and maintain an accessible learning environment while maintaining FERPA and academic standards, and to refer students to DSS when necessary.
      a. Strategies to meet the needs defined by DSS of the student while maintaining academic standards are to be determined by the
individual faculty member.

i. Example: Allowing additional time and/or quiet environment for written exams. Options exist for decreasing distractions during exams within the School of PT (i.e. unused office space) or at DSS. Faculty schedule open office space through the School of PT Administrative office.

b. Student information from DSS, student rights to request accommodation, and the type of recommended accommodations should be kept confidential by the faculty member/professor unless written permission is provided otherwise by the student.

i. Faculty may share information if legitimate education interests of the student are clearly identified, and this is only under exceptional circumstances.

3. Student responsibilities once DSS determines the student is eligible for modifications:

a. Provide the DSS Verification Letter to the PARC Chair (one time only) and provide the letter to the individual professor via email or through hard copy within the first week of every semester or as soon as the DSS Verification Letter is received.

i. Prompt communication to the professor is required so that the professor is able to plan, schedule, and meet the requirements for modification.

ii. Communication of the Verification Letter to the PARC Chair will trigger the PARC Chair to meet with the student in order to discuss the DSS policy and assist the student with communicating the required modifications with various professors.

b. Communicate to the professor and work with the DSS coordinator if the modifications identified by DSS are not meeting the students’ needs to meet or exceed the requirements for the specific course.
I. Social Media Guidelines

These guidelines are for all UM School of Physical Therapy and Rehabilitation Sciences (UMPT) faculty, staff, and students and apply to all interactive or "social" media, including but not limited to Facebook, Twitter, LinkedIn, YouTube, Google+ and websites or blogs, whether for personal or business use. These guidelines apply when UMPT faculty, staff or students post to their own sites or post or comment on other sites.

UMPT policies on professionalism, the APTA Code of Ethics, protection of confidential or proprietary information and use of computers or other University resources, and the prohibition on discrimination and harassment, apply to social media, just as they apply to all other forms of communication.

You need to be especially careful to protect patient privacy and all other confidential information with which we are trusted. Do not post any patient information, photographs of patients (and/or cadavers), or commentary about patients on social media sites – even if you think the information is “de-identified” or visible only to a restricted audience.

You may use your UM title for identification purposes, in accordance with the Faculty Handbook. However, if you do, you must make clear that you are not representing UM, UMPT or any affiliated institution. For example, “About me,” “Profile,” or other bio sections should include language such as “My posts represent my personal views and not those of the University of Montana.”

Clinicians should consider adding a notice that their posts do not constitute medical advice and that individuals should not post personal information. Clinicians should also be aware that giving medical advice over the internet to a patient in another state may constitute the unlicensed practice of medicine.

The UM name or logos may not be used for commercial purposes. Faculty and staff are prohibited from using their UM identification to imply University endorsement.

Clinical staff and students are cautioned about connecting with (“friending”) patients or patient families on social media networks. Use the same judgment as would apply to any other social interactions. The school may choose to create a business or professional “fan” page separate from faculty, staff, and student personal Facebook pages as an alternative.

Faculty and staff should not initiate and/or accept connections with current students. Blending professional and personal relationships via social media may create a variety of actual and/or perceived challenges in the classroom or clinic and alter individuals’ ability to effectively perform their responsibilities.

All electronic interaction with patients must comply with current UMPT or other applicable privacy and data security policies, including the requirement for the patient’s written authorization.

You are responsible for material that you post to the Internet. This means that your posts should accurately reflect your academic, clinical or other expertise. You must take reasonable steps to correct errors and to update material if it becomes outdated.

Blogs and websites should follow best practices for health information, including clearly identifying authors and reviewers and indicating the date on which the content was last reviewed for accuracy.

The University’s expectation is that faculty, staff, and students will not spend excessive time on social media for personal reasons during work/classroom/clinic hours. Failure to comply with this expectation may result in discipline, up to and including, termination (remediation and/or dismissal from the program).

