



Doctor *of* Physical Therapy

DEPARTMENT OF PHYSICAL THERAPY STUDENT HANDBOOK

DPT Classes of 2018 – 2020



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UNIVERSITY OF FLORIDA
College of Public Health and Health Professions
Department of Physical Therapy

Welcome to the University of Florida Doctor of Physical Therapy Program! You are joining one of the most dynamic Physical Therapy programs in the country. Opportunities for students abound and we encourage you to get involved. We are proud of our outstanding students, faculty and alumni. You are joining a physical therapy program with a long and rich history, as well as, a program ranked in the top ten in the nation. The education you receive now will positively impact communities tomorrow and contribute to the Gator Good!

INTRODUCTION

Many of the policies and procedures students need to know are included in this manual; others are included in the UF [Student Handbook](#) and may be amended from time-to-time. **Students are responsible for their education and behavior, which includes understanding all policies and procedures outside of this handbook, and include University and College policies and procedures that affect their academic progress and use of University and College resources. Policies and procedures are subject to change, and students are responsible for staying abreast of the latest updates. The DPT Student Handbook is updated annually and all DPT students are bound to the policies and procedures in the most current edition of the handbook. Furthermore, DPT students are required to sign a statement annually indicating they are familiar with the most current DPT Student Handbook.**

If students have questions regarding the DPT program, or any other aspect of University of Florida life, please do not hesitate to contact a physical therapy faculty or staff member, the Director of Physical Therapy Education, the college dean's office, or the appropriate University office. The Department of Physical Therapy is glad students have selected the Doctor of Physical Therapy Program to complete their professional education, and will assist in whatever way to help the student be successful. It is the Department of Physical Therapy's hope that all students find their college experience enriching, both personally and academically.

College of Public Health & Health Professions

Mission

The mission of the College of Public Health and Health Professions is to preserve, promote, and improve the health and well-being of populations, communities, and individuals. To fulfill this mission, the College fosters collaborations among public health and the health professions in education, research, and service.

Goals

Goal I: Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities, and individuals.

Objectives

- 1. Enroll a strong and diverse student body
- 2. Recruit and retain outstanding faculty
- 3. Maintain and enhance excellent academic programs that emphasize current knowledge, discovery, and practice
- 4. Prepare students who, upon graduation, are competitive in the public health and health professions employment markets

Goal II: Address priority health needs by conducting high quality research and disseminating the results.

Objectives

- 1. Compete successfully for research funding
- 2. Promote collaborative research within the college and across the university
- 3. Produce and disseminate new knowledge that contributes to the health of communities and individuals

Goal III: Lead and actively participate in serving our university, our professions, and individuals and communities.

Objectives

- 1. Develop and maintain partnerships with community organizations to promote health
- 2. Provide professional service to the community
- 3. Provide professional service to the college and the university
- 4. Provide educational programs that meet workforce development needs

Values

The College of Public Health and Health Professions' core values were developed with input from the college's faculty, students, staff and other constituents. These values guide our education, service and research activities, and the College strives to impart them to our students.

- Commitment to excellence
- Diversity
- Integrity
- Respect for human dignity
- Social responsibility
- Teamwork

Department of Physical Therapy

Mission

The mission of the Department of Physical Therapy is to advance rehabilitation practice and science. The Department does this through education and mentorship, basic and clinical research and service to the profession and communities.

Philosophy

The Department of Physical Therapy believes in the right of each individual to have ready access to health care.

It endorses promotion of health, preventative care, and rehabilitation as major roles in physical therapy. It believes in the right of each patient, student, and faculty member to access the best evidence based practice as a reflection of academic and clinical truth. It believes that the search for the best evidence based practice should occur in an environment that fosters growth of the individual, personally and professionally. It believes that it is the responsibility of the faculty to advance knowledge through their research, teaching, and creative endeavors. It believes that learning is a life-long, on-going activity and it strives to instill this belief in our students.

Doctor of Physical Therapy Program

Mission

The mission of the DPT program is to prepare students to become physical therapists that embrace evidence based physical therapy practice, meet the multifaceted health needs of patients, consumers, and society, and participate in professional and community service. To fulfill this mission the Doctor of Physical Therapy program creates a stimulating and collaborative environment that promotes education, research, service and leadership.

Philosophy

The Doctor of Physical Therapy Program at the University of Florida supports the mission and goals of the College and the Physical Therapy Department with the ultimate purpose of preserving, promoting, and improving the health and well-being of populations, communities, and individuals. Our values of excellence, diversity, integrity, respect for human dignity, teamwork, and social responsibility serve as the pillars of our faculty's educational philosophy and are reflected in our Program goals.

The Doctor of Physical Therapy program believes that:

- Physical therapists are essential members of the health care team who maintain, restore, and improve movement, activity, and health enabling individuals of all ages to have optimal functioning and quality of life, while ensuring patient safety and applying evidence to provide efficient and effective care. (APTA 2011)
- The promotion of health and preventative health care are major roles in physical therapy.
- Optimal learning occurs in an educational environment that
 - fosters growth of the individual personally and professionally.
 - is safe, inclusive, respectful, caring, fair, collegial , and ethical;
 - supports collaborative learning through the sharing of ideas, values and philosophies among patients, students, clinicians, and faculty;

- supports diversity in student learning styles, personalities, and backgrounds while using teaching techniques that stimulate intellectual development, critical thinking skills, and problem-solving abilities.
 - promotes quality in didactic, clinical, and professional endeavors.
- The responsibility for advancing professional knowledge through research and creative endeavors should be demonstrated by the activities and attitudes of the faculty and consistently conveyed to the students.
 - The practice of life-long learning is necessary for ongoing professional competence, and it strives to instill the attitudes and skills necessary for their continued scholarship.
 - Each patient, student, and faculty member has the right to access the best evidence based practice, and that as role models faculty must engender these values.
 - Through involvement in professional organizations, it can contribute to shaping the growth of the profession in its organizational, legislative and societal responsibilities.

