Doctor of Physical Therapy Program

School of Physical Therapy and Rehabilitation Science

College of Health

2021-2022

STUDENT HANDBOOK
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Welcome to the Physical Therapy Program at the School of Physical Therapy and Rehabilitation Science within the College of Health 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. Today is the first day of your professional career.

Knowing that you had many choices, we are humbled that you chose the University of Montana to pursue your physical therapy education. In return, the faculty, and staff our committed to a growing partnership with you so that you can meet our mutual goal: Achieve outstanding entry-level skills necessary for the practice of physical therapy. To achieve this goal, we i.e., students, faculty, and staff, must work collaboratively to build your knowledge base and professional skill set. Today marks 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. Please take the time to read this manual. This manual is written to provide guidance throughout your University of Montana education; It is expected that you will apply the essential information in this handbook. If you need clarification or have any further questions, please do not hesitate to ask your advisor. We ask that you sign the acknowledgement form and return it to Caitlin Malinak no later than September 8th, 2021.

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

On behalf of the faculty & staff,

Richard Willy, PT, PhD
Chair & Associate Professor
School of Physical Therapy & Rehabilitation Science
University of Montana

Marketa Marvanova, PharmD, PhD
Acting Dean, College of Health
University of Montana

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 2028.

Concerns about this program’s accreditation should be sent to:
Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305
1-800-999-2782, ext. 3245
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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 and 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 August 12, 2020

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,
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.

**The University of Montana School of Physical Therapy and Rehabilitation Science is a CAPTE-accredited program.**

**D. 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 https://www.umt.edu/policies/browse/personnel/discrimination-harassment-sexual-misconduct-stalking-and-retaliation.
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 (FERPA) 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. The form can be found on the Registrar's website at https://www.umt.edu/registrar/PDF/RequesttoRestrictDirectoryInformation.docx

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, marital status, age, disability or sexual orientation.

iii. Equal Opportunity and Title IX

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

All University administrators, faculty and staff have been assigned the responsibility for actively effecting equal opportunity. If you’ve experienced discrimination, sexual harassment, sexual violence, relationship violence, or stalking, you are strongly encouraged to make a report to the UM Office of Equal Opportunity and Title IX, University Hall, Room 006, Phone: (406) 243-5710, eoaa@umontana.edu. Reporting is confidential and can help to ensure your safety as well as the safety of the entire campus community. Retaliation against any person for making a report or participating in an investigation is strictly prohibited. You have the right to report without further participation in any investigation. Please see here for further detail.

The University of Montana (“UM”) Discrimination, Harassment, and Retaliation Policy (“Policy”) prohibits members of the UM Community (including employees, students, affiliates, and visitors) from engaging in Prohibited Conduct while
participating in activities directly related to the nature of their UM affiliation. Prohibited Conduct (found at Section IX of the Policy) includes discrimination on the basis of race, color, religion, national origin, creed, service in the uniformed services, veteran status, sex, gender, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. The Policy incorporates the Discrimination Grievance Procedures (“Procedures”), which set forth UM’s resolution processes for violations of the Policy.

B. Annual Campus Security and Fire Safety Report

This is a report required by federal law and contains policy statements and crime statistics for the university. The policy statements address the school’s policies, procedures and programs concerning safety and security, including crime prevention, fire safety, university police authority, crime reporting policies, sexual assault policies and other matters of importance related to safety and security. If you would like to receive the Annual Campus Security and Fire Safety Report, you may request a printed copy from University of Montana Police Department, Physical Plant Building 32, University of Montana, Missoula, MT 59812 or calling (406) 243-6131.

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

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.

Skaggs Building
**Hours (subject to change) during the academic year:**
- Monday - Friday 7:00 am to 7:00 pm
- Closed on Holidays
- Griz Card is required for entry into Skaggs Building outside of business hours or outside the academic year.

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 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, 025). A key request card will be issued at new student orientation. The key is obtained from Facilities Services with a $18 deposit. You are to retain this key until you graduate. At that time return the key to Facilities Services and your deposit will be returned with exception of a $5 restocking fee. To gain access to the building after hours 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 Chair of any injuries sustained in class at your earliest possible convenience.

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.

4. **Emergency Procedures:** Per UM Policy (i.e., bomb threat, violence on campus etc.) [https://www.umt.edu/policies/browse/governance-organization/emergency-response](https://www.umt.edu/policies/browse/governance-organization/emergency-response)

5. **Hazardous Material Management:**
   - Call Environmental Health and Risk Management at 243-4503 for free pick up of your biohazardous waste.
   - Full UM Policy located at [https://www.umt.edu/research/EHRM/materials/wastedisposal.php](https://www.umt.edu/research/EHRM/materials/wastedisposal.php)
c. A sharps containers and hazardous material management kit are kept above the sink in the UMPT Clinic.
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 each fall semester. Records are kept by the UMPT School and UMPT Clinic per UM Policy.

7. **Safety during Clinical Experiences**
   a. Students are required to follow all safety guidelines while on clinical affiliations, as outlined in the clinical education and student handbooks. Policies and procedures related to personal protective equipment (PPE) and blood borne pathogen (BBP) exposures are to be strictly followed by students.
   b. Students are required to communicate with the Director of Clinical Education or Associate Director of Clinical Education as soon as any personal or professional circumstances or safety issues arise that might impair their ability to maximize their learning potential during the clinical experience.
   c. In the event that a student is injured while at their clinical site, they should receive immediate medical attention. Students are not considered employees of the clinical site and thus are responsible for any expense related to medical care provided. If a student is injured before or during their clinical experience, they should notify the Director of Clinical Education or Associate Director of Clinical Education to determine if the injury will impair their learning experience and develop a plan to address any missed clinical time.
   d. During a clinical experience, an affiliated clinical site serves as an extension of the UM learning environment and UM Policy and Procedures may apply. Any student who believes they may have experienced Prohibited Conduct is encouraged to reach out to the Director of Clinical Education, Associate Director of Clinical Education, Program Chair, and/or the UM Office of Equal Opportunity and Title IX.