Published August 27, 2015
J. **Policy of Cellular Devices, Audio & Video Recordings**

Cellular devices must be turned off and stowed during class. Use of a cellular device for class-related activities (calculator, for example) is permissible upon request of the instructor but texting, web access use of the device in any communicative mode is prohibited unless otherwise permitted by an individual faculty member for his or her course (see form C).

Audio or video recording of lectures or laboratory classes without written permission by the instructor or faculty member is strictly prohibited. Failure to abide by this policy is an infringement of copyrights afforded to faculty members and considered a violation of The University of Montana Student Conduct Code.

Students will face disciplinary action for violating any of the policies outlined above.

Under certain circumstances (student missing class due to illness or other excused absence), faculty may choose to videotape their own classes for educational purposes. These recordings are the property of the faculty and must be returned to that faculty member. Students shall not copy or distribute the recordings.

K. **Physical Therapy Equipment**

   i. **USE OF EQUIPMENT**

   1. Equipment may be used by faculty and students for classroom instruction, laboratory practice, research and independent study.
   2. Equipment needed during scheduled lectures or laboratory sessions has highest priority and supersedes other requests. Some equipment is not available during clinic hours.
   3. Use of equipment for research, independent study, lecture or laboratory practice outside scheduled class time requires permission from the instructor responsible for the equipment. If equipment is not being used for instruction, permission is needed from the School Chairperson.
   4. Faculty and students who use equipment must have prior instruction in the proper and safe use of the equipment and have demonstrated proficiency in its use.
   5. Equipment used for treatment purposes must be authorized and supervised by a physical therapist licensed to practice in Montana.
   6. Electrical equipment and wall outlets in the complex are inspected by an electrician annually and a written report is submitted to the School Chairperson. Faulty grounding or potentially dangerous problems are corrected immediately.
   7. Broken or faulty equipment is identified by a sign reading "out of order and/or "do not use." The supervising instructor is notified and the equipment is put in a locked office or storage space until it is repaired or replaced.
L. Anatomy Dissection Laboratory Policies
   (A more complete manual of policies and procedures will be distributed in PT 510)

   i. DRESS CODE, APPEARANCE AND CARE FOR THE LABORATORY
      1. Students are required to follow the School's general and laboratory dress codes. All students in the Dissection Laboratory must wear a clean, white, long laboratory coat at all times.

      2. Students must provide their own dissecting tools and rubber dissecting gloves.

      3. Students must wear gloves at all times while dissecting.

      4. The Laboratory must be kept clean and neat at all times. The area should be checked at the end of each dissection session. Please refer to the custodial policies posted in the Laboratory.

      5. Cameras are not permitted in the laboratory except for specific educational purposes that must be approved by the instructor in advance. The radio in the Laboratory may be played at a low volume.

      6. Anatomical (cadaver) material must not be taken from the Laboratory. Any violation of this policy will be regarded as a serious offense, the penalties of which may include legal prosecution and dismissal from the Program.

   ii. LABORATORY HOURS AND ACCESS
      1. Access to the Anatomy Lab will be by a Griz Card Reader.

      2. When not entering or leaving the Laboratory, the door must remain closed and locked.

      3. Visitors, other than those with professional interests, are not permitted in the Laboratory. All visitors must have prior permission from Professor Anita Santasier.

M. Research Laboratory Policies and Procedures
   i. Three research laboratories are under direction of the School of Physical Therapy and Rehabilitation Science:
      1. Applied Exercise Physiology Laboratory – Rm 113 – James Laskin, Director
      2. Movement Science Laboratory – Rm 015 – Ryan Mizner, Director
      3. Motor Control Laboratory – Rm 021

   ii. The primary mission of these laboratories is to foster research in physical therapy and related sciences. The Applied Exercise Physiology Laboratory also provides service to University students and staff, and the community through the New Directions program.

   iii. The primary funding source for these laboratories will be grants. Each principal investigator (PI) should, as much as possible within the restrictions of the funding agency, secure funding for staff support, supplies, technical assistance, equipment upgrades, student support, travel, and publication expenses. Researchers without grant funding should plan on providing their own support. Limited funding may be available as described in #4 below.