The Doctor of Physical Therapy Program believes that through creating a dynamic and innovative learning environment in a culture of social responsibility and robust research activities, our program will generate leaders who will move our profession forward.

Objectives – Entry Level Program

STUDENTS/GRADUATES

SG1: To prepare entry-level students/graduates to become practitioners of collaborative, interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy healthcare consumers.

Expected Outcomes

SG1a. The Program will enroll entry-level students/graduates who meet high standards in the areas of academic aptitude.

SG1b. Students/graduates will be independent problem-solvers and critical thinkers.

SG1c. Students/graduates will be autonomous practitioners able to diagnose and treat movement disorders.

SG1d. Students/graduates will be physical therapists who address the unique physical and psychosocial characteristics of each individual client.

SG1e. Student/graduates will be physical therapists who adhere to state and professional ethical and legal regulations.

SG1f. Student/graduates will be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings.

SG2: To prepare entry-level students/graduates to serve as active participants and leaders in the profession and community.

Expected Outcomes

SG2a. The Program will enroll a diverse student body in terms of life experience who have demonstrated a commitment to service and have a high leadership potential.

SG2b. Students/graduates will value active involvement in community and professional service

organizations.

SG2c. Students/graduates will hold leadership positions in professional and community service organizations.

FACULTY

F1: To recruit and retain highly trained, effective and productive faculty who have diverse expertise and training appropriate to the Program's mission.

Expected Outcomes

F1a. Faculty will play an active role in the University through service in Department, College and University activities such as committees and governance.

F1b. Faculty with diverse backgrounds and training will teach in their area of content expertise.

F1c. Adjunct faculty will be appointed based on their unique expertise to augment courses offered by core Departmental faculty.

F1d. An enriched scholarly environment will be achieved through individual mentoring, provision of appropriate resources and training so that faculty will meet standards of teaching excellence.

F1e. Faculty will engage in scholarly activity including publishing in top-level refereed journals and other relevant scholarly venues, and leading externally funded rehabilitation research projects.

PROGRAM

P1: To offer a comprehensive, well-integrated and progressive entry-level curriculum that prepares students/graduates to become physical therapists capable of providing excellent services in any physical therapy environment.

Expected Outcomes

P1a. Theoretical and clinical education will be provided in each of the major areas of physical therapy practice.

P1b. The entry-level theoretical and clinical curricula will be reviewed concurrently, by semester, and annually, and revised to remain relevant, well-integrated, forward-thinking and consistent with current standards of excellence.

P1c. Life-long learning will be fostered through an emphasis on evidence-based clinical practice.

P1d. Post-professional students of the Department will be recruited as teaching assistants to facilitate translation of evidence from the research lab to the classroom and clinic.

P2: To support a collaborative learning environment that promotes scholarship, service and education.

Expected Outcomes

P2a. Professional growth will be promoted through interdisciplinary collaboration among academic and clinical faculty, students and graduates through mentorship, interdisciplinary training activities and provision of resources.

P2b. Local physical therapists, alumni and other health care practitioners will be involved in the physical therapy curriculum, as guest lecturers and consultants.

P2c. Local physical therapists, alumni and other health care practitioners will participate in Program activities such as continuing education, research and service projects.

P2d. Faculty and students will participate in and lead interdisciplinary scholarship, education and service activities.

Accreditation

The Doctor of Physical Therapy program at the University of Florida is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The next on-site review is scheduled for fall 2023.

CAPTE Contact Information

Address: 1111 North Fairfax Street, Alexandria, Virginia 22314-1488.

Phone: 703-706-3245

Email: accreditation@apta.org

Website: CAPTE

DPT students may file a formal complaint against a physical therapy program with CAPTE if they feel a program is not in compliance with [CAPTE Evaluative Criteria](#), or if CAPTE expectations related to academic integrity have been violated. For more information on this process please go to [File a Complaint](#).

UNIVERSITY OF FLORIDA COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS DEPARTMENT OF PHYSICAL THERAPY

STANDARDS

1. The program provides educational experiences based on University policy regarding:
 - a) tuition
 - b) course credit necessary to achieve the educational objectives
 - c) scheduled class time and course work

In doing so, the department considers:

- 1) appropriateness of cost to student
 - 2) fairness in relating course credit to class work hours
 - 3) effective and efficient assignment of faculty input
2. Mechanisms for withdrawal and refunds are available to students in compliance with University policies.
3. Students have recourse through Petition and Appeal Committees in the event that they feel any unfairness exists in the assignment of final grades.
4. The University Honor Code is applied to all departmental procedures.
5. The department adheres to all safety and health codes and maintains concern for the welfare of visitors, patients, students and personnel.

**DEPARTMENT OF PHYSICAL THERAPY
COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS**

GENERAL INFORMATION

**Health Science Center and College of Public Health and Health Professions
Organization**

The J. Hillis Miller Health Science Center (HSC) at the University of Florida is composed of six colleges, the UF Clinics, and the UF Dental Clinic.

