



Doctor of Physical Therapy Program

School of Physical Therapy & Rehabilitation Science

College of Health

2023-2024

STUDENT HANDBOOK

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Welcome to the Physical Therapy Program at the School of Physical Therapy & Rehabilitation Science within the College of Health at the University of Montana. Congratulations on completing the course of study necessary to enter what should prove to be a challenging, yet professionally and personally enriching, three-year experience that culminates in a 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 are 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 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, and 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 faculty advisor. We ask that you sign the acknowledgement form and return it to Caitlin Malinak *no later than* **September 8th, 2023**.

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

On behalf of the faculty & staff,

Kevin Brueilly, PT, PhD, MPT
Professor & Chair
School of Physical Therapy &
Rehabilitation Science
University of Montana

Reed Humphrey, PhD
Dean, College of Health
University of Montana

Program Accreditation

The physical therapy program at the University of Montana – Missoula is 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

Personnel

Office

Dean's Suite Skaggs Building SB 340

Reed Humphrey, Dean, College of Health	SB 342
Jennifer Geist-Quigley, Director of Finance and Operations	SB 343
Donna Beall, Director of Student Affairs	SB 341C
Erika Claxton, Administrative Associate for Student Affairs	SB 341B

Physical Therapy Faculty

Professor

Kevin Brueilly, PT, PhD, MPT, Chair (Texas Tech University)	SB 134
Ryan Mizner, PT, PhD, (University of Delaware)	SB 103

Associate Professor

Richard Willy, MPT, PhD, (University of Delaware)	SB 108
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Clinical Associate Professors

Jennifer Bell, MSPT, ScD, Director of Clinical Education, (Texas Tech University Health Sciences Center)	SB 215B
Sue Ostertag, PT, DPT, NCS, Associate Director of Clinical Education, (Arizona School of Health Sciences)	SB 215A

Assistant Professors

Andrew Kittelson, PT, DPT, PhD, (University of Colorado Anschutz Medical Campus)	SB 110
Brian Loyd, PT, DPT, PhD, (University of Colorado Anschutz Medical Campus)	SB 106
Julia Mazzarella, PT, DPT, PhD (The Ohio State University)	SB 104
Caitlin Miller Zondlo, PT, DPT, (University of Utah)	SB 105

UMPT Clinic, Skaggs Building 129

Steve Ferdig, PT, DPT, OCS, Director of UMPT Clinic, (Chapman University)	SB 109
Troy Adam, PT, DPT, NCS, APTA Certified Clinical Instructor, (University of Montana)	SB 111
Jaclyn Carson, PT, DPT, (University of Montana)	SB 111
Audrey Elias, PT, DPT, PhD, OCS, (University of Montana)	SB 111
Jake Mischke, PT, DPT, MBA (Creighton University)	SB 111
Celine Valentin, PT, DPT (Regis University)	SB 111

Administrative Associates, Skaggs Building 135

Rachel Davies, Program Manager	SB 129
Mary Ellen Farrar, Program Manager	SB 136
Caitlin Malinak, Program Coordinator	SB 135
Dara Tome, Accounting Associate	SB 138
Alyssa Waters, Administrative Associate	SB 136

I. UMPT Program

A. UMPT Vision

Driving excellence in physical therapy education, research, and movement centered clinical practice.

UMPT Mission

The School of Physical Therapy prepares graduates to be entry-level physical therapists who embrace life-long learning, professional and ethical behaviors, and cultural humility resulting in patient care that is outcome and evidence based, compassionate, and attends to the knowledge, skill, and emotional needs of the public we serve. We are committed to advancing the science of physical therapy that positions physical therapists as vital members of healthcare teams that serve people from all backgrounds across the lifespan.

Expected Student Outcomes

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

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

1. Demonstrate knowledge in the foundational and clinical sciences to include anatomy, physiology, kinesiology, neuroscience, clinical medicine, pharmacology, therapeutic interventions, psychology, management, and administration.
2. Effectively, efficiently, and independently examine, evaluate, determine diagnosis and prognosis, create a plan of care, and assess outcomes for patients/clients with movement system dysfunction.
3. Demonstrate effective clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice incorporating the principles of evidence-based practice.
4. Select and direct safe and effective physical therapy interventions for patients/clients with movement system dysfunction and effectively manage changes in their physical function and health status.
5. Practice physical therapy in a safe, ethical, and legal manner.
6. Apply concepts and principles of management to effectively supervise support personnel to whom tasks have been delegated.
7. Use appropriate educational principles to design methods to teach patients/clients, caregivers, colleagues, other consumers, and health care professionals.
8. Expressively and receptively communicate effectively with all individuals when engaged in physical therapy practice, research, and education. The interactions can include patients, clients, families, care givers, practitioners, consumers, researchers, payers, and policy makers.
9. Collaborate with other health care practitioners to achieve the optimum delivery of health care and determine the need for further examination or consultation by

another physical therapist or for referral to another health care professional.

10. Provide primary care within the scope of physical therapy practice, promoting principles of health, wellness, and prevention, making referrals when appropriate and effectively utilizing differential diagnosis skills for patients across the lifespan.
11. Effectively document patient information and physical therapy services to colleagues and payers in an organized, logical, and concise manner consistent with legal and ethical norms.
12. Demonstrate an awareness of the influence of social, economic, legislative, and demographic factors on the delivery of health care.
13. Demonstrate an awareness of life-long learning and as feasible, engage in collaborative research and the dissemination of new knowledge.

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.

Curricular Principles

The curriculum reflects the following principles:

- i. Students of physical therapy are adult learners who are best instructed with a variety of teaching methods.
- ii. The foundational science courses provide the base which supports and guides the development of the physical therapy clinical courses.
- iii. The practice of physical therapy is grounded in scientific evidence, patient values, and ethical principles.
- iv. Effective clinical decision-making skills are developed from the practice of scientific inquiry, problem solving, critical thinking, and reflective practice.