   iv. Individual PI’s with grant funding will retain responsibility for his/her funding, research assistants and supplies under oversight of the School of Physical Therapy and Rehabilitation Science, the College of Health Professions and Biomedical Sciences, and Research Administration. If an individual PI has some additional funding for the general use of the lab (for faculty without grant funding or
unfunded student projects), this funding will go into a laboratory account.
Proposals for its use will be solicited from the PT faculty and students. Funding will
be dispersed as equally as possible between the proposals.

v. The first priority in scheduling with any laboratory will be given to PT faculty, UMPT
Clinic, and PT student researchers in that order. However, every effort will be
made to accommodate other University research projects.

vi. Scheduling of a given laboratory should be arranged with the appropriate director.
On the schedule, researchers should note if they need exclusive use of the lab at a
particular time or if others can be working in the lab at the same time. If someone
will not be using their scheduled time, they should note it on the printed schedule
as soon as possible.

vii. Notice of all grant proposals that will utilize a particular laboratory for research
should be given to the appropriate lab director so that planning for use can begin.

viii. All researchers should check with Research Administration for each project to
assure compliance with University policies regarding disclosure of potential
conflicts of interest.

ix. Laboratories are to be locked at all times when not in use.
x. Problems with equipment are to be reported to the appropriate director.

xi. Research or other activities that do not necessitate the use of the equipment
provided in a given laboratory will not be permitted in the laboratory. Special
requests will be considered. Approval will depend on available space, time, and
equipment. These requests will be submitted to the appropriate director.

xii. Faculty advisors are responsible for their students during any experimentation that
takes place in the laboratory. Individual investigators are responsible for their own
clean up.

xiii. Pursuant to student research projects, conflicts arising between a student or
students and/or the project advisor must follow due process as follows; students
should first make every attempt to resolve their differences. The next level is a
conflict resolution with the project faculty advisor, the third level with the School
chair and finally, if no resolution can be reached, the College Dean. It is vital that
this due process be followed to maintain academic integrity.

xiv. Students are not permitted to eat or drink in the laboratories.
xv. Students are not to disrupt the work of other laboratory personnel (technicians,
visiting scholars, scientists, etc.).

xvi. All users of equipment in a given laboratory should be checked out by the
appropriate director.
IV. Addendums

A. Examples of Generic Abilities

Examples of how ability is demonstrated:

Commitment to learning

**Beginning level**
- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas
- Identifies need for further information

**Developing level**
- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Seeks out professional literature
- Sets personal and professional goals
- Identifies own learning needs based on previous experiences
- Plans and presents an in-service, or research or case studies
- Welcomes and/or seeks new learning opportunities

**Entry level**
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice
- Researches and studies areas where knowledge base is lacking

**Post-entry level**
- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other allied health professionals and physical therapists for treatment ideas
- Acts as mentor in area of specialty for other staff

Interpersonal skills

**Beginning level**
- Maintains professional demeanor in all clinical interactions
- Demonstrates interest in patients as individuals
- Respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles
- Communicates with others in a respectful, confident manner
- Respects personal space of patients and others
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience

**Developing level**
- Recognizes impact of non-verbal communication and modifies accordingly
- Assumes responsibility for own actions
- Motivates others to achieve
- Establish trust
- Seeks to gain knowledge and input from others
- Respects role of support staff

**Entry level**
- Listens to patient but reflects back to original concern
Works effectively with challenging patients
Responds effectively to unexpected experiences
Talks about difficult issues with sensitivity and objectively
Delegates to others as needed
Approaches others to discuss differences in opinion
Accommodates differences in learning styles

Post-entry level
Recognizes role as a leader
Builds partnerships with other professionals
Establishes mentor relationships

Communication skills

Beginning level
Demonstrates understanding of basic English (verbal and written):
Uses correct grammar, accurate spelling and expression
Writes legibly
Recognizes impact of non-verbal communication; maintains eye contact,
listens actively
Maintains eye contact