University, College and Health Center Administration

W. Kent Fuchs, M.S., M.Div., Ph.D., University of Florida President

Joseph Glover, Ph.D., Provost and Senior Vice President for Academic Affairs

David S. Guzick, M.D., Ph.D., Senior Vice President, Health Affairs and President, UF Health System

Michael G. Perri, Ph.D., Dean, College of Public Health and Health Professions

Ed Jimenez, Chief Executive Officer, UF Health Shands

The College of Public Health and Health Professions is composed of 12 departments and programs, the Chairpersons or Directors of these units are:

Department of Physical Therapy	Krista Vandenborne, PT, Ph.D. Professor and Chair
Department of Behavioral Science and Community Health	Amy Blue, Ph.D. Interim Department Chair
Department of Biostatistics	Peihua Qiu, Ph.D. Professor and Chair
Department of Clinical and Health Psychology	Glenn E. Smith, Ph.D., ABPP-cn Professor and Chair
Department of Environmental and Global Health	Tara L. Sabo-Attwood, Ph.D. Associate Professor and Chair
Department of Epidemiology	Linda B. Cottler, Ph.D., MPH, FACE Dean's Professor and Chair
Department of Health Services Research, Management & Policy	Arch G. Mainous III, Ph.D., MA Professor and Florida Blue Endowed Chair
Department of Occupational Therapy	Sherrilene Classen, Ph.D. MPH Professor and Chair
Department of Speech, Language & Hearing Sciences	Susan Nittrouer, Ph.D. Professor and Chair

Health Science Program

Michael Moorhouse, Ph.D., CRC
Director

Public Health Programs

Cindy Prins, PhD, MPH
Assistant Dean for Educational Affairs &
Director of Master of Public Health Program

Rehabilitation Science Ph.D. Program

David Fuller, Ph.D.
Professor and Director

Department of Physical Therapy Core Faculty (alphabetical order): Further information regarding faculty specialization and research interests can be found at the Departmental web site: [Department of Physical Therapy Faculty](#).

Faculty

NAME

EDUCATION

Alappattu, Meryl, PT, DPT, PhD
Research Assistant Professor
Specialization: Pelvic Health, Cancer
Rehabilitation, Orthopedics

B.S. Exercise Science – Indiana University
D.P.T. – University of Florida
Ph.D. Rehabilitation Science – University of
Florida

Beneciuk, Jason, PT, DPT, PhD, MPH, FAAOMPT
Research Assistant Professor
Specialization: Musculoskeletal

B.S. Biology – Richard Stockton College
M.P.H. Epidemiology – University of Florida
D.P.T. – University of St. Augustine
Ph.D. Rehabilitation Science – University of
Florida

Bialosky, Joel, PT, Ph.D., FAAOMPT, OCS
Clinical Associate Professor
Specialization: Orthopedics, Musculoskeletal PT

B.S. PT – Ithaca College
M.S. Musculoskeletal PT – University of
Pittsburgh
Ph.D. Rehabilitation Science – University of
Florida

Bishop, Mark, PT, Ph.D.
Associate Professor
Specialization: Orthopedics, Biomechanics

B.S. PT – Queensland University, Australia
M.H.S. Health Science – University of Florida
Ph.D. Rehabilitation Science – University of
Florida

Duncan, Andrew, MBA, MS, PT, DPT, SCS, ATC
Adjunct Lecturer
Specialization: Orthopedics

B.S. PT – State University of New York at
Buffalo
M.S. Human Movement Science – University of
North Carolina
M.B.A – University of Rochester
D.P.T. – Boston University

Dunleavy, Kim, PhD, MOMT, PT, OCS
Clinical Associate Professor
Director of Professional Education
and Community Engagement
Specialization: Global Health, Orthopedics

B.S. Physiotherapy – University of Cape Town,
South Africa
M.S. Physical Therapy – University of Central
Arkansas
Ph.D. Instructional Technology – Wayne State
University

Forbes, Sean, Ph.D.
Research Assistant Professor
Specialization: Skeletal Muscle Bioenergetics

B.P.E. – University of Alberta
Ph.D. Exercise Physiology – University of
Western Ontario

Fox, Emily, PT, DPT, Ph.D., NCS
Research Assistant Professor
Specialization: Spinal Cord Injury

B.S. PT – Florida A&M University
M.H.S. – PT – University of Florida
D.P.T. – University of St. Augustine
Ph.D. Rehabilitation Science – University of
Florida

Fuller, David, Ph.D.
Professor
Specialization: Neurophysiology,
Respiratory Physiology

B.S. Exercise Science – Miami University of
Ohio
M.S. Exercise Physiology – University of Arizona
Ph.D. Physiological Sciences – University of
Arizona

Gonzalez-Rothi, Elisa, DPT, Ph.D.
Research Assistant Professor
Specialization: Spinal Cord Injury

B.S. Psychology – University of Florida
D.P.T. – University of Miami
Ph.D. Rehabilitation Science – University of
Florida

Hepple, Russell Thomas, Ph.D.
Professor
Specialization: Muscle Biology

B.S. Physiology - University of Saskatchewan,
Canada
M.S. Physiology – University of Toronto, Canada
Ph.D. Physiology – University of Toronto,
Canada

Judge, Andrew, Ph.D.
Associate Professor
Specialization: Muscle Atrophy

B.S. Loughborough University, Leicestershire,
England
M.Ed. Exercise Physiology – McNeese State
University
Ph.D. Exercise Physiology – University of
Florida

Lott, Donovan, PT, Ph.D., CSCS
Research Associate Professor
Specialization: Neuromuscular Disease

B.S. – Exercise Science - Brigham Young
University
M.S. PT – Washington University School of
Medicine
Ph.D. Movement Science – Washington
University in St. Louis

Lulofs-MacPherson, Kevin, PT, DPT, OCS, FAAOMPT
Clinical Lecturer and Assistant Director of
Clinical Education
Specialization: Manual Physical Therapy

B.S. Health Science – University of Florida
M.P.T. – University of Florida
D.P.T. – University of St. Augustine

Martin, Daniel A., PT, Ph.D., FACSM
Professor
Specialization: Exercise Physiology,
Cardiac Rehabilitation, Respiratory Rehabilitation

B.S. PE – University of Tennessee
B.S. PT – University of Tennessee
Ph.D. Exercise Physiology – University of
Tennessee