E. **Student Email**
   Email is the official form of communication for UMPT: 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), via text messaging, or on social media. 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. It is an expected professional behavior to stay abreast of your emails. You are expected to routinely review your UMConnect mail while you are on your clinical internships as critical UMPT program information is often shared with students during this time.

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:

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.

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 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.

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

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 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
Library Resources

i. Maureen and Mike Mansfield Library
Main library on The University of Montana Campus
Hours: Monday-Thursday 7:30 AM-12:00 AM
     Friday 7:00 AM-7:00 PM
     Saturday 11:00 AM-7:00 PM
     Sunday 11:00 AM-12:00 AM

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.

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; LlewellynDL@mso.umt.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. Beth Ikeda & Dan Sieckman Scholarship
iii. Carmen Cobb Stuft Memorial Scholarship
iv. Community Medical Center Scholarship
v. Edward S. Chinske/Alumni Association Memorial Fund
vi. Ernest L. and Ruth A. Kradolfer Scholarship
vii. Ruth Ann Kradolfer Humanitarian Award
viii. Nora Staael Evert Professional Achievement Award
ix. Nora Staael Evert Scholarship
x. The James Wedum Scholarships
xi. Vincent Wilson Scholarship
xii. Vince Wilson Outstanding Achievement Award

At the appropriate time, announcements will be made, and applications will be available through the University Scholarship portal.

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.

K. Campus Health Services

Health services for students in the DPT program are available at the Curry Health Center. Curry Health Center provides quality, affordable and accessible health care for students at UM. Our medical, counseling, dental and wellness departments promote a healthy campus by partnering with students in meeting their health care needs within a framework of compassion, respect and inclusiveness. Access to Curry Health Center is primarily through the payment of the Curry Health fee.

Services provided through the Curry Health Center include

   i. Medical services
   ii. Dental services
   iii. Counseling
       1. Individual Counseling
       2. Group Therapy
       3. Urgent one-time Appointment
       4. Behavioral Health Options
   iv. Pharmacy services
   v. Wellness Program

L. Student Advocacy Resource Center (SARC)

The Student Advocacy Resource Center celebrates diversity, supports the right of all students to pursue success in our academic community, openly respects and cares for everyone, and is committed to a campus free from discrimination and unwelcome physical, sexual, emotional or social coercion. It is our goal that every interaction and every communication be respectful, considerate, professional, and supportive.

Services: If you have experienced sexual or other violent assault, harassment, stalking, intimidation, or discrimination, SARC is here to help you.

Our services are comprehensive, and we actively listen, believe in, assist, and support our clients. Based upon your decisions and choices, we also provide referrals and connections, within the justice, medical, and social service systems.

Our work is personal for you and your circumstances. SARC promotes a community that is free from coercion or aggression in any form.

Services are free and confidential to students.

M. UMPT Clinic

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.

Contact the UMPT Clinic front desk at 406-243-4006 if you 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.

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 Lommasson Center.
III. UMPT Information

A. UMPT Mission
The mission of UMPT seeks to prepare entry-level physical therapists to practice as effective members of healthcare teams that serve people across the lifespan and around the globe. The School’s mission is embedded in a curriculum designed to promote lifelong 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 School further this mission through service and leadership to the physical therapy profession at the university, local, state, national, and international levels. The School’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. UMPT 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 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.
2. Effectively and efficiently examine, evaluate, determine diagnosis and prognosis, implement a plan of care, and direct and deliver physical therapy interventions for patients/clients with movement dysfunction across the lifespan.
3. Interact with all individuals consistent with the APTA’s Core Values (accountability, altruism, caring/compassion, excellence, integrity, professional duty, social responsibility).
4. Demonstrate effective clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice incorporating the principles of evidence-based practice.
5. Provide effective practice management skills. (administration, supervision/delegation, instruction, referral when appropriate, provide consultation)
6. Participate professionally as active learners who are prepared to engage in lifelong learning.
7. Promote principles of health, wellness and prevention.
8. Engage altruistically as service-minded individuals promoting the betterment of our communities locally, regionally, nationally and abroad.
9. Promote excellence in our profession and around the world.

(Adopted 2018).
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.

Consistent with the APTA vision statement (2013) to transform society by optimizing movement to improve the human experience, UMPT strives to create PTs who excel in contemporary practice and are thus well equipped to engage the profession in bringing this vision to fruition. Thus, UMPT graduates are well prepared to evaluate and manage 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. Faculty, students, and graduates are committed to seeking out and applying best practice standards across the domains of practice, education, and research while collaborating with other healthcare providers, consumers, community organizations, and other disciplines to solve the health-related challenges that society faces at home and abroad.

Value laden care that is safe, effective, patient/client-centered, evidence based, timely, efficient, and equitable is central to our mission and results in measurable outcomes that are cost-effective and meaningful to patients/clients. UMPT embodies the role of advocacy for patients/clients/consumers, both as individuals
and as a population, in practice, education, and research, recognizing health inequities and disparities and working to ameliorate them in Montana and beyond.

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 skills while understanding personal limits, integrates the patient/client perspective, embraces advancement, challenges mediocrity.

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. During class, students are not permitted to be on personal/handheld devices e.g., phones, tablets, laptops; for non-classroom work. If students are given permission to use personal/handheld 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 (Human Model Participation Consent Form for DPT Coursework).

   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.

      Students are expected to be regular and punctual in class attendance and in clinical work. Students are required to notify instructors, in advance 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.
iv. **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 timeline, the PARC will determine a course of action that may include remaining on Concern or Probationary status, suspension, or expulsion from the UMPT School.

v. **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.