Developing level
Utilizes non-verbal communication to augment verbal message
Restates, reflects and clarifies message
Collects necessary information from the patient interview

Entry level
Modifies communication (verbal and written) to meet the needs of different audiences
Presents verbal or written message with logical organization and sequencing
Maintains open and constructive communication
Utilizes communication technology effectively
Dictates clearly and concisely

Post-entry level
Demonstrates ability to write scientific research papers and grants
Fulfills role as patient advocate
Communicates professional needs and concerns
Mediates conflict

Effective use of time and resources

Beginning level
Focuses on tasks at hand without dwelling on past mistakes
Recognizes own resource limitations
Uses existing resources effectively
Uses unscheduled time efficiently
Completes assignments in timely fashion

Developing level
Sets up own schedule
Coordinates schedule with others
Demonstrates flexibility
Plans ahead

Entry level
Sets priorities and reorganizes as needed
Considers patient's goals in context of patient, clinic, and third party resources
Has the ability to say “No”
Performs multiple tasks simultaneously and delegates when appropriate
Uses scheduled time with each patient efficiently

Post-entry level
Uses limited resources creatively
Manages meeting time effectively
Takes initiative in covering for absent staff members
Develops programs and works on projects while maintaining case loads
Follows up on projects and works on projects while maintaining case loads
Follows up on projects in timely manner
Advances professional goals while maintaining expected workload

Use of constructive feedback

**Beginning level**
- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

**Developing level**
- Assesses own performance accurately
- Utilizes feedback when establishing pre-professional goals
- Provides constructive and timely feedback when establishing pre-professional goals
- Develops plan of action in response to feedback

**Entry level**
- Seeks feedback from clients
- Modifies feedback given to clients according to their learning style
- Reconciles differences with sensitivity
- Considers multiple approaches when responding to feedback

**Post-entry level**
- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth

Problem-solving

**Beginning level**
- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Begins to examine multiple solutions to problems

**Developing level**
- Prioritizes problems
- Identifies contributors to problems
- Considers consequences of possible solutions
- Consults with others to clarify problem

**Entry level**
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Updates solutions to problems based on current research
- Accepts responsibility for implementing solutions

**Post-entry level**
- Weighs advantages
- Participates in outcomes studies
- Contributes to formal quality assessment in work environment
- Seeks solutions to community health-related problems

Seeks solutions to community health-related problems
Professionalism

Beginning level
- Abides by APTA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Abides by facilities policies and procedures
- Projects professional image
- Attends professional meetings
- Demonstrates honesty, compassion, courage and continuous regard for all

Developing level
- Identifies positive professional role models
- Discusses societal expectations of the profession
- Acts on moral commitment
- Involves other health care professionals in decision-making
- Seeks informed consent from patients

Entry level
- Demonstrates accountability for professional decisions
- Treats patients within scope of expertise
- Discusses role of physical therapy in health care
- Keeps patient as priority

Post-entry level
- Participates actively in professional organizations
- Attends workshops
- Actively promotes the profession
- Acts in leadership role when needed
- Supports research

Responsibility

Beginning level
- Demonstrates dependability
- Demonstrates punctuality
- Follows through on commitments
- Recognizes own limits

Developing level
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients
- Offers and accepts help
- Completes projects without prompting

Entry level
- Directs patients to other health care professionals when needed
- Delegates as needed
- Encourages patient accountability

Post-entry level
- Orient and instruct new employees/students
- Promotes clinical education
- Accepts role as team leader
- Facilitates responsibility for program development and modification

Critical thinking

Beginning level
- Raises relevant questions
- Considers all available information
- States the results of scientific literature
- Recognizes “holes” in knowledge base
- Articulates ideas

Developing level
- Feels challenged to examine ideas
Understands scientific method
Formulates new ideas
Seeks alternative ideas
Formulates alternative hypotheses
Critiques hypotheses and ideas

**Entry level**
- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies solutions selected
- Determines effectiveness of applied solutions

**Post-entry level**
- Distinguishes relevant from irrelevant patient data
- Identifies complex patterns of associations
- Demonstrates beginning intuitive thinking
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically

### Stress Management

**Beginning level**
- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

**Developing level**
- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors

**Entry level**
- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health-care environment

**Post-entry level**
- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment
B. DPT Laboratory Participation Consent Form

Many of the doctor of physical therapy courses require hands-on, practical laboratory and examination experiences. These experiences may require students to expose various body parts, but not genitalia or female breasts, with appropriate draping and/or donning of examination clothing while serving as a patient model. Additionally, students will be asked to provide professional physical touch to fellow students, such as palpation of physical landmarks and manual examination procedures, and to be touched by instructors and student examiners. Those students having concerns regarding exposure of body parts or physical touch due to personal, cultural, or religious reasons should make their concerns known to the course instructor at the beginning of the semester.

Additionally, certain courses will require considerable physical exertion, as when transferring (physically assisting the movement of a partially or completely immobile) student partner. Similarly, certain examination and treatment procedures can cause mild irritation of known or unknown neuromusculoskeletal conditions of the student examiner or model. As per the essential functions document for the DPT department, should you have difficulty with these requirements or should you have a known or suspected conditions that might be exacerbated by physical handling, or known allergies to certain substances, Disability Support Services needs to be notified with documentation of said condition, in order that reasonable accommodations can be provided.

I HAVE READ THE ABOVE AND AGREE TO PARTICIPATE AS BOTH A STUDENT MODEL AND STUDENT PT

I HAVE READ THE ABOVE AND DO NOT WISH TO SERVE AS A STUDENT MODEL, BUT UNDERSTAND THAT I MUST PARTICIPATE AS A STUDENT PT.

__________________________________________________________________________

Signature                      Date
C. Cellular Devices, Audio & Video Recording Permission Form

Cellular Devices, Audio and Video Recording Permission Form:

I (faculty name) ___________________ consent to have (student name) __________________ circle one or both: AUDIO VIDEO record my classes on the following dates: ______________ _________________.

Signed: ___________________________ Printed name: ___________________________ Date: __________________

I (student name) ___________________ will record class only on the following dates: ______________ 
I will use the recordings for exclusively for my own education. 
I will not distribute the recordings in any way (including but not limited to; Youtube, Facebook, email). 
I will return these recordings to the professor by the end of the semester (date ______________) or will destroy them at that time. 
If I violate any of the terms of this agreement, I understand that I will face disciplinary action.

In signing this, I agree to the above terms.

Signed: ___________________________ Printed name: ___________________________ Date: __________________
D. Course Success Plan Form

Course Success Plan Form
UM School of Physical Therapy and Rehabilitation Science

Date: __________________________
Student: ________________________
Advisor: _________________________
Course if applicable: ____________
Semester course taken if applicable: ____________
Instructor: ______________________

Identified Problems (academic and/or behavior):

Plan (address each problem):

________________________________________________________________________

Student Signature: ___________________________ Date signed: ____________
Advisor Signature: ___________________________ Date signed: ____________

________________________________________________________________________

Date: __________________________
Why is a revision required?

Revision of Plan:

________________________________________________________________________

Student Signature: ___________________________ Date signed: ____________
Advisor Signature: ___________________________ Date signed: ____________
E. Remediation Plan Form

REMEDIATION PLAN
UM School of Physical Therapy and Rehabilitation Science

Date:
Student:
Advisor:
Course if applicable:
Semester course taken if applicable:
Instructor:

Academic Status: ↑ _____ Concern  ↑ _____ Probation  ↑ _____ Probation, second semester
Date initially placed on Academic Status:

Goal (academic and/or behavioral; include grades, GPA, specific behavior, etc.) Action
Plan/Requirements to meet goal, due date/Time line for completion, Consequences for not
reaching goal within time frame (fail course, suspension or expulsion from School, etc.)