McGehee, William, PT, Ph.D.
Clinical Assistant Professor,
Director of Physical Therapy Education
Specialization: Geriatrics, Multi-system Chronic
Disease, Health Policy

B.S. – Zoology with option in Athletic Training
Eastern Illinois University
B.S. – PT – Bradley University
M.H.S. PT – University of Indianapolis
Ph.D. Public Policy Analysis and Administration
– St. Louis University

Miller, Gloria, PT, Ph.D., NCS
Clinical Assistant Professor,
Director of DPT Curriculum
Specialization: Clinical Education,
Adult Neuro, General Assessment

B.S. PT – Russell Sage College
M.A. Exercise Physiology – University of Central
Florida
M.H.S. Neurology – University of Florida
Ph.D. Educational Psychology – University of
Florida

Mitchell, Gordon S. Ph.D.
Professor
Specialization: Respiratory Biology

B.S. Biological Sciences – University of
California
Ph.D. Developmental and Cell Biology –
University of California

Patten,Carolynn, PT, Ph.D.
Professor
UF Research Foundation Professor
Specialization: Motor Control,
Therapeutic Interventions

B.S. – University of Washington
M.S. PT – Boston University
Ph.D. Exercise Science – University of
Massachusetts

Rose, Dorian, PT, PhD.
Research Associate Professor
Specialization: Adult Neurorehabilitation

B.S. PT – Daemen College
M.S. Human Movement Science – University of
North Carolina at Chapel Hill
Ph.D. Biokinesiology – University of Southern
California

Schack-Dugre, Judi, PT, MBA, DPT
Clinical Assistant Professor
Specialization: Primary Care, Manual
Therapy

B.S. PT – University of Florida
M.B.A. – Rollins College
D.P.T. – University of St. Augustine

Senesac, Claudia, PT, Ph.D., PCS
Clinical Associate Professor
Specialization: Pediatrics & Anatomy

B.S. PT – University of Florida
M.H.S. Health Science – University of Florida
Ph.D. Rehabilitation Science – University of
Florida

Smith, Barbara K., PT, Ph.D.
Research Assistant Professor
Specialization: Rehabilitation Science

B.S. Molecular Biology – Grove City College
M.P.T. – University of Pittsburgh
M.H.S. PT – University of Florida
Ph.D. Rehabilitation Science – University of
Florida

Studer-Byrnes, Rachele, PT, DPT, NCS
Adjunct Clinical Lecturer
Specialization: Neurologic Physical Therapy

B.S. Exercise and Sport Science – University of
Florida
D.P.T. – University of St. Augustine

Vandenborne, Krista PT, Ph.D.
Professor & Chair
Specialization: Muscle Physiology,
Magnetic Resonance Imaging, Neuromuscular
Disorders

Licentiate Physical Therapy and Motoric
Revalidation
Free University of Brussels, Brussels, Belgium
Ph.D. Physical Therapy
Free University of Brussels, Brussels, Belgium

Clinical Adjunct Faculty

Blanchard, Erienne, DPT, CMPT
Adjunct Faculty
Specialization: Craniofacial Pain/TMD and
Vestibular disorders

B.S. Health Science – University of Florida
D.P.T. – University of Florida

Derrico, David, MSN, RN
Adjunct Faculty
Specialization: Critical Care Nursing

B.S. Music Education – Westchester State College
B.S. Nursing – State University of New York
M.S.N. – University of Florida

Guevara, Amanda, PT, DPT
Adjunct Faculty
Specialization: Pediatrics

B.S. Health Science – University of Florida
D.P.T. – University of Florida

Mengelkoch, Lourdes, PT
Adjunct Faculty
Specialization: Aquatic PT, SCI, Developmental Disabilities, TBI

B.S. PT – University of Florida

Paterson, Cathy, Ph.D.
Adjunct Faculty
Specialization: Pharmacology

B.S. Zoology – University of Southern Mississippi
M.S. Zoology – University of Southern Mississippi
Ph.D. Pharmacodynamics – University of Florida

Walser, Matt, PA-C, MPAS
Adjunct Lecturer
Specialization: Sports Therapy

B.S. Exercise Science – Fort Lewis College
M.S. Athletic Training – University of Florida
MPAS – University of Florida

Emeritus Faculty

Day, Jane, Ph.D., PT
Clinical & Associate Professor Emeritus
Specialization: Education, Pediatrics, Prosthetics

B.S. PT – University of Alabama
M.A. Education – University of Alabama at Birmingham
Ph.D. Educational Leadership – University of Florida

Finley, Claudette, M.S., PT
Associate Professor
Specialization: Gross Anatomy, Injury & Repair-Joint Tissues

Certificate in PT - Baylor University
B.A. - Stetson University
M.S. Speech Pathology & Audiology - Vanderbilt University

Fisher, Norma P., PT, MA.
Associate Professor
Specialization: Kinesiology

Certificate in PT – University of Pennsylvania
B.S. – Skidmore College
M.A. – Education - University of Florida

Wroe, Martha, PT, MA, FAPTA
Professor
Specialization: Neuro Rehabilitation

Certificate in PT – University of Wisconsin
B.S. – Western State College
M.A. PT – Stanford University

Administrative Staff

NAME

Jorden Bestland
Coordinator, Administrative Services

Laurie Bialosky
Information Specialist

DUTIES

Budget creation, management, approval and reconciliations, Grants Core Liaison

Seminars and Event Planning/
Marketing/Webmaster

Kris Buchholz Academic Assistant – DPT Clinical Education	Oversees and Facilitates Execution of Clinical Site Contracts
Jennifer Fairfield Administrative Specialist - Chair Support	Provide Chair support. Assist in regulatory and document management for clinical trials
Katie Fleischman Fiscal Assistant	Processes payments, assists with TEAMS and Faculty hires
Meredith Hoyt Human Resources Assistant	Coordinates TEAMS, Faculty OPS, GA, TA, Post-Doc, and Pre-Doc Hires
Any Hughes Office Assistant	Oversees front desk
Amy Ladendorf Assistant Director of Education	Oversees the DPT and PhD Education Programs Coordinates the DPT Program Admissions and Student Services
Laura Quintana Coordinator, Admissions & Student Services - Rehabilitation Science PhD Program	Coordinates the Rehabilitation Science PhD Program, Admissions and Student Services
Gisella Schroeder Academic Assistant – DPT Program	DPT student records and registration Assists with Student Services