4. Students are strongly encouraged to seek the counsel of their advisor if they need assistance with navigating any UMPT-related issues or issues of personal wellbeing or professional safety. Dr. Donna Beall ([donna.beall@mso.umt.edu](mailto:donna.beall@mso.umt.edu)) serves as the College of Health’s Director of Student Affairs. Dr. Beall provides resources for students navigating personal, financial, and well-being challenges. The Chair will also work to make resources available for students experiencing personal hardship. If the student remains uncomfortable with discussing their specific challenge with their advisor, a trusted faculty member, Dr. Beall, or the Chair, students are directed to speak with a member of the Administrative staff for confidential guidance on other sources of advice and counseling.
vi. **Dress Code**
   1. **General**
      Faculty and students are expected to dress in a clean and professional manner and be well groomed at all times, especially when giving presentations, listening to guest speakers, or working with patients or the public.
   2. **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. Please consult your individual course syllabi for course-specific requirements e.g., Gross Anatomy.
   3. **Name tags** are required during clinical experiences and lab experiences with outside guests.

vii. **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.

viii. **Clinical Education:** Students should review the [Clinical Education Program Policies and Procedures](#). 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.

ix. **Transportation and clinical travel expense:** Transportation to and from clinical centers, and costs for room and board during clinical experiences are the responsibility of the student. Students should expect that there is a high probability that full-time experiences will be outside the Missoula area.

x. **Health Insurance:** Students must have health insurance per UM requirements.

xi. **Professional Liability Insurance:** Professional liability insurance for students is provided by the University. Please note that professional liability insurance does not cover activities that are not directly part of a registered class.

xii. **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 January/February.
xiii. **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.

xiv. **Leave of Absence:** Students may request a Leave-of-Absence from the program for personal reasons. These requests will be processed by the School pending Professional & Academics Requirements Committee (PARC) approval on an individual basis. See Form F (Leave of Absence Form) for the required form in the UMPT Student Handbook.

xv. The Office for Disability Equity (OED) *(This portion of PARC Policy developed in collaboration with, Mika Watanabe, Ed.D. │ Coordinator │ Office for Disability Equity │ University of Montana │ Ph: 406.243.6535 │ Fax: 406.243.5330 │ www.umt.edu/disability)*

1. **OED** 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 OED when necessary.
   a. Strategies to meet the needs defined by OED 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 OED. Faculty schedule open office space through the School of PT Administrative office.
   b. Student information from OED, 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 OED determines the student is eligible for modifications:
   a. Provide the OED 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 OED 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 OED policy and assist the student with communicating the required modifications with various professors.

b. Communicate to the professor and work with the OED coordinator if the modifications identified by OED are not meeting the students' needs to meet or exceed the requirements for the specific course.

xvi. **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.

xvii. **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)**

   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 (A through C).
   b. **NCR** for work of failing quality (C- or below). 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.
C. Helpful Links and Information

i. Catalog – electronic copy https://catalog.umt.edu/


iii. Academic calendars are located in the University Catalog, program website, and student handbook

iv. https://www.umt.edu/provost/academiccalendar/2021-22_AcademicCalendar.php

v. Accreditation status of the institution is contained in the University catalog: https://catalog.umt.edu/administration/accreditation

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

vii. Technical standards or essential functions are contained in the student handbook page 36.

viii. 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://health.umt.edu/physicaltherapy/dptadmissions/general-applicants/Tuition%20and%20Fees.php

ix. Financial aid information is available through the University website listing and the program website in the prospective student listing http://www.umt.edu/finaid/

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

xi. Job/career opportunities – the procedure for providing this information to DPT students is contained in the student handbook on page 22.

xii. Access to health services – this information is contained in the student handbook on page 22 and on the University website with the Curry Health Center listing. http://www.umt.edu/curry-health-center/

xiii. Information about the clinical education program, including travel expectations, health & professional liability insurance requirements can be found at http://health.umt.edu/physicaltherapy/clinical_education/current-students.php

xiv. Information about the curriculum can be found here.

xv. **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.

xvi. **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.

xvii. **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.

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

xix. **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.

<table>
<thead>
<tr>
<th>Week of August 23 (exact dates TBC*)</th>
<th>New Student Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 30</td>
<td>Autumn Semester Classes Begin</td>
</tr>
<tr>
<td>Monday, September 6</td>
<td>Labor Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Thursday, November 11</td>
<td>Veterans Day Observed – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Wednesday, November 24</td>
<td>Non-instructional travel day for students</td>
</tr>
<tr>
<td>Thursday and Friday, November 25-26</td>
<td>Thanksgiving holiday (UM closed)</td>
</tr>
<tr>
<td>Friday, December 10</td>
<td>Last Day of Regular Classes</td>
</tr>
<tr>
<td>Monday, December 13 - Friday, December 17</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Saturday, December 18 (TBC*)</td>
<td>Fall Commencement</td>
</tr>
</tbody>
</table>

8/30 to 10/15: Block I
9/22: Mid-course Block I
10/18 & 10/19: Final Exams for Block I Schedule
10/21 to 12/10: Block II
12/13-12/17 Block III Schedule, including finals

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 17</td>
<td>Martin Luther King Jr. Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Tuesday, January 18</td>
<td>Spring Semester Classes Begin</td>
</tr>
<tr>
<td>Monday, February 21</td>
<td>Presidents’ Day – No Classes, Offices Closed</td>
</tr>
<tr>
<td>Monday, March 21-Friday, March 25</td>
<td>Spring Break – No Classes</td>
</tr>
<tr>
<td>Friday, May 6</td>
<td>Last Day of Regular Classes</td>
</tr>
<tr>
<td>Monday, May 9 - Friday, May 13</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Saturday, May 14</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>Monday, January 17</td>
<td>Martin Luther King Jr. Day – No Classes, Offices Closed</td>
</tr>
</tbody>
</table>

1/18 to 3/9: Block I
2/16: Mid-course Block I
3/10 & 3/11: Final Exams for Block I Schedule
3/14 to 5/6: Block II
4/11: Mid-course for Block II
5/9-5/13: Final Exams for Block II Schedule
## E. Faculty Advising Assignments

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Class of 2022</th>
<th>Class of 2023</th>
<th>Class of 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Jenn</td>
<td></td>
<td></td>
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<tr>
<td>Kittelson, Andy</td>
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<tr>
<td>Loyd, Brian</td>
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<tr>
<td>Ostertag, Sue</td>
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<tr>
<td>Santasier, Anita</td>
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<td></td>
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<tr>
<td>Zondlo, Caitlin</td>
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</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. **HIPAA 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. Professionalism & Academic Requirements Committee (PARC) Policies & Procedures

PARC Members and Roles

i. 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 or his/her representative.