Program Values

The School of Physical Therapy and Rehabilitation Science at the University of Montana has adopted the [Core Values](#) as described and updated by the American Physical Therapy Association in 2021. The following descriptions of these values and indicators of each are included in the faculty and student handbooks, incorporated into the curriculum and assessed as part of the School's program of outcome assessment:

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

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

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

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

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

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

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

B. Process for Filing a Complaint with CAPTE

The process for filing a [Formal Complaint About Programs](#) can be found on CAPTE's website.

i. **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.

ii. **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.

iii. 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. View the [UM Policy](#) for more information.

C. Professional Behaviors

The Physical Therapy Program at UW-Madison conducted a study and identified generic abilities now called professional behaviors that are considered necessary for success in physical therapy profession. The 10 professional behaviors are

1. **Critical Thinking** – The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. **Communication** – The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. **Problem-Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to learning** – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Examples of how ability is demonstrated are included in Form A of this document; please view these at your convenience.

D. Technical Standards & Essential Functions

Physical therapy is a profession that requires physical, mental, and emotional fitness. The program that you are entering is a generalist program. In the DPT curriculum, students will obtain the foundation of knowledge, skills, attitudes, and behaviors that are necessary for a successful career as a physical therapist. Technical standards reflect the abilities that a physical therapist must possess for safe and effective clinical practice, to effectively interpret information, and contribute to person-centered decisions across a broad spectrum of clinical situations in all settings.

The following technical standards, in conjunction with the academic standards with or without reasonable accommodation, are requirements for admission, promotion, and graduation. The term "candidate" refers to candidates for admission to the DPT program as well as current DPT students who are candidates for retention, promotion, and graduation from the University of Montana Physical Therapy program.

These technical standards are designed to ensure that graduates of the program are qualified as entry-level generalists in order to enter the field of physical therapy.

General Abilities:

Candidates are expected to possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must be able to observe, listen, and distinguish scents, as well as have unimpaired equilibrium in order to perform essential tasks such as evaluation and treatment of patients. Their exteroceptive (touch, olfaction, movement, stereognosis, and vibratory) skills must be sufficient to perform activities required for a complete physical therapy education. Candidates must have motor function capabilities, physical endurance, and the emotional health to meet the demands of a generalist entry-level physical therapy education and the demands of total patient care. Candidates must be capable of punctual,

consistent, and reliable attendance both in the didactic and clinical education component of the curriculum.

Observation:

The ability to observe is required for lectures, laboratory dissection of cadavers, and laboratory demonstrations. Observation requires the ability to observe, listen, and distinguish scents, as well as have unimpaired equilibrium, either through one's senses or alternative means, and the use of situational awareness as it relates to what is occurring. Candidates must be able to observe patients accurately and completely, both at a distance and up close, attending to both verbal and nonverbal communications. The candidate must be able to observe a patient accurately, observe digital and waveform digital and printed readings and other graphic images to assess and determine a patient's condition. Examples in which these observational skills are required include palpation of peripheral pulses, palpation of bony prominences and ligamentous structures, olfactory observation of patient for assessment of incontinence as well as infection of wounds, visual and tactile evaluation for areas of inflammation and visual and tactile assessment of the presence and degree of edema or other changes in the skin and underlying tissues.

Communication:

Candidates must be able to communicate with patients in order to elicit information, perceive nonverbal communications, describe changes in mood, communicate effectively and sensitively with patients and their families, as well as instruct patients and their families. Communication in oral, written, and electronic form with the health care team must be effective, efficient, and timely in order to communicate information that is critical for safe, appropriate, and time-sensitive care for patients.

Motor/Psycho-motor Function:

Candidates are required to have sufficient motor function to ascertain information from patients by auscultation, percussion, palpation, and movement facilitation. Intervention methods may include exercising, lifting, transferring of patients, and assisting during ambulation. These methods must be completed in a manner that assures the safety of the patient as well as the safety of the candidate. Candidates must have motor function sufficient to perform the movements required to provide both non-emergent and emergent treatment. Such skills require coordination of gross and fine muscular movements, equilibrium, sensation, and muscle strength.

Intellectual-conceptual, Integrative, and Quantitative Abilities:

Problem solving is a critical skill demanded of physical therapists, and requires conceptual, integrative, and quantitative thinking abilities. Candidates must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, laboratory results and physical examination to provide an explanation for intervention by recalling and retaining information in an efficient and timely manner. Candidates need the ability to incorporate new information from peers, teachers, and research in formulating intervention plans. Candidates must be able to comprehend three-dimensional relationships and the spatial and functional relationships of structures, and to analyze and apply this information for problem solving and decision-making. They must be able to organize, prioritize, analyze, and evaluate detailed and complex information individually, in small groups, and in clinical settings, and do so within a limited timeframe. This must be completed in a timely fashion in order to ensure patients, their caregivers, and the healthcare team have the necessary information to address health issues that can, at times, be urgent or emergent.

Behavioral/Interpersonal Skills/Professionalism:

Candidates must have the emotional health to maximize their intellectual ability, exercise good judgment, and complete all responsibilities required for the evaluation and treatment of patients. They must be able to self-assess, accept criticism, and assume responsibility for

maintaining professional behavior. Candidates must be able to develop mature, sensitive, and effective relationships with patients, families, caregivers, and colleagues in order to engage in effective interprofessional collaborative practice and provide training and support for families/caregivers. Candidates must be able to tolerate physical and emotional stress and continue to function effectively. Candidates must possess qualities of adaptability and flexibility and be able to function in an atmosphere of uncertainty. They must be motivated to serve and demonstrate a high level of compassion for others. Candidates are required to demonstrate integrity and act in a manner that demonstrates consciousness of the profession's core values. Candidates must possess sufficient interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and belief systems.