Student Physical Therapy Association Officers - Class of 2019

POSITION	NAME	EMAIL
President	Marco Italia	mitalia19@ufl.edu
Vice President	Chantelle Jerald	cbrodie@ufl.edu
Secretary	Jessica Oram	joram@ufl.edu
Treasurer	Chris Fuller	cfuller8@ufl.edu

Academic Calendar and Course Registration

The DPT program follows the [University calendar](#) with the exception of Summer C sessions. During the Summer C term the University summer break between the A and B term is not observed. Instead, the DPT program finishes classes one week earlier than published in the University calendar so that students usually have a longer break between the end of the Summer C semester and the beginning of Fall semester. Please note that clinicals often begin earlier than the UF academic calendar (Monday versus Wednesday start dates).

Students are responsible for ensuring that all holds are removed from their record at least two weeks prior to the start of classes in order to allow the Department to register the student for courses. If the department is unable to register the student for courses, students will be responsible for any penalty fees.

Building Designation

The Health Science Center (HSC) is composed of six Colleges and UF Health Hospitals and Clinics. The abbreviations used to designate buildings and rooms utilized by students in the

HSC are:

- HPNP- Public Health and Health Professions, Nursing, Pharmacy
- CG- Communicore (Bio-Media Services) -north of MSB
- MSB- Medical Science Bldg, located on north side of complex (Stetson Hall)
- M- Main section building
- C- East Wing
- UFH- UF Health Hospital and Clinics, located on Archer Road (south side)
- H- Main section of Hospital and connecting wing on MSB
- A- Ambulant wing of hospital
- MBI- McKnight Brain Institute

Dental Sciences Building

Room Designation: The letter preceding the room indicates the building; two numbers indicate the room if on the ground floor; in a three-number designation, the first number indicates the floor, i.e., H611 Hospital main section, sixth floor, M-228, Medical Science Building, second floor.

Non-Health Science Center Building Abbreviations

Clinical Learning Center (CLC) – The Physical Therapy center and clinical space is located above the CVS drugstore on the corner of SW 13th Street and SW 16th Ave.

Security

The Departmental offices and classrooms are locked from 5:00 p.m. until 8:00 a.m. The HPNP Building is locked from 7:00 p.m. to 7:00 a.m. The Clinical Learning Center is open for scheduled classes between 8 am and 5pm Monday to Friday. **BUILDING DOORS ARE NOT TO BE PROPPED OPEN UNDER ANY CIRCUMSTANCES FOR SAFETY REASONS.** There is a buzzer in the Clinical Learning space which allows students access. Assigned students will be responsible for opening the downstairs door to the building.

Access to the HPNP building/lab rooms outside of regular hours: Students may access the building with their Gator1 card. PT staff will request activation of students' Gator1 in the first week of the first semester. To have access to the PT rooms during locked hours, students will complete a form stating reason for room opening (e.g. study for lab practical in soft tissue), any materials necessary for study sessions (e.g. goniometers), and requested hours. This form is given to the Director of DPT Curriculum, Dr. Gloria Miller for approval. Students will need to make arrangements to have lab opened with the Teaching Assistant assigned to course.

Access to the Clinical Learning Center is limited to scheduled classes, Equal Access Clinic or other scheduled learning opportunities.

The Health Center has limited access from 7:00 p.m. until 7:00 a.m. Six entrances will remain

open all times:

1. Main entrance to the hospital
2. Stetson Hall (Medical Science Building)
3. Dental building doors to west parking lot
4. Emergency Room
5. West loading dock to west parking lot
6. West entrance to Communicore building

During normal working hours, all other doors for the HPNP building and Health Center will be accessible.

Requests for police assistance, escort service, lost or stolen property should be reported to the University Police Department Control Center, [352-392-1111](tel:352-392-1111).

Health Center Facilities Available to Students

Health Science Center Library

The Health Science Center library is one of the largest medical libraries in the United States. It is located on the first, second and third floors of the Communicore building. Students can also find directions by going to the [Health Science Center Library](#) page. When using the library, students must have their Gator1 card available since the library is usually limited to use of Health Center personnel and students. Books and audio-visual instructional materials on reserve for the various professional courses are in this library and should be requested from the librarian at the reserve desk.

Interim Directors:	Michele Tennant & Hannah Norton
Hours:	Monday through Thursday - 7:30 a.m. – 9:00 p.m.
	Friday - 7:30 a.m. – 7:00 p.m.
	Saturday - 8:00 a.m. – 5:00 p.m.
	Sunday - 1:00 p.m. – 9:00 p.m.

Holiday hours may vary. For an up-to-date schedule, check the library's website [Hours](#).

Health Science Center Campus Shop and Bookstore

The Campus Shop and Bookstore for the Health Science Center is located in the Medical Science Building, ground floor (next to the Post Office) in room MG-15. Students can find a map here: [Health Science Center](#). This bookstore carries all the texts for PHT courses, and other student supplies. The Bookstore is also capable of ordering any texts that are "recommended" but not required by Course Instructors. Title, author, publishing company, and ISBN# are helpful information in ordering additional texts.

Hours: Monday through Friday – 8:00 a.m. to 5:00 p.m.