The PARC Advising Committee (PAC) is made of one faculty member, the Chairperson of PARC, and the Chairperson of the School of UMPT. The PAC is responsible for reviewing student performance concerns and making recommendations for or against a full PARC review.

PARC is designed 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:

1. 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
2. Identify as early as possible students who are at risk for not meeting professionalism and/or academic standards; and to
3. Develop and implement a plan of action to assist the students in successfully meeting the School’s professionalism and academic standards; and to
4. Clearly identify the consequences of not adequately progressing towards or achieving the required standards.

ii. Student Professional and Academic Status Requirements

The three levels of Professionalism and Academic Status are Good Standing, Concern, and Probation. Your student status is posted on Cyberbear under student service/student profile. Placing a student on Concern or Probationary Status provides the student, adviser, and PARC an opportunity to work together to promote student success.

1. **Good Standing Status** - To remain in Good Standing Status students shall:
   a. Conduct themselves in a professional manner consistent with the APTA Code of Ethics, APTA Core Values, the APTA professional/generic behaviors; the UM Student Conduct Code; and the University’s Standards of Academic and General Conduct; and
   b. Achieve at minimum a C (73%) or Credit grade in any required or elective course to be submitted for graduation from the program; and
   c. Achieve a semester GPA of 2.5 or better and a cumulative GPA 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 with consideration for the entire student record:
   a. Semester GPA < 2.5 and cumulative GPA is 2.7 or greater
   b. Semester GPA > 2.5 and Cumulative GPA is 2.5-2.6
   c. A student demonstrates unprofessional behaviors as determined by PARC to necessitate Concern Status

3. **Procedure for change to Concern Status**:
   PARC Chair will notify the student within 5 business days of PARC’s determination regarding the student’s status. See Form H (Notification of Change in Academic Standing) for a letter template. It is recommended that the student notify and meet with their adviser to discuss the change in status and develop a plan for improving performance and understanding of consequences if left unchanged.

   The faculty adviser monitors the student’s progress and provides status reports at PARC meetings. It is recommended that the adviser document the communications, discussions, and recommendation via email, meeting minutes, or the template provided in the appendix to record the meeting. Documentation should be posted to UM Box for PARC review.

   When a student resumes Good Standing as determined by PARC, the PARC Chair will notify the student within 5 business days of the determination.

4. **Probationary Status**- A student will be placed on *Probationary Status* when (prior to graduation) any one or combination of the following have occurred with consideration for the entire student record:
   a. Semester GPA < 2.5 -and- Cumulative GPA is 2.5-2.6
   b. Cumulative GPA < 2.5
   c. Student fails a course, including required and elective didactic courses and clinical education courses
   d. An incident of unprofessional behavior is deemed egregious by PARC
   e. A student demonstrates repeated unprofessional behaviors as agreed on by PARC to necessitate Probationary status
   f. A student is not fulfilling the agreed upon requirements and timelines for a current professional and/or academic remediation plan

5. **Procedure for change to Probation Status**:
   The Chair of the PARC sends a letter of Professionalism and/or Academic Probation to the student within 5 business days of PARC’s determination. See Form H (Notification of Change in Academic Standing form) for a letter template. The adviser will also notify the student that a meeting is required, as it is necessary that the student meet with their adviser to discuss the change in status and develop a remediation plan proposal (see Form E: Remediation Plan Form as a template) that includes:
   1. Specific remedial activities,
   2. A measurable definition of "adequate progress", and
   3. A timeline 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 consistent demonstration of acceptable professional behavior.

The student will submit the proposal to the PARC Chair for review by PARC within 2 weeks of meeting with their faculty adviser. PARC will either reject or accept the proposal at the next scheduled PARC meeting. If rejected, the PARC will provide guidance on what an acceptable plan would be, and the student would review this with their faculty adviser to revise as needed.

The PARC must provide final approval of the proposal prior to the student initiating the remedial activities. Remedial activities may include such activities as auditing a class; retaking a class; tutoring in a subject; experiential assignments; reading and/or writing assignments.

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. The student will be notified by the PARC Chair within 5 business days of the PARC decision.

When the cumulative GPA is less than 2.5 and the student is placed on Probationary Status related to professional behavior, PARC will determine a course of action that may include retaining the student on Probationary Status, suspension, or dismissal from the UMPT School. PARC will take into account the entire student record.

6. Consequences of failed remediation plan for Professionalism/Academic Probation

Each semester at a minimum, PARC will review the status of any student on Probationary Status. At any point in time if the student fails to meet the requirements of the remediation plan and/or to make adequate progress, PARC will determine whether to alter the remediation plan by extending the timeline for completion and/or modifying the requirements, or to dismiss the student from the program, based on the entire academic record of the student.

a. If the student does not meet the goals for an established remediation plan in the required timeline for graduation, PARC will determine a course of action that may include dismissal from the UMPT School. PARC will take into account the entire student record.

b. If it is determined at any time that student is unable to achieve a GPA of 2.5 or greater before graduation, or if the student does not meet the goals for an established remediation plan in the required timeline for graduation, PARC will determine a course of action that may include dismissal from the UMPT School. PARC will take into consideration the entire student record.

iii. Expectations for Maintaining and Addressing Academic Performance

1. Student Responsibilities (Academics):
   a. Students are expected to check their mailboxes (when on
campus) and University emails on a regular basis throughout the academic calendar and during clinical affiliations.

b. 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 or physical return of graded course materials.

c. If a student scores below an 80% on any exam or quiz it is recommended that they contact the course instructor to discuss the material and strategies for improvement in the course.

d. If a student’s average GPA for any class is <73% at the midterm it is highly recommended that they contact the course instructor to discuss the material and strategies for improving performance in the course.

e. Documentation: See Form D, (Course Success Plan) for a template that may be filled out by the student and shared with the instructor to help promote success and to demonstrate a commitment by the student to improving performance.