All candidates for the Doctor of Physical Therapy program will have access to supportive services throughout the duration of the program. These supportive services include but are not limited to mental and physical healthcare services at the [Curry Health Center](#), disability-related services, support, and information at the [Office of Disability Equity](#), and student support through the [Student Advocacy Resource Center](#). Faculty and staff are able to provide direction to available resources on campus. However, it is the responsibility of the candidate to seek support from those resources if they are needed to meet the Technical Standards for the program.

All candidates for the Doctor of Physical Therapy program will be required to sign a Technical Standards and Essential Functions agreement verifying that they understand and agree that they are able to meet the technical standards listed above. Identifying the possession of such skills as outlined above does not guarantee successful completion of the physical therapy educational program.

II. University of Montana 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 a student wishes this information withheld. The form can be found on the [Registrar's](#) website.

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](#)**

Equal opportunity laws and orders applicable to the University of Montana include, but are not limited to, Title VI and VII of the Civil Rights Act of 1964, Title X of the Education Amendments of 1972, Rehabilitation Act of 1973, Vietnam Era Veterans Readjustment Act of 1974, Executive Order 11246, Montana Fair Practices Act of 1974 and the Montana Nondiscrimination by State and Government Act of 1975.

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.

iv. **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.

B. Campus 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.

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.

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

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.

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.

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

[Building Hours](#) (subject to change)

- Monday -Friday 7:00 am to 9:00 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.

Generally, classrooms and conference rooms are available if classes/meetings are not in session.

You will be issued a key to the PT teaching lab (SB 018). 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.

C. 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 through 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. **Laboratory equipment:** Please report broken or missing laboratory equipment to the instructor immediately.
3. **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.
4. **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.
5. **Emergency Procedures:** Per UM Policy (i.e., bomb threat, violence on campus etc.)
6. **Hazardous Material Management:**
 - a. Call Environmental Health and Risk Management at 243-4503 for free pick up of your biohazardous waste.
 - b. A sharps containers and hazardous material management kit are kept above the sink in the UMPT Clinic.
 - c. Red bagged hazardous materials are to be disposed of in the appropriate receptacle in the utility room of the UMPT Clinic.
 - d. Sharps containers are to be replaced by UM facilities when required.
 - e. View UM Policy on [Hazardous Materials](#) for more information.
7. **Blood Borne Pathogen Policy**
 - a. 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.

8. 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 seek 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 or accommodation requests.
- 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](#).

D. 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 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 (or umontana) student addresses.

You are expected to access your UMConnect accounts daily during the academic year and clinical experiences to review emails from the faculty/staff and to keep space for new messages available in your UMConnect mailbox.

You can 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 in your clinical experiences as critical UMPT program information is often shared with students during this time.

E. NetID

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:

- [Moodle](#)

- [UMConnect](#) (student email)
- [CyberBear](#)
- [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. If you have a question about your password, contact [UM IT Help Desk](#).

F. Moodle

[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, assignments, learning activities, 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.

G. Mansfield Library

Please view the [Maureen and Mike Mansfield Library](#) website for their operation hours.

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.

Access to the PT home page for "[PT Research Resources Information Guide](#)"

H. 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. Heather Cabrera (ext.2798; heather.cabrera@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. 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.

I. 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](#)

J. 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.

K. 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.

L. 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 [Experiential Learning & Career Success](#) (ELCS) office, Aber Hall, 2nd Floor.

III. UMPT Information

A. 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.

Students are automatically opted in at the beginning of the program. Student will be responsible for opting in/out via signed consent form. See Form B (Human Model Participation Consent Form for DPT Coursework). A student that has opted out acknowledges that if they volunteer, they consent to be a model in that situation. Students will need to submit a new form each time they desire to change their consent options. It will also be the student's responsibility to give the form to the instructor at the beginning of class if they are opting out. Otherwise, all students are "opted in" at the beginning of class.

iii. **Attendance**

As students in a graduate professional education program, attendance, and punctuality in all UMPT scheduled classes (didactic and laboratory), clinical education experiences, and other commitments (research, PTSA, etc.) is mandatory. In the DPT curriculum, students will obtain the foundation of knowledge, skills, attitudes, and behaviors that are necessary for a successful career as a physical therapist. Please refer to individual course syllabi for specific attendance requirements for each course.

A student's primary obligation is to the PT Program and its affiliated activities. Any outside activity such as employment, volunteer, or family activities should be scheduled with this obligation in mind. Students should not finalize work schedules or other personal commitments until course syllabi and schedules have been finalized. Students are responsible for all class material and content missed.

Absences/Tardiness

Absences and tardiness impact a student's academic performance and success in the program as they not only miss the instruction designed to help gain the knowledge and skills necessary to practice physical therapy, but also the ability to practice and learn from the participation and input of their fellow students. Attendance also provides an indication to the program that the

student is ready to be promoted in the curriculum sequence, including clinical education experiences. Absences and tardiness may also negatively impact the learning environment of the classroom and laboratory, thus adversely influencing the instruction environment for others.

These standards exist for the following reasons for laboratory sessions and other learning experiences:

- a. Place students in cooperative learning situations that promote group interaction, teamwork, and assessment of both group and self.
- b. Allow experiential learning in the context of direct mentorship by faculty and the opportunity to learn from and teach peers.
- c. Promote effective communication (verbal and listening) and build skills needed for team dynamics, confidence, and professional behavior; and,
- d. Allow for faculty assessment of professional behaviors as well as affective and/or psychomotor competencies, which are prerequisites for clinical placements.