Professional Student Lounge

A professional student lounge is located on the ground floor in the Communicore (Room CG-14) and is available to DPT students. The lounge is open 24 hours.

Dining Facilities

The UF Health Science Center offers a variety of dining options. Please view the [Health Science Center](#) website for the names, hours, and locations.

Smoking

The University of Florida is a Tobacco-Free Campus. The use of cigarettes or other tobacco products in UF buildings, parking lots, or in vehicles in these areas is prohibited campus-wide.

Post Office

The Post Office is located on the ground floor of the Medical Science Building. It provides full postal service for staff and students. A mailbox for stamped mail is located outside the main entrance to the Hospital.

Hours: Monday through Friday 8:00 a.m. - 3:30 p.m.

Transportation

Parking facilities adjacent to the Health Center and at the Clinical Learning Center are limited. Information regarding parking privileges, regulations, and the purchase of decals can be found at [Parking and Transportation Services](#). **Parking is only available for faculty and patients at the Clinical Learning Center.** Walking, biking or taking the bus to classes at CLC is expected.

Bus service provided by Regional Transit System is free for all students with a Gator1 ID. Campus and city maps can be found at [RTS - Regional Transit System](#).

Bike racks can be found throughout the Health Science Center for students who choose to bike to campus.

Lockers and public restrooms

Locker space is available for PT students. Lockers are located on the first floor of the HPNP building in the hallway of the physical therapy department. The physical therapy department will assign lockers to students. Students are responsible for providing their own locks. Please retain the locker combination number or lock key in a secure place. Should a student request to have their lock cut, they may be assessed a fee for this service.

Restrooms are utilized by patients, students, faculty, and the public. Changing facilities are limited, however please demonstrate modesty while changing in restrooms out of respect for visitors and guests. Students are not permitted to change clothes in the hallways. Students are expected to assist with maintaining a clean and presentable space for patient management at the Clinical Center Space including the restrooms.

Name Tags/ Gator1 ID Card

All students are required to purchase and wear photo identification tags/Gator1 ID cards

for use in UF Health Shands Hospital and the Health Center. These name tags will also be used during practical examinations and while on clinical visits to other facilities. These name tags must be properly worn (displayed on clothing in plastic sleeve) at all times within the Health Center for purposes of security and identification. The name tags should be displayed in a similar fashion during practical examinations and clinical visits to other facilities. Students are responsible for obtaining a Gator1 Card prior to orientation. Instruction on this process will be provided to incoming students.

Telephones/cell phones

Department and faculty telephones are not available for student use. Public phones are available in the Health Center and Hospital lobbies. The department recognizes that cell phones are necessary for communication. Students are **required** to turn cell phones or similar devices to a silent mode during class time as professional respect for faculty, guest speakers, and peers. Inappropriate and/or unauthorized use of phones during class can result in a professional warning.

Visitors

Students' family members are welcome to visit the Department. Pre-arrangement when possible is a courtesy.

Advisement/Counseling

Current student issues

All students are welcome to speak directly with the Director of Physical Therapy Education or with the Director of Professional Education and Community Engagement at any time. If neither of them are available in the office, making an appointment via e-mail or voice mail is appropriate. **Concerns regarding individual courses should always be taken directly to the course instructor.**

The faculty is accessible to all students in the Department. Students may make an appointment with a faculty member via e-mail, voice mail, or by directly visiting the office.

Counseling

Professional counseling is available at the [Counseling & Wellness Center](#) for students experiencing difficulty. Their web page lists the variety of services available. These include counseling services for a variety of problems such as study skills, stress, and test-taking skills, peer problems, marital stress, women's issues, multicultural concerns, alcohol and substance abuse, etc. The Counseling & Wellness Center is located at 3190 Radio Road (352-392-1575). Initial appointments must be made in person.

STUDENT RESPONSIBILITIES

Class Attendance

The DPT program is provided in a professional environment to foster the development of the professional-in-training. Every class and laboratory is important to facilitate development, and therefore attendance is expected for the scheduled didactic and clinical education experiences. Since course content and learning applications differ between courses, the faculty instructor of each course will determine whether attendance is mandatory (with the exception for attending

district, chapter, or national meetings of the APTA as outlined below) and whether there are penalties for absenteeism. Ultimately, it is the individual student's responsibility to notify faculty of a schedule conflict and check with their instructor on the course attendance policy, prior to making any plans to miss a class.

The faculty recognizes that emergencies and appointments may arise when the student cannot attend class. If a student unexpectedly cannot come to class, s/he should call: 352-273-6085 to alert the DPT program and faculty of this absence. If no one answers, leave a detailed voice mail message explaining the reason for the absence. All affected faculty will be informed of students' absence by email from the administrative staff.

In the event of an absence for any reason, the student will be held responsible for any content, clinical experiences, other learning experiences, quizzes, exams, competencies and/or practical exams. It is expected that the student will contact the specific instructor to determine if the opportunity exists to reschedule these obligations. Each instructor will address specifics for their course material and expectations for completion of course requirements in their course syllabus.

Professional Meeting and Attendance of Research Seminars

- There are many opportunities for students to attend district, chapter, national and continuing education meetings of the American Physical Therapy Association with the faculty, and other students. This will allow students to start early in their career to increase knowledge about the profession and influence decisions about the future of the profession. **Each student is encouraged to attend one district, chapter, or national meeting of the APTA before graduation. Students may be excused from classes to attend, but this is at the discretion of the course instructor. Students are responsible to clearly communicate with individual faculty well in advance for obtaining any missed classroom materials or information.**
- Students in the physical therapy program are required to attend the Department of Physical Therapy Rehabilitation Research Seminars in the Fall and the Spring semesters of their first year. This seminar series hosts local and external experts in basic science and clinical rehabilitation related research, with a primary emphasis on neuromuscular plasticity. This is an important and unique aspect of UF's DPT program and attendance at this seminar series complements the physiology, evidence based practice, neuroscience and exercise physiology courses taken in the first year. Indeed, faculty may initiate follow up discussions on the seminar content in these classes, and students are encouraged to do the same. The seminars are held 12-1 p.m. on the second and fourth Wednesday of each month (with the exception of the first week of classes and finals week). A sign in sheet will be circulated at each seminar to track attendance, and then collected and recorded by the seminar organizers. Any violations of this policy will result in a professionalism warning. As students may have to attend a seminar soon after a class involving lab attire, both lab attire and professional dress are acceptable for these seminars. Students are not permitted to use laptops, tablets, or phones during the seminars.