Student Signature: ______________________________________ Date signed: __________

Adviser Signature: _______________________________ Date signed: __________
F. Leave of Absence Petition Form

LEAVE OF ABSENCE PETITION TO THE FACULTY
UM School of Physical Therapy and Rehabilitation Science

Name __________________________________________
Address __________________________________________
Telephone __________________________________________
E-mail address ______________________________________
Date ______________________________________________

I, _________________________ petition to: (state your request here)

State your reasons clearly: (you may attach additional documentation)

APPROVED __________ DENIED ___________ DATE _______________

__________________________                               __________________
Chair, Academic Requirements Committee                      School Chair

Comments or special conditions of approval:

I have read and understand the decision and conditions stated above:

__________________________                               __________________
Petitioner’s Signature                                           Date
G. Student/Advisor Meeting Form

Student/Advisor Meeting Form
UM School of Physical Therapy and Rehabilitation Science

Date:
Student:
Advisor:
Course if applicable:
Semester course taken if applicable:
Instructor:

Identified Problems or Concerns (personal, emotional, academic and/or behavior):

Advice provided to student:

Plan (meet again, email follow up, etc.):

Student Signature: __________________________ Date signed: _______
Advisor Signature: __________________________ Date signed: _______
H. Notification of Change in Academic Standing Form

Notification of Change in Academic Standing
UM School of Physical Therapy and Rehabilitation Science

Date:
To:
From: Professional and Academic Requirement Committee (PARC), UMPT School
Re: Performance (semester/year) ____________ resulting in a change in Academic Standing Status

The PARC of the UMPT School is formally notifying you that you are being placed on Concern or Probationary Status as a result of your semester/cumulative GPA, behavior, etc. Your performance in ____________ has resulted in an overall GPA of ______. OR your behavior as identified with ____________ has been identified by PARC as unprofessional. This information is being provided to you in an effort to ensure you are informed of the consequences if your GPA (or behavior) does not meet the minimum requirements per the Student Code of Conduct:

Placing a student on Concern or Probationary Status provides the student, advisor, and PARC an opportunity to work together to promote student success and completion of the program.

(1) Concern Status- A student will be placed on Concern Status when (prior to graduation) any one or combination of the following have occurred:
   A. A semester GPA is less than 2.5 and cumulative is 2.7 or greater; or
   B. Cumulative GPA is between 2.5 and 2.7; or
   C. When any incident of unprofessional behavior(s) is/are demonstrated and reported to PARC.

(2) Probationary Status- A student will be placed on Probationary Status when (prior to graduation) any one or combination of the following have occurred:
   D. A semester GPA is less than 2.5 and cumulative is between 2.5 and 2.7, or
   E. Cumulative GPA is less than 2.5.
   F. Student fails a class.
   G. An incident of unprofessional behavior is deemed egregious by PARC.
   H. A student demonstrates unprofessional behaviors.
   I. A student is not fulfilling the agreed upon requirements and time lines for a current professional and/or academic remediation plan.

Per the Student Handbook and the Academic Guidelines of the UMPT School you are required to meet with your advisor within 10 days of receiving notice of your Probationary or Concern Status and develop a proposal that includes:

1. Identifying remedial activities (i.e. tutoring, auditing a course, experiential assignments, reading/writing assignments),
2. Identifying a measurable definition of “adequate progress”,
3. Proposing a time line for fulfilling each goal and/or activity.

Adequate progress must be defined with either a specific GPA or letter grade for each course, specific changes in behavior, or other measurable goals as approved by the PARC. See the attached Remediation Form that you are required to fill out and have approved by your adviser before submitting it to the PARC. Submit the proposal to PARC for review within a week of meeting with your advisor. PARC reviews the proposal and will either approve or reject it with guidance as needed.

PARC will review your progress during the semester and will vote on removing you from Probationary or Concern Status once the timeline has been met.
Please be aware that if your cumulative GPA remains < 2.5, your behavior does not improve and meet the standards of the School, the profession of Physical Therapy and/or the University of Montana, the PARC will determine your status in the program, including the possibility of dismissal.

Susan Ostertag, Chair PARC UMPT School

I have met with Dr. Ostertag and understand the content of this notification. I have had an opportunity to ask questions to obtain clarification.

____________________________________  ______________________
Student Name                                      Date