Students who are absent during an in-class or on-line assessment, quiz, examination, or other graded learning activity without prior permission from the instructor may not be allowed to make up the missed activity or assessment. This decision will be made at the instructor's discretion.

Repeated absences and tardiness for class, clinical experiences, meetings, and other agreed to responsibilities (i.e., PTSA activities, IPS, Research opportunities) may be identified as unprofessional behavior and the student will be referred to their faculty advisor and PARC per PARC policies and may result in:

- required remedial work or failing grade as determined by the instructor and/or retake of the class as determined by PARC and/or dismissal from the program as determined by PARC
- point deductions or a grade of Incomplete at the discretion of the instructor, or referral to PARC

If the period of any absence is substantial as determined by the primary course instructor and/or PARC with consideration for course content, course requirements and credit hours, it could lead to consequences including but not limited to repeating or failing the course.

Students are required to email the primary instructor a minimum of 2 weeks prior to planned absence and submit a completed absence request form via the course Moodle assignment for each course missed.

For unplanned absences students are required to email the course instructor as soon as possible and are also required to submit a completed absence request form via the course Moodle assignment for each course missed.

It is at the discretion of the primary course instructor to determine if the absence is excused or unexcused.

iv. **Leave of Absence Policy**

Learning experiences in the UMPT curriculum have been arranged sequentially to ensure that new information and skills are integrated with previously introduced material, allowing on-time graduation as planned. Any

extended absence from planned instructional activities may prevent a student from successfully completing required coursework, resulting in the need to develop an alternative plan of study or dismissal from the program. It is recognized, however, that a change in health status or a compelling personal circumstance may affect a student's ability to successfully maintain full-time status and meet the UMPT Attendance Policy for coursework, including clinical education. Circumstances may include, but are not limited to, a prolonged inability to maintain the UMPT Technical Standards and Essential Functions, attend required didactic coursework, or complete required Clinical Education coursework. Students requesting reasonable accommodations for didactic and/or clinical education coursework are encouraged to reach out to the Office of Disability Equity at ODE@umontana.edu.

Student Responsibility:

A student who experiences out-of-the-ordinary circumstances that may hinder their ability to fulfill the standard curriculum requirements may request a leave of absence (LOA). A LOA is reserved for unusual circumstances and may be an appropriate plan for various personal or medical reasons if a student is not able to attend class during the assigned semester block for > one week or 10% of the total course credit hours, whichever is less. To make application for a LOA the student must submit the Leave of Absence Form (See UMPT Student Handbook) to the PARC Chair. The reason(s) for the leave should be clearly written by the student, and supporting documentation may be included if the student desires. If approved, a LOA is likely to delay a student's academic progression by 12 months due to the curriculum's lockstep sequence of coursework.

PARC Responsibility:

UMPT Core Faculty, through PARC, will make determination regarding the application for LOA. The student will be alerted to the decision within 7 working days of receipt of the completed application. The PARC reserves the right to require a LOA due to personal or medical reasons if a student is not able to attend class during the assigned semester block for 20% of the total course credit hours. PARC may also require a LOA as a result of planned or unplanned absences that result in the student being unable to maintain required attendance for labs, guest lectures, in class group work and/or other assessments that have the potential to significantly impact the student's ability to learn the material as determined by the course instructor.

Alternative Plan of Study and Remediation:

If approved for a LOA, PARC may develop an alternative plan of study to accommodate a LOA, and/or the student and their advisor may develop an alternative plan of study for PARC to consider. The student is expected to complete the approved alternative plan of study on time. If the student is unable to successfully complete the requirements for the alternative plan of study on time, PARC will review the student's situation and progress and will make recommendations that may include dismissal from the UMPT Program as learning experiences, including didactic and clinical education courses, are required to be completed in sequence as stated above. A student may be required to pass a remedial instructional experience prior to returning to full-time student status (pending classes have been taken/passed prior to the LOA request), at the discretion of PARC.

Requirements for return to UMPT full time:

All students will be required to re-attest that they meet the UMPT Technical Standards and Essential Functions prior to returning to UMPT as a full-time student post LOA. Any student granted a LOA will be required to complete a new criminal background check subject to the same review as at the time of initial enrollment prior to rejoining the Program. Additionally, the student must provide proof of health insurance and other documents required from all accepted students. When seeking to return after completing an approved LOA, the student may also be required by PARC to submit documentation from the student's treating physician, licensed mental health provider, or other licensed healthcare provider indicating that the student meets all UMPT Technical Standards and Essential Functions. The student and the provider should have a shared understanding that the Release Form (see UMPT Handbook) will be shared with UMPT, not the PHI (Example: medical dx is not required).

An approved LOA may not exceed one year. Anyone requiring longer than one year will be required to reapply to the Program, and their application will be treated in the same manner as all other applicants at that time. There will be no consideration of any second or subsequent LOA. If a student fails to return to UMPT within the designated time frame on the approved LOA with the ability to maintain the UMPT Technical Standards and Essential Functions, PARC will review the student's situation and progress and will determine the next course of action, which may include dismissal from the UMPT Program.

v. **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](#).
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 they have 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.

vi. **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. 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, 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.

vii. **Dress Code**

1. **General:** Faculty and students are expected to dress in a clean and professional manner and be well groomed when giving presentations, listening to guest speakers, or working with patients or the public. Dress code for traditional class time, such as lecture, does not require professional attire.
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.

viii. **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.

ix. **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.