2. **Faculty Responsibilities (Academics):**
If the course instructor deems that student has a substantive risk for failing the course, then that course instructor will share their concern with the student’s Adviser and PARC Chair via email with de-identification of the student through use of the student’s initials and course number. Further information will be shared in person and/or through UM Box confidentially regarding the student’s academic performance.

**Documentation:** It is recommended that the course instructor documents with clear communication via email, meeting minutes, or through templates in the appendix when they have a substantive meeting with students regarding their academic performance. This documentation will indicate that the Adviser, student, and instructor have reviewed the documentation as appropriate. If a PARC review is warranted, then the faculty member should upload their documentation materials to UM Box prior to the review. At the end of each course the instructor is required to confidentially notify the PARC Chair and student adviser via de-identified email if a student does not meet the minimum requirements for passing their course.

3. **Adviser Responsibilities (Academics):**
If the adviser is notified that there are concerns regarding the academic performance of the student by more than one course instructor at any time, then the adviser will email the student and request a meeting to discuss the student’s academic performance and instructor’s concerns, as well as to provide support/mentoring to promote student success moving forward in the required coursework.

If the advisor deems that the academic concern may lie beyond the capacity of the advisor and instructor to resolve, then the advisor will meet concurrently with the PARC Chair and the Program Chair to discuss and determine if a full PARC review is warranted to solve the problem.

**Documentation:** It is recommended that the adviser ensure clear
communication via email, meeting minutes, or through templates in the appendix whenever they have a meeting with the students regarding a course instructor's concern. This documentation will indicate that the student and adviser have reviewed the documentation. If a PARC review is warranted, then the advisor should upload their documentation materials to UM Box prior to the review.

4. PARC Responsibilities (Academics):
A PARC review of the student’s academic performance will occur:
   a. If recommended by the Adviser, PARC Chair, and/or UMPT Chairperson; and/or
   b. If the student receives a “C” or No Credit final grade in any course; and/or
   c. If the student requires a change in Professionalism and Academic Status per guidelines below at the end of the semester.

At the end of each course the faculty is required to confidentially notify the PARC Chair and student adviser if a student does not meet the minimum requirement of 73%, and PARC will determine the next course of action. PARC Chair will review student final grades and cumulative GPA after final grades are posted to CyberBear at the end of each semester. PARC will notify the student of any change in Professionalism and Academic Status within 5 business days of the determination.

iv. Expectations for Maintaining and Addressing Professional Behavior

1. Student Responsibilities (Professional Behaviors):
Demonstration of professional behavior and upholding the standards of our profession are required by all of our students for graduation. Professional behavior includes but is not limited to conduct consistent with the APTA Code of Ethics, APTA Core Values, the APTA professional/generic behaviors; and the University’s Student Conduct Code. Behavior that is not consistent with these expectations 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, probation, suspension, and/or dismissal from the program.

2. Faculty Responsibilities (Professional Behaviors):
   a. If any faculty member observes or receives information from other faculty, staff, students and/or the general public that is a potential professional behavior violation, the faculty is required to either talk directly with the student about the behavior that was observed/reported or request another faculty member talk with the student.
   b. If the faculty member determines resolution of the situation was met through this discussion, no further action is required.
   c. If the faculty member determines resolution of the situation was not met through this discussion, the faculty member will notify the student’s Adviser and PARC Chair via email with de-identification of the student through use of initials and class, indicating that the student remains of concern. Further information will be shared in
person and/or through UM Box confidentially regarding the behaviors in question.

The faculty member may report the student and behavior concerns directly to the PARC Chair for immediate review by PARC if the behavior is deemed egregious and/or the student has violated the UM Code of Conduct and may require full report to UM Student Affairs for review.

**Documentation:** Maintain emails and other notes indicating that the student and faculty have reviewed the documentation. It is recommended that faculty and students ensure clear communication via email, meeting minutes, or through templates in the appendix. Upload documentation to UM Box upon request if a PARC review is warranted.

3. **Adviser Responsibilities (Professional Behaviors):**
   a. If the adviser is notified that the student has a potential Professional Behavior violation that has not been resolved, the adviser will email the student and request a meeting to discuss the concerns raised by the faculty.
   b. If resolution of these concerns are met with this meeting no further action is required.
   c. If resolution is not met, or the behavior is of high concern, the adviser is to meet with the PARC Chair and UMPT School Chair to determine if a full review of the behavior by PARC is required.

   **Documentation:** Maintain emails and other notes indicating that the student and adviser have reviewed the documentation. It is recommended that the adviser and students ensure clear communication via email, meeting minutes, or through templates in the appendix. Upload documentation to UM Box upon request if a PARC review is warranted.

4. **PARC Responsibilities (Professional Behaviors):**
   A PARC review of the student’s professional behavior will occur:
   a. If recommended by the Adviser, PARC Chair, and/or UMPT Chairperson; and/or
   b. If the student is reported directly by a faculty member due to egregious behavior; and/or
   c. If the student has violated the UM Student Code of Conduct and may require report to UM Student Affairs for review; and/or
   d. If the student requires a change in Professional and Academic Status per guidelines below.

   PARC will notify the student of any change in Professional and Academic Status within 5 business days of the determination.

v. **Grounds for dismissal:**
   1. If a student fails, more than one course during their UMPT graduate education the student will be dismissed from the UMPT School. This includes the didactic courses (required and electives) as well as all clinical experience courses.
   2. If a student is placed on Probationary Status a second time due to Professionalism violations, this will be reviewed as serious and may result in dismissal from the UMPT School.