Policy regarding students with health and medical problems

Students with a disability must follow University policy and procedures to request accommodations. Students must register with the Disability Resource Center (DRC) in the

[Dean of Students Office](#). In order to obtain individual support services, each student must meet with one of the support service coordinators at the DRC to collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.

The DRC will provide written documentation of accommodations to the student who must then provide this documentation to each instructor and the DPT Program Director when requesting reasonable accommodation. The student must provide documentation from the DRC to each instructor for every class in which an accommodation is being requested every semester throughout the program. Students will not be provided accommodations unless they follow all University policy and procedures for requesting accommodations.

Physical therapy students must meet the essential functions and technical standards required of the majority of physical therapy positions, unless they have special considerations that the university is able to accommodate under the "reasonable accommodations" of the Americans with Disabilities Act (ADA). These requirements are necessary for both the clinical portion of academic courses and clinical internships. The requirements are as designated below:

Communication skills:

Students must be able to communicate effectively with faculty, peers, coworkers, clients, patients and other members of the healthcare team. Effective communication includes the ability to receive, interpret, utilize and disseminate information via verbal, non-verbal, and written communication in a manner that is comprehensible by colleagues, clients, and laypersons. It is required that students communicate in the English language at a level consistent with competent professional practice, verbally and in writing (manual and computer). Students must demonstrate the ability to sensitively and effectively communicate with individuals with disabilities and/or from different social and cultural backgrounds.

Observation skills:

Students must be able to accurately observe the client's or patient's activity and behavior during examinations and interventions as well as changes in status such as skin temperature and/or color, heart rate, facial expression, muscle tone, breath sounds, and breathing rate or pattern. Students must also be able to accurately observe and interpret demonstrations in the classroom, projected slides or overheads, x-rays, and monitor dials on equipment.

Psychomotor skills:

Students must be able to develop proficiency in motor skills required for accurate examination, evaluation, and intervention techniques. The student must demonstrate adequate locomotor ability to allow them to physically maneuver to and from and within the classroom, lab, and clinical settings in a timely manner. This includes the ability to quickly respond in emergency situations such as preventing a patient's fall. Students must be able to safely and effectively manipulate or maneuver another person's body and/or body parts to perform examination and intervention techniques and emergency procedures (e.g., transfers, gait training, positioning, mobilization, exercise, cardiopulmonary resuscitation, use of tools such as goniometer, blood pressure cuff, stethoscope, etc.). Students must be able to perform physical therapy examination and intervention procedures in a manner that is consistent with the American Physical Therapy Association's (APTA) Code of Ethics and Guidelines for Professional Practice.

Students must be able to perform the physical demands required by the majority of clinical settings in which physical therapists practice. These physical demands include the ability to:

Continuously (67-100% of workday) utilize gross and fine motor hand coordination with

repetitive motions such as simple and firm grasp tasks requiring manual dexterity.

Frequently (34%-66% of workday) stand, walk, climb stairs, reach, squat, twist, bend and lift and carry items up to 30 pounds for a distance of at least 30 feet. Also, must be able to exert push/pull forces up to 24 pounds for distances up to 50 feet.

Occasionally (up to 33% of workday) kneel, crawl, and reach above shoulder level, as well as lift and carry items between 10 and 40 pounds for a distance of at least 30 feet. Also must be able to exert push/pull forces of up to 30 pounds for distances up to 50 feet.

Cognitive/Intellectual skills:

Students must be able to measure, calculate, reason, analyze, synthesize, and apply large amounts of information in a short period of time. Students must be able to understand and apply principles, theory, and research to physical therapy practice. Students must demonstrate the ability to think critically and problem-solve. Students must have the ability to accurately self-assess and reflect on their own performance.

Behavioral/Affective skills:

Students must possess and demonstrate a level of emotional health and maturity that allows the full use of their intellectual capabilities, the use of good judgment, the ability to effectively handle physically, emotionally, or intellectually stressful situations. This includes the ability to adjust and adapt to changing situations or uncertainty in the academic or clinical environment.

Students must also demonstrate a commitment to working with individuals with physical and cognitive deficits from a variety of age groups, cultures, socioeconomic status, without bias.

If a student is **limited or prohibited from performing the essential functions & technical standards noted above** because of injury, illness or pregnancy, the student must request that his/her healthcare provider complete the "[Medical/Health Condition Verification of Disability](#) form" outlining the student's current limitations and the expected timeframe of limitations. Each individual situation will be evaluated to determine whether the student is able to continue in the clinical/academic portion of the curriculum and whether reasonable accommodations (short term and/or permanent) can be made.

Financial obligations

Full-time internship and part-time clinical experience financial obligations

Students should be prepared for transportation, lodging and food costs associated with **all internships** and **half day/full day experiences**. Half-day and full-day experiences will be located within a 60-mile radius of Gainesville. Internship placements are determined by computerized matching. There is no guarantee that a student will be placed in Gainesville or the surrounding area. Approximately 65-70% of the placements are outside of Gainesville, with 10-20% of those out of state.

Health, Immunizations and Trainings Requirements

DPT Students are required to adhere to the following schedule regarding immunizations and trainings. Details regarding the requirements can be found following the schedule.