- x. **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.
- xi. **Health Insurance:** Students must have health insurance per UM requirements.
- xii. **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.
- xiii. **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. Third-year students are encouraged to attend the Combined Sections Meeting in January/February.
- xiv. **School Office:** The school office is a restricted space. Students are not allowed behind the counter without permission of faculty or the administrative staff. When the office is closed, students should wait until the administrative staff or work assistant returns before entry.
- xv. **[The Office for Disability Equity](#) (ODE) (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)**
 - 1. **ODE** 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 ODE when necessary.
 - a. Strategies to meet the needs defined by ODE of the student while maintaining academic standards are to be determined by the individual faculty member.
 - i. Example: Allowing additional time and/or a quiet environment for written exams. Options exist for

decreasing distractions during exams within the School of PT (i.e., unused office space) or at ODE. Faculty schedule open office space through the School of PT Administrative office.

- b. Student information from ODE, 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 ODE determines the student is eligible for modifications:

- a. Provide the ODE 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 ODE 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 ODE policy and assist the student with communicating the required modifications with various professors.
- b. Communicate to the professor and work with the ODE coordinator if the modifications identified by ODE 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.

Percentage	Letter Grade	Grade Point
90-100	A	4.0
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3

73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

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)**
An instructor may opt to grant an incomplete if a student meets certain criteria. The University’s entire incomplete grade policy is published in the [Academic Policies and Procedures](#) section of the catalog.
 - The instructor sets the conditions for the completion of the course work and communicates them to the departmental office.
 - Once the student has met the conditions for making up the incomplete, the instructor must assign a final grade based upon an evaluation of the total work done by the student in the course .
 - If the incomplete is not made up within one calendar year, the alternate grade will be assigned. If no alternate grade is supplied, it will revert to an IF.
 - 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**
 - **CR** is given for work deserving credit (A through C).
 - **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.
 - The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

4. **Auditing PT Courses**
 - Auditing of any UMPT course, elective or required, meaning that the student attends but does not receive credit nor are they registered for the course, is not allowed unless it is a requirement for remediation or other recommendation from PARC.
 - It is the policy of UMPT that only students who are registered for a course may attend in order to maximize the learning opportunities and resources available for students receiving credit for the course.

B. Class Schedule

The most up-to-date class schedule can be found on the [TeamUP](#) website.

Autumn Semester 2023

Important Dates:

Thursday, August 24	New Student Orientation
Monday, August 28	Autumn Semester Classes Begin
Monday, September 4	Labor Day – No Classes
Friday, November 10	Veterans Day Observed – No Classes
Wednesday, November 22	Non-instructional travel day for students
Thursday and Friday, November 23-24	Thanksgiving holiday (UM closed)
Friday, December 8	Last Day of Regular Classes
Monday, December 11 - Friday, December 15	Final Exams

8/28 to 10/13: Block I
9/20: Mid-term Block I
10/16 & 10/17: Final Exams for Block I Schedule
10/19 to 12/8: Block II
11/15: Mid-term for Block II
12/11-12/15: Final Exams for Block II Schedule

Spring Semester 2024

Important Dates:

Monday, January 15	Martin Luther King Jr. Day – No Classes
Thursday, January 18	Spring Semester Classes Begin
Monday, February 19	Presidents' Day – No Classes
Monday, March 18-Friday, March 22	Spring Break – No Classes
Friday, May 3	Last Day of Regular Classes
Monday, May 6 - Friday, May 10	Final Exams
Saturday, May 11	Spring Commencement

1/18 to 3/6: Block I
2/14: Mid-term Block I
3/7 & 3/8: Final Exams for Block I Schedule
3/11 to 5/3: Block II
4/10: Mid-term for Block II
5/6-5/10: Final Exams for Block II Schedule

C. Faculty Advising Assignments

Faculty			
Bell, Jenn			
Kittelson, Andy			
Loyd, Brian			
Mazzarella, Julia			
Mizner, Ryan			
Ostertag, Sue			
Willy, Rich			
Zondlo, Caitlin			

D. Professionalism & Academic Requirements Committee (PARC) Policies & Procedures

PARC Members and Roles

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 up of one faculty member, the Chair of PARC, and the Chair of the School of UMPT. The PARC 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.

i. Student Professional and Academic Status Requirements

The three levels of Professionalism and Academic Status are Good Standing, Concern, and Probation. 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. The Program Coordinator will run a grade report for each class at the conclusion of each semester and will provide a report to the PARC Chair.

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 consider 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 consider 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.

ii. Expectations for Maintaining and Addressing Academic Performance

1. Student Responsibilities (Academics):

- a. Students are expected to check their 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 School 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 Chair; 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.

i. 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 member is encouraged to speak 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.
- b. If resolution of these concerns is 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 Chair; 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.

ii. Grounds for dismissal:

- a. 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.
- b. 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.

iii. Procedures for Academic Misconduct and Investigation by the Course Instructor, per University of Montana Student Code of Conduct. 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.

iv. 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.

v. 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](#).

E. UMPT Inter- and Intra-professional Education

Interprofessional and Intraprofessional (PT/PTA) collaborative practice is important to provide safe, high quality, accessible, patient-centered care. It is imperative that graduates of Doctor of Physical Therapy programs are trained with other health care students and professionals. Interprofessional education (IPE) is offered throughout the curriculum to prepare students to work collaboratively and contribute effectively as new physical therapist practitioners on health care teams. Intra-professional education is provided to promote the knowledge and skills related to the roles and responsibilities, teamwork, and communication strategies needed to effectively work with Physical Therapy Assistants.

The UM School of Physical Therapy (UMPT) partners with programs within the College of Health (Pharmacy, Public Health; Social Work; Speech Language, Hearing and Occupational Sciences; Integrative Physiology and Athletic Training; and Family Medicine Residency), across campus (Psychology and Counselor Education) and with other programs such as the Nursing programs through Montana State University, Missoula College, Salish Kootenai College, and Montana Tech to create interprofessional training experiences for students enrolled in these areas of study.