When an incident of alleged academic misconduct is discovered by or brought to the attention of the course instructor during the course, the instructor must follow the UM procedures per the UM Student Code of Conduct.

Any suspected or confirmed incident of academic misconduct will also be reported to PARC and the UMPT Chair by the primary instructor. Further action by PARC and the UMPT School will be determined by the final resolution of the charge by UM, and may result in disciplinary action including a change in Academic and Professional Status or dismissal from the UMPT School.

vii. **Appeal of Professionalism/Academic Status Decisions**

1. If the student is not satisfied with the decision(s) of the PARC, written appeal should be made to the PARC Chair within 5 business days. The student is encouraged to meet with PARC to discuss their appeal. PARC will vote on modification of the decision and notify the student as soon as possible once the decision is made. Due to the variable schedules and contracts of PARC members the timeline for making the decision may not be consistent.

2. If satisfaction is not achieved with appeal to the PARC, written appeal may be made to the Director of Student Services of the College of Health within 5 business days. Students appealing the Director of Student Services decision may appeal to the University. The University process is outlined on the Office of the Executive Vice President and Provost website under student concerns [http://www.umt.edu/provost/students/concerns/default.php](http://www.umt.edu/provost/students/concerns/default.php)

viii. **Appeal of an assigned grade**

Due Process and Right to Appeal is extended to all students. Students appealing a course grade should follow the University of Montana process. This is outlined on the Office of the Executive Vice President and Provost website under Student Concerns [http://www.umt.edu/provost/students/concerns/default.php](http://www.umt.edu/provost/students/concerns/default.php).
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.

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 16, 2021
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.

Please obtain written (email) permission from the instructor for either audio or video recording of lectures or laboratory classes. 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.

COVID-19 has necessitated the online and remote delivery of courses. Many of these courses are recorded synchronously, or course material is delivered asynchronously and may involve video recordings. It is the policy of UMPT that these recordings are the intellectual property of UMPT instructors and are provided for the sole benefit of UMPT students; do not distribute this material publicly.

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 Chair.
      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 currently 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 Chair. 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 must be notified immediately, 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 or fluid resistant disposable gown at all times.
      2. Students must wear gloves at all times while dissecting.
      3. 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 Manual.
      4. 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.
      5. 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 Dr. Andy Kittelson.

M. Research Laboratory Policies & Procedures
   i. Three research laboratories are under direction of the School of Physical Therapy and Rehabilitation Science:
      1. un-named Laboratory (SB 113) –
      2. Movement Science Laboratory (SB 015) – Rich Willy & Ryan Mizner, Co-Directors
      3. CAMP & Design-Physio Labs (SB 021) – Andy Kittelson & Brian Loyd
   ii. 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.
   iii. Scheduling priority with any laboratory will be given to PT faculty, PT Clinic, and PT student researchers in that order. However, every effort will be made to accommodate other University research projects.
   iv. Scheduling procedures and policies of a given laboratory should be arranged with the appropriate director(s) and shared with other relevant faculty and support personnel.
   v. Notice of all grant proposals that will utilize a specific laboratory space or resources for research should be given to the appropriate lab director(s) so that planning for use can begin.
   vi. Laboratories are to be locked at all times when not in use.
   vii. Problems with equipment are to be reported to the appropriate director.
   viii. Special requests of lab space or lab equipment will be considered. Approval will depend on available space, time, and equipment. These requests will be submitted to the appropriate director(s). Examples include using the lab space for exam accommodations.
ix. 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.

x. Students are not to disrupt the work of other laboratory personnel (technicians, visiting scholars, scientists, etc.).

xi. All users of equipment in each 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

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
- Provide 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**
- Orients and instructs 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. **Student Safety as Teaching Laboratory Subjects & Patient-Simulation**

Many of the DPT courses require hands-on, practical lab and exam 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 in patient-simulation or as a human subject. Additionally, students will be asked to provide professional physical touch to fellow students, such as palpation of physical landmarks and manual exam procedures, and to be touched by instructors and student examiners for the purpose of instruction or assessment. 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 each instructor in each course as the student deems appropriate to discuss opting out of participation. If the student deems that the instructor is not responding appropriately to their concerns, then the student should follow the student complaint procedures. If the student believes the faculty member or fellow students are displaying discriminatory conduct then the student is encouraged to make a report to the UM Office of Equal Opportunity and Title IX at UH 006, 406-243-5710, eoaa@umontana.edu. For more information then visit the EO website: [https://www.umt.edu/eo/](https://www.umt.edu/eo/).

Additionally, certain courses will require considerable physical exertion, as when transferring (physically assisting the movement of a partially or completely immobile) student partners and course volunteers. Similarly, certain exam and treatment techniques can cause mild irritation of known or unknown conditions of the student examiner or patient-simulation.

During class, techniques are practiced and refined by repetition. Inform your partner if her or his technique is too vigorous or if you need to decline from participation in patient simulation to give your body a rest. As per the essential functions document for the DPT program, 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, you are encouraged to contact the Office for Disability Equity with documentation of said condition in order so that reasonable accommodations can be provided. Temporary disabilities impacting your performance and abilities do not require ODE accommodations. Instead, these situations must be communicated and negotiated directly with your instructor. For more information, visit the Office for Disability Equity website at [https://www.umt.edu/disability/](https://www.umt.edu/disability/).
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 date(s): ________________________________.