Pre matriculation Schedule

By July 1st

- TB Test
- Required Vaccinations
 - MMR
 - Hepatitis B

- Varicella (positive titer also acceptable)
- Meningococcal Meningitis (not required, but highly recommended)

By July 31st

- HIPAA
- BBP
- Confidentiality Statement
- Anatomical Board Statement of Understanding

Post Matriculation Schedule

By January 31st annually

- HIPAA
- Confidentiality Statement

By March 1st annually

- Blood Borne Pathogens

By May 1st annually

- TB Test
- CPR Card-one time training

By November 1st annually (deadline subject to change based on flu shot availability)

- Flu shot

1. Required University immunization:

All students are required to meet the immunization policy of the University of Florida in order to register. This includes measles, mumps and rubella (MMR).

2. Required Program Immunizations:

All students entering the DPT program are required to have the following immunizations. Evidence of these immunizations (or evidence of immunity when permitted) must be provided prior to matriculation by the deadline stated in the offer letter. Students may be required to obtain additional immunizations in order to complete clinical internships. If applicable, information regarding additional requirements will be provided at the appropriate time.

Required forms, submission instructions, and information on acceptable vaccines and proof of immunity can be found at the [UF Student Health Care Center website](#).

Required

- Measles, Mumps, Rubella
- Hepatitis B (Students need to begin the vaccine series prior to entering the program. Students may show evidence of series completion after enrollment but the series must be completed before clinical experiences)
- Varicella

Highly Recommended

- Meningococcal Meningitis
3. TB test (PPD):
Students are required to have annual TB tests. TB tests are available through the Student Health Care Center for \$15.00.
 4. Influenza Vaccine:
According to the policy established for the Health Science Center, students are required to have an annual flu vaccine. Exceptions are granted only for documented medical reasons. Multiple opportunities are available to receive the vaccine on campus free of charge prior to and during flu season.
 5. Health Insurance/Hospitalization:
The program requires that all students must show documentation of health insurance that provides *hospitalization coverage* valid in the event of illness while on full time clinical internships.
The University of Florida has a mandatory health insurance requirement for all newly admitted (or re-admitted) students attending any campus of the University of Florida. Students are required to show proof of adequate health insurance as a condition of enrollment. It is important that students check the Student Self Service page to review the mandatory health insurance requirement hold on that is placed on the student's academic record and read and agree to the policy. Students must agree to either submit health insurance information and that it meets the adequate coverage requirements (waiver) OR that students will be auto-enrolled in the school sponsored health insurance plan and billed for it. This hold will prevent students from registering for classes. More information including insurance coverage guidelines, frequently asked questions, how to submit one's insurance information and more, can be found at the [Student Health Insurance](#) page.
 6. CPR certification:
All students are required to have basic CPR certification for the healthcare provider. Certification must be attained by the start of Clinical Education III and must be kept current.
 7. Additional requirements:
Each clinical site may have additional criteria that the student must comply with (e.g. current medical exam, FIT test, drug testing, background check). Students are reminded that while on clinical internship they **must** comply with all university and hospital or clinical policies.
 8. Occupational Safety and Health Administration (OSHA) Compliance:
All students are required to complete annual training regarding bloodborne pathogens. This will be included as part of the coursework.
 9. Anatomical Board Statement of Understanding:
All students must complete and sign the "Pledge of Respect".
 10. HIPAA 101 – The Medical Privacy Rule Training & Confidentiality Form
All Students need to complete the [HIPAA 101 "HIPAA & Privacy – General Awareness"](#) training online annually.

Additionally, after completing the HIPAA training, students need to complete the

[Confidentiality Statement](#). ***Students are required to complete and submit documentation of the above mentioned requirements, as instructed by the faculty and staff in accordance with departmental policy.***

11. Access to Health Services

Students have access to many free, or reduced, health services through UF's [Student Health Care Center \(SHCC\)](#). For specific information on these services please visit the SHCC website at.

12. Criminal Background Checks:

Students will be required to complete a criminal background check prior to matriculation. Based on the requirements of specific clinical sites, additional updated criminal background checks may be required prior to beginning clinical internships.

General Housekeeping and Clean-Up

Participation in keeping the classrooms and labs neat and orderly, as well as participating in the laundering of linens is representative of responsibility and professional behavior.

Drinking and eating – Beverages are allowed in the classroom, and can be consumed under the following conditions: 1) beverage is in a covered container; and 2) beverage is consumed during lecture session. Food is allowed in the classroom, and can be consumed under the following conditions: 1) with explicit permission of the individual faculty during lecture session; and 2) on break time. Beverages and food are not allowed during laboratory sessions. The faculty will revoke the students' right to have beverages and food if the classrooms are not kept clean. This is particularly important in the Clinical Learning Center which is used for patient management.

General room cleaning – All students are expected to clean up after themselves in any classroom area being utilized. This includes the disposal of beverages, food, trash, newspapers, the cleaning of mats, plinths, and work areas. The student responsible for ensuring supplies are maintained and duties performed will be identified in bold type on the schedule. Set-up and clean-up teams will be assigned by the laundry schedule and explicitly communicated to all students by email and/or the class syllabus. Students should take the initiative to contact the instructor and/or teaching assistant to determine set-up/clean-up needs during their assigned week(s). The cleanup duties in the Clinical Learning Center also include checking the bathrooms for adequate toilet paper, hand soap and paper towel supplies, replenishing supplies if needed and informing faculty, teaching assistants and/or office staff of the need for additional supplies. As in any clinical facility, students are asked to show initiative and responsibility to report or address unforeseen circumstances to maintain a presentable clinical facility. If any food or drinks are spilled, the carpet should be cleaned as soon as possible and the instructors informed immediately.

Linens - All students will be assigned to assist with the