Currently, IPE occurs in didactics, class activities, simulations, co-curricular events, elective options and throughout the UMPT clinical education experiences. The goals and content of the IPE curriculum are designed based on the Interprofessional Education Collaborative (IPEC) four core competency domains: Roles/Responsibilities, Teams/Teamwork, Communication Skills, and Values/Ethics.

F. 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 and laboratory volunteer privacy and all other confidential information with which we are trusted. Do not post *any* patient information, photographs of patients, laboratory volunteers, (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 Student 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. Students are prohibited from using their UM identification to imply University endorsement.

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).

G. Policy of Cellular Devices, Audio & Video Recordings

Cellular devices must be silenced 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 their course. See Form C.

Written (email) permission from the instructor is required 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.

Recording human conversations without all party’s knowledge of the recording is illegal under Montana Law. Mont. Code Ann. § 45-8-213(1)(c) (2013). Privacy in Communication. Therefore, if an instructor permits a recording, the instructor must inform the other students in the class that audio or video recordings will be made of classroom activity prior to any recording taking place.

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 record 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.

H. Physical Therapy Equipment

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.

I. Anatomy Dissection Laboratory Policies

(A more complete manual of policies and procedures will be distributed in PT 510)

i. Dress Code, Appearance & 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 & 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.

J. Research Laboratory Policies & Procedures

- i. Three research laboratories are under direction of the School of Physical Therapy and Rehabilitation Science:
 1. Research Laboratory (SB 113) – Jaclyn Carson
 2. Movement Science Laboratory (SB 015) – Rich Willy & Ryan Mizner, Co-Directors
 3. CAMP & Design-Physio Labs (SB 021) –Andy Kittelson & Brian Loyd, Co-Directors
 4. Pediatric Lab (SB 025) Julia Mazzarella
- 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.

K. Helpful Links and Information

- i. [Catalog](#)
- ii. [Recruitment and admissions information](#) – brochure available; electronic information
- iii. [Academic calendars](#) are located in the University Catalog, program website, and student handbook
- iv. [Accreditation status](#) of the institution is contained in the University catalog
- v. Accreditation status of the DPT program including contact information for CAPTE is contained in the student handbook on page 4.
- vi. Technical standards and essential functions are contained in the student handbook page 36.
- vii. [Costs of the program](#) (tuition, fees, and refund policies) are contained in the program website in the prospective student listing and the refund policy is contained in the University catalog
- viii. [Financial aid](#) information is available through the University website listing and the program website in the prospective student listing
- ix. Process for filing complaint with CAPTE – this information is contained in the student handbook on page 13.
- x. Job/career opportunities – the procedure for providing this information to DPT students is contained in the student handbook on page 22.
- xi. 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](#) website.
- xii. Information about the [clinical education program](#), including travel expectations, health & professional liability insurance requirements can be found on the school's website
- xiii. Information about the curriculum can be found [here](#).
- xiv. [Global Engagement Office](#): Resources for international Students (orientation, newsletter, activities, etc.)
- xv. [UM Allies](#): Promoting LGBTQ+ equality
- xvi. [DiverseU](#): UM Annual Symposium to foster diversity and inclusivity
- xvii. [UM Student Groups](#), including Black Student Union; LatinX Student Union; Chinese Student Association, etc.
- xviii. **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.
- xix. **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.
- xx. **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.
- xxi. **Smoking:** Absolutely no smoking or use of tobacco anywhere on campus.

IV. Addendums

A. Professional Behaviors

1. Critical Thinking

Beginning Level:

- Raises relevant questions
- Considers all available information
- Articulates ideas
- Understands the scientific method
- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e., methodology and conclusion)
- Recognizes holes in knowledge base
- Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- Feels challenged to examine ideas
- Critically analyzes the literature and applies it to patient management
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas at a level consistent with knowledge base
- Acknowledges presence of contradictions

Entry Level:

- Distinguishes relevant from irrelevant patient data
- Readily formulates and critiques alternative hypotheses and ideas
- Infers applicability of information across populations
- Exhibits openness to contradictory ideas
- Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- Justifies solutions selected

Post-Entry Level:

- Develops new knowledge through research, professional writing and/or professional presentations
- Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- Weighs information value based on source and level of evidence
- Identifies complex patterns of associations
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically

2. Communication

Beginning Level:

- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- Recognizes impact of non-verbal communication in self and others
- Recognizes the verbal and non-verbal characteristics that portray confidence
- Utilizes electronic communication appropriately

Intermediate Level:

- Utilizes and modifies communication (verbal, non-verbal, written, and electronic) to meet the needs of different audiences
- Restates, reflects, and clarifies message(s)
- Communicates collaboratively with both individuals and groups
- Collects necessary information from all pertinent individuals in the patient/client management process
- Provides effective education (verbal, non-verbal, written, and electronic)

Entry Level:

- Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively and efficiently

Post-Entry Level:

- Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- Effectively delivers messages capable of influencing patients, the community and society
- Provides education locally, regionally and/or nationally
- Mediates conflict

3. Problem-Solving

Beginning Level:

- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Uses technology to search for and locate resources
- Identifies possible solutions and probable outcomes

Intermediate Level:

- Prioritizes problems
- Identifies contributors to problems
- Consults with others to clarify problems
- Appropriately seeks input or guidance
- Prioritizes resources (analysis and critique of resources)
- Considers consequences of possible solutions

Entry Level:

- Independently locates, prioritizes and uses resources to solve problems
- Accepts responsibility for implementing solutions
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Modifies solutions based on the outcome and current evidence
- Evaluates generalizability of current evidence to a particular problem

Post-Entry Level:

- Weighs advantages and disadvantages of a solution to a problem
- Participates in outcome studies
- Participates in formal quality assessment in work environment

- Seeks solutions to community health-related problems
- Considers second and third order effects of solutions chosen