Signed:____________________  Printed name:__________________  Date:____________________

I (student name) ________________ will record class only on the following date(s): ________________
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: ___________________________ 790#: ________________

Course Instructor: ____________________ Advisor (as needed): ____________________

Course title or number if applicable: ___________________________________________

**Identified Barriers to student success:** Feel free to use outline or text format as appropriate (academic and/or behavior):

Plan to address each barrier:

Student Signature: ___________________________  Date signed: __________

Instructor Signature: ___________________________  Date signed: __________

Advisor Signature (as appropriate): ___________________________  Date signed: __________

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**Addend for Revisions (as needed)**

Date: ________________

**Why is a revision required?**

**Revision of Plan:**

Student Signature: ___________________________  Date signed: __________

Instructor Signature: ___________________________  Date signed: __________

Advisor Signature (as appropriate): ___________________________  Date signed: __________
E. Remediation Plan Form

Remediation Plan
UM School of Physical Therapy and Rehabilitation Science

Date: ________________

Student: ___________________________ 790#: ___________________________

Advisor: ___________________________

Course title or number if applicable: ___________________________

Instructor: ___________________________

Academic Status: Concern ________ Probation ________

Date initially placed on Academic Status: ___________________________

Feel free to use text or outline formatting as appropriate

- **Goal** (academic and/or behavioral; include grades, GPA, specific behavior, etc.)
- **Action Plan/Requirements** to meet goal
- **Due date/Timeline** for completion
- **Consequences** for not reaching goal within time frame (may include items such as failure of the course, suspension or expulsion from School, etc.)

Student Signature: ___________________________ Date signed: ____________

Chair, PARC Committee: ___________________________ Date signed: ____________

Cc: sent to Advisor ______________ and Program Chair ______________
F. Leave of Absence Petition Form

Leave of Absence Petition to the Faculty
UM School of Physical Therapy and Rehabilitation Science

Date: __________________

Name: ____________________________  790#: __________________

Address: ____________________________

Telephone: _______________________

E-mail address: ______________________

I, ____________________________ petition to take a leave of absence from (state the dates and the scope of your request here).

State your reasons for the leave of absence: (attach additional documentation as needed)

APPROVED _____________  DENIED _____________  DATE _____________

________________________________________________________________________

Chair, PARC Committee  Program Chair

Comments or special conditions of approval as needed:

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: ___________________________  790#: ________________  
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: ______________________  790#: ______________________
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:
   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.
   c. Student fails a class.
   d. An incident of unprofessional behavior is deemed egregious by PARC.
   e. A student demonstrates unprofessional behaviors.
   f. A student is not fulfilling the agreed upon requirements and timelines 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 timeline 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.

Chair PARC UMPT School

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

__________________________  ____________________
Student Name                  Date
I. Graduate Student Resources: Professional Development, Community Engagement, Mental Health Support, and Wellbeing

*The list of mental health resources was compiled by the University of Montana, Graduate College and includes Community Engagement, and Diversity, Equality and Inclusivity resources. The Graduate School and Curry Health Center added Professional Development resources, and revised and updated the document.

i. Professional Development
In addition to your Department’s support in your professional development, UM has an on-campus Office of Experiential Learning and Career Success, where you can get help with CV and resumes, internships, and other career advice.

In addition, the Graduate School provides access to several online career development portals, described on the Graduate School’s Professional Development page. Students should open emails from Aurora / Beyond the Professoriate and pd.education: they are not “spam,” but partner providers of a free service in professional development for students, who access it through their UM student status (Aurora is an SSO/NetID; pd.education provides an email registration system). They send announcements about live webinars and events, including several coming up in early Fall 2021. We will be updating our website with this information, as well as sending out on-campus emails monthly to students to draw their attention to those events.

ii. Community Engagement
1. Diversity and Inclusion
   a. Disability Service for students: to develop accommodations as a result of mental health issues
   b. Global Engagement Office: Resources for international Students (orientation, newsletter, activities, etc.)
   c. UM Allies: Promoting LGBTQ equality
   d. DiverseU: UM Annual Symposium to foster diversity and inclusivity
   e. UM Student Groups, including Black Student Union; LatinX Student Union; Chinese Student Association, etc.

2. Discussion and Support Groups:
   a. UM Graduate and Professional Student Association (GPSA)
   b. Women in Science Group (students, post docs and faculty).
      Organized by graduate students and post-docs in the Division of biological Sciences. Contact: Emily.kopania@umontana.edu (2021-2022) or the DBS graduate student coordinator.
   c. Curry Health Center UM Graduate Student Support Group
      Get together with other Grad students to discuss familiar challenges of Grad school, learn ways to cope and support each other. Time & Date TBA, ZOOM format, No Charge. Call Curry Health Center Counseling Services if Interested: 243 4712.
   d. UM SACNAS Interest Group (students, post docs and faculty)
      Society for Advancement of Chicanos/Hispanics and Native Americans in Science. SACNAS is an inclusive organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM. Anyone can join. Contact: Erim Gómez
iii. Wellbeing and Mental Health Resources

Services listed below with an * or in this color are available free/low cost/ sliding scale if you qualify.

1. On Campus
   a. Curry Health Center Counseling Services: 406 243-4712
      1. First individual therapy/counseling session no charge – thereafter $25/session
      2. Covered by Student Health Insurance Plan
      3. If you want to submit the $25 fee to your private insurance (other than the student plan), must submit own claims
      4. Typically ~2 week wait or less

   ii. Free Group therapy sessions
      1. Understanding Self and Others
      2. Mental wellness for graduate students
      3. Overcoming Anxiety
      4. Support group for BIPOC students (Black, Indigenous, and People of Color)

iii. Curry 360° — medical appointment that incorporates both, a medical provider and a behavior health specialist and/or health coach.

iv. Tele-mental health: during the COVID-19 pandemic, counseling services will be conducted via Zoom. CHC uses an encrypted and HIPAA compliant version of Zoom. Students who are unable to secure a private location for their counseling, or have technical challenges, are welcome to use one of our offices. Initial visits can be scheduled via the CHC health portal or calling 406-243-4712.

   b. Curry Counseling Urgent Care:
      i. Same day meeting with counselor if in immediate need – Free first visit, $25/session after that - same insurance info applies
      Phone: (406) 243-4712

   c. Curry Medical Urgent Care:
      i. Open for telemedicine and in-person urgent care appointments. Call before coming in.
      Phone: (406) 243-2122

   d. Student Advocacy Resource Center (SARC):
      i. Counseling is available to survivors of sexual assault, relationship violence and discrimination.
      1. Free service, typically 6-8 sessions.
      ii. Medical advocacy at First Step: a free, medical clinic that provides health care and gathers forensic evidence for survivors of sexual assault.