4. Interpersonal Skills

Beginning Level:

- Maintains professional demeanor in all interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful and confident manner
- Respects differences in personality, lifestyle and learning styles during interactions with all persons
- Maintains confidentiality in all interactions
- Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- Recognizes the non-verbal communication and emotions that others bring to professional interactions
- Establishes trust
- Seeks to gain input from others
- Respects role of others
- Accommodates differences in learning styles as appropriate

Entry Level:

- Demonstrates active listening skills and reflects back to original concern to determine course of action
- Responds effectively to unexpected situations
- Demonstrates ability to build partnerships
- Applies conflict management strategies when dealing with challenging interactions
- Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post-Entry Level:

- Establishes mentor relationships
- Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. Responsibility

Beginning Level:

- Demonstrates punctuality
- Provides a safe and secure environment for patients
- Assumes responsibility for actions
- Follows through on commitments
- Articulates limitations and readiness to learn
- Abides by all policies of academic program and clinical facility

Intermediate Level:

- Displays awareness of and sensitivity to diverse populations
- Completes projects without prompting
- Delegates tasks as needed
- Collaborates with team members, patients and families
- Provides evidence-based patient care

Entry Level:

- Educates patients as consumers of health care services
- Encourages patient accountability
- Directs patients to other health care professionals as needed

- Acts as a patient advocate
- Promotes evidence-based practice in health care settings
- Accepts responsibility for implementing solutions
- Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post-Entry Level:

- Recognizes role as a leader
- Encourages and displays leadership
- Facilitates program development and modification
- Promotes clinical training for students and coworkers
- Monitors and adapts to changes in the health care system
- Promotes service to the community

6. Professionalism

Beginning Level:

- Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Projects professional image
- Attends professional meetings
- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:

- Identifies positive professional role models within the academic and clinical settings
- Acts on moral commitment during all academic and clinical activities
- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- Discusses societal expectations of the profession

Entry Level:

- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Discusses role of physical therapy within the healthcare system and in population health
- Demonstrates leadership in collaboration with both individuals and groups

Post-Entry Level:

- Actively promotes and advocates for the profession
- Pursues leadership roles
- Supports research

- Participates in program development
- Participates in education of the community
- Demonstrates the ability to practice effectively in multiple settings
- Acts as a clinical instructor
- Advocates for the patient, the community and society

7. Use of Constructive Feedback

Beginning Level:

- Demonstrates active listening skills
- Assesses own performance
- Actively seeks feedback from appropriate sources
- Demonstrates receptive behavior and positive attitude toward feedback
- Incorporates specific feedback into behaviors
- Maintains two-way communication without defensiveness

Intermediate Level:

- Critiques own performance accurately
- Responds effectively to constructive feedback
- Utilizes feedback when establishing professional and patient related goals
- Develops and implements a plan of action in response to feedback
- Provides constructive and timely feedback

Entry Level:

- Independently engages in a continual process of self-evaluation of skills, knowledge, and abilities
- Seeks feedback from patients/clients and peers/mentors
- Readily integrates feedback provided from a variety of sources to improve skills, knowledge, and abilities
- Uses multiple approaches when responding to feedback
- Reconciles differences with sensitivity
- Modifies feedback given to patients/clients according to their learning styles

Post-Entry Level:

- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- Utilizes feedback when analyzing and updating professional goals

8. Effective Use of Time and Resources

Beginning Level:

- Comes prepared for the day's activities/responsibilities
- Identifies resource limitations (i.e., information, time, experience)
- Determines when and how much help/assistance is needed
- Accesses current evidence in a timely manner
- Verbalizes productivity standards and identifies barriers to meeting productivity standards
- Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- Utilizes effective methods of searching for evidence for practice decisions

- Recognizes own resource contributions
- Shares knowledge and collaborates with staff to utilize best current evidence
- Discusses and implements strategies for meeting productivity standards
- Identifies need for and seeks referrals to other disciplines

Entry Level:

- Uses current best evidence
- Collaborates with members of the team to maximize the impact of treatment available
- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- Gathers data and effectively interprets and assimilates the data to determine plan of care
- Utilizes community resources in discharge planning
- Adjusts plans, schedule etc. as patient needs and circumstances dictate
- Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post-Entry Level:

- Advances profession by contributing to the body of knowledge (outcomes, case studies, etc.)
- Applies best evidence considering available resources and constraints
- Organizes and prioritizes effectively
- Prioritizes multiple demands and situations that arise on a given day
- Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. Stress Management

Beginning Level:

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

Intermediate Level:

- Actively employs stress management techniques
- Reconciles inconsistencies in the educational process
- Maintains balance between professional and personal life
- Accepts constructive feedback and clarifies expectations
- Establishes outlets to cope with stressors

Entry Level:

- Demonstrates appropriate affective responses in all situations
- Responds calmly to urgent situations with reflection and debriefing as needed
- Prioritizes multiple commitments
- Reconciles inconsistencies within professional, personal, and work/life environments
- Demonstrates ability to defuse potential stressors with self and others

Post-Entry Level:

- Recognizes when problems are unsolvable
- Assists others in recognizing and managing stressors
- Demonstrates preventative approach to stress management
- Establishes support networks for self and others

- Offers solutions to the reduction of stress
- Models work/life balance through health/wellness behaviors in professional and personal life

10. Commitment to Learning

Beginning Level:

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

Intermediate Level:

- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- 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

Entry Level:

- Respectfully 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 health professionals and physical therapists for treatment ideas

Post-Entry Level:

- Acts as a mentor not only to other PT's, but to other health professionals
- Utilizes mentors who have knowledge available to them
- Continues to seek and review relevant literature
- Works towards clinical specialty certifications
- Seeks specialty training
- Is committed to understanding the PT's role in the health care environment today (i.e., wellness clinics, massage therapy, holistic medicine)
- Pursues participation in clinical education as an educational opportunity

B. PARC “Trigger for Action” Guideline

Trigger Action - Grades	Student	Advisor	Course Instructor	PARC	PARC Chair
GPA Semester <2.5		If change in status, meet with student and monitor progress, report to PARC, document		Assess for change in status to Concern or Probationary; follow policy to resolve	Coordinate PARC meeting for review if needed; notify student in 5 days if change in status
GPA Cumulative <2.7		If change in status, meet with student and monitor progress, report to PARC, document		Assess for change in status to Concern or Probationary; follow policy to resolve	Coordinate PARC meeting for review if needed; notify student in 5 days if change in status
Test Score <80%	Recommended talk with professor				
Midterm Grade <73%	Highly recommended talk with professor				
Risk of Failing Course			Notify Advisor and PARC Chair		
Course Failed			Notify Advisor and PARC Chair	Review Academic performance of student	Coordinate PARC meeting for review
>1 notice from instructor(s)		Contact student to meet & discuss; provide support, document			

Trigger Action - Behavior	Student	Advisor	Course Instructor	PARC	PARC Chair
Unprofessional Behavior - Resolved			Resolve with student, if possible, document		
Unprofessional Behavior - Unresolved		Contact student to meet & discuss, document	Notify Advisor; OR notify PARC Chair if egregious; document	Review if egregious and/or violates Student Code of Conduct	Coordinate PARC meeting for review if needed; ensure appropriate documentation is collected & stored in UM Box

C. DPT Laboratory Participation Consent Form

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 visit the [EO](#) website.

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 their 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.

Students are responsible for opting in/out via signed consent. Students who 'opt out' are required to provide the completed form to each instructor at the beginning of class. A new laboratory consent form is required each time a student changes their consent options.

_____ I have read the above and agree to participate as both a student model and student PT.

_____ I have read the above and do not wish to serve as a student model, but I understand that I must participate as a student PT.

Signed: _____ Printed name: _____ Date: _____

D. Cellular Devices, Audio & 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: _____

Recording human conversations without all party's knowledge of the recording is illegal under Montana Law. Mont. Code Ann. § 45-8-213(1)(c) (2013). Privacy in Communication. Therefore, if an instructor permits a recording, the instructor must inform the other students in the class that audio or video recordings will be made of classroom activity prior to any recording taking place.

E. Course Success Plan Form

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: _____

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: _____

F. Remediation Plan Form

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 _____

G. Request for Absence Form (<20% of course contact hours)

Students are required to submit a completed absence request form through the Moodle assignment for each course missed, as soon as possible but no less than 2 weeks prior to requested planned absence. If unplanned, submit as soon as possible.

Date Submitted: _____

Student name: _____ Year of study: DPT1 DPT2 DPT3

I request approval for an excused leave of absence for the following

Date/dates:

Course contact hours:

State your reason(s) for the leave of absence:

Activities that I am able to perform while on this requested leave of absence to support continued participation in required coursework include:

Student Acknowledgment:

I have read and understand the attendance policy. I also understand that if my leave of absence is extended, and/or if I do not return to UMPT or complete an alternative plan of study as planned, and/or if I am unable to perform the Technical Standards and Essential Functions required of all UMPT student, and/or additional absences are requested, PARC will review the student's situation and progress and will determine the next course of action, which may include dismissal from the UMPT Program.

Student's Signature Date

Primary course instructor response: APPROVED _____ DENIED _____

Date of decision _____

Comments or special conditions of approval as needed:

H. Request for Extended Leave of Absence Form (>20% of course contact hours)

Students are required to submit a completed form to the PARC Chair as soon as possible but no less than a minimum of 2 weeks prior to requested planned absence. If unplanned, submit as soon as possible.

Date Submitted: _____

Student name: _____ Year of study: DPT1 DPT2 DPT3

I request approval for an excused leave of absence for the following

Date/dates:

Course title:

Course contact hours:

State your reason(s) for the leave of absence:

Activities that I am able to perform while on this requested leave of absence to support continued participation in required coursework include:

PARC response: APPROVED _____ DENIED _____

Date of PARC decision _____ Date request provided to student for review _____

Chair, PARC Committee

Comments or special conditions of approval as needed:

Student Signature post-PARC decision:

I have read and understand the decision and conditions stated above. I also understand that if my leave of absence is extended, and/or if I do not return to UMPT or complete an alternative plan of study as planned, and/or if I am unable to perform the Technical Standards and Essential Functions required of all UMPT student, and/or additional absences are requested, PARC will review the student's situation and progress and will determine the next course of action, which may include dismissal from the UMPT Program.

Student's Signature

Date

I. Release Form For Return to Full Time Student Status at UMPT

Date Submitted: _____

Student name: _____ Year of study: DPT1 DPT2 DPT3

To Provider:

Thank you for working with our Doctorate of Physical Therapy student. UMPT is asking you to review the [Technical Standards & Essential Functions](#) document attached prior to completing this form. These standards and functions are required for our students to participate fully and progress through the curriculum sequence in our program. Any information you share on this form needs to be shared with the UMPT faculty and chairperson by either you or the student. Please do not share any protected health information.

_____ The student is able to fulfill the Technical Standards and Essential Functions required of UMPT.

_____ The student is able to partially fulfill the Technical Standards and Essential Functions required of UMPT. Restrictions Include: _____ with a projected full release date of _____.

_____ The student is unable to fulfill the Technical Standards and Essential Functions required of UMPT. Restrictions Include: _____ with a projected full release date of _____.

Provider Name/Credentials: _____

Provider Signature: _____

Date: _____

J. Student/Advisor Meeting Form

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: _____

K. Notification of Change in Academic Standing Form

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