   e. UM Clinical Psychology Department:
      i. Accepting new patients, conditional on current COVID
Restrictions

ii. Individual therapy/counseling sessions with PhD students.
   1. Availability dependent on schedule and case-fit
   2. No Insurance accepted, but reduced, sliding scale fee (lowest starting at $7/sessions)

f. Curry Wellness: programs available for free to all students.
   i. Health Coaching:
      1. Free program for students focused on handling stress, maintaining healthy habits etc.
      2. 6 weeks, 1 on 1 sessions that can be extended
      3. Peer and Wellness-staff led (certification process)
   ii. Wellness Services page includes a range of services, including the mental health training Kognito, a 45-minute web-based simulation module to train individuals to recognize signs of mental health concern, distress, and suicide.
   iii. You@UM, an online tool-kit for managing stress
   iv. Well-Being in the Classroom
   v. Digital Resources

2. Off-Campus
There are many services off-campus offered through hospitals and private practitioners. The fee and availability of many of these services may be dependent on your insurance provider and plan. Additionally most of these service providers have a low income/sliding fee scale program. If it isn’t clear from their website call and ask, or ask when making an appointment. Most places are also not allowed to deny services based on an inability to pay.

a. Psychology Today:
   i. Nation-wide search engine for licensed/certified mental health providers, including: counselors, social workers therapists, psychologists and psychiatrists
   ii. Searchable by location, distance, specialty, accepted insurance, gender and more

b. CounselNet:
   i. Database of counselors in the Missoula community
   ii. Lists distance from campus and if they accept insurance
   iii. Searchable by location, access, accepted insurance and specialty

c. THE WELLNESS INSTITUTE OF MONTANA:
   i. A partnership for mind and body wellness, combines four thriving businesses into one full-service organization to better serve the community.
   ii. Mental health recovery, clinical and psychiatric, lifestyle and functional medicine, and supported living programs.

d. NATIONAL ALLIANCE ON MENTAL ILLNESS (NAMI) MONTANA:
   i. The Montana chapter of the National Alliance on Mental Illness (NAMI).
   ii. Supports, educates, and advocates for Montanans with
severe mental illnesses and their families.

e. **MISSOULA ADULT MENTAL HEALTH SERVICES:**
   i. A multi-setting mental health facility serving adults with serious mental illness and veterans.
      Phone: (406) 532-9700
      Email: missoulaadults@wmmhc.org

f. **PARTNERSHIP**:  
   i. Short-term behavioral care for established patients 
      1. Sliding-scale fee clinic 
      2. Non-crisis facility

g. **PROVIDENCE HEALTH and SERVICES**:  
   i. Psychiatric Inpatient and Outpatient services, including:  
      1. Psychological testing, psychopharmacologic treatment, psychotherapy 
   ii. Urgent Mental Health Clinic: (406) 327-3034.

h. **TAMARACK GRIEF RESOURCE CENTER**
   i. Strengthens and honors individuals, families and communities throughout their journey with grief.  
      Phone: (406) 541-8472  
      Email: info@tamarackgriefresourcecenter.org

i. **DAKOTA PLACE**
   i. Residential inpatient treatment for young adults, adults, and seniors with serious mental illness.  
   ii. Crisis care and addiction rehabilitation.  
      Phone: (406) 532-8949

j. **FULL CIRCLE MENTAL HEALTH**
   i. Licensed mental health center and a qualified developmental disabilities services provider serving Missoula and Ravalli Counties.  
   ii. Family-based mental health services, school-based mental health services, autism and developmental services, and evaluation and diagnostic services.

k. **ALL NATIONS HEALTH CENTER**
   i. Provide medical health care with a specialty in family health, community health, culturally-relevant individual, group, or family specific behavior health, and they can also help you navigate health insurance.  
   ii. Mental Health – offer outpatient counseling services that can be tailored to the individual requirements  
   iii. While All Nations specifically serves the Native American community in Missoula, they happily take all patients.  
   iv. Native Americans can be seen for free but they have a sliding fee scale for qualifying individuals. They also accept Medicaid, Medicare, and third-party reimbursement

l. **WESTERN MONTANA MENTAL HEALTH CENTER**
   i. Treats adults and children with mental health conditions or addiction  
   ii. Has a low income/sliding fee scale program*
m. **HOPE**: support group for suicide survivors and those affected by suicide.
   Phone: (406) 543-2890
   Email: pat@anewsong.org

n. **YWCA**:
   - shelter, crisis counseling and support for survivors of domestic and sexual violence, including the 24-hour crisis hotline
   - safe shelter for women, men and children fleeing abusive situations
   - walk-in peer counseling
   - weekly support groups
   - in-house short-term therapy
   - referrals to community resources
   - legal, personal and medical advocacy

iv. **Diversity, Equality and Inclusivity (DEI) Training**
   1. **Diversity and Recruitment tools and videos**
   2. **Implicit Bias Videos and Resources**: Office of the Provost
   3. Videos on Teaching and advising (From Faculty Development Office workshops):
      a. [Creating a Campus Culture to Mentor Native Student Effectively](10/30/15).
      b. [Effective Backseat Driving: Mentoring Graduate Students](2/8/13). A Pedagogy Project Conversation.
      c. [A Faculty Member’s Role and Responsibilities in Addressing the Problem of Sexual Violence at UM](9/14/12).
      d. [Inclusive Syllabi Roundtable](1/20/11).
      e. [Meeting the Needs of Displaced Workers](2/11/11).
   4. Training Topics Available at SARC upon Request
      a. Bystander Intervention: How to Intervene to Stop Sexual Assault
      b. Resiliency and Engagement: Self-care
      c. First Responder: How to Respond to Survivors of Sexual Assault, Interpersonal Violence or Discrimination
      d. Addressing Microaggressions
      e. Inclusive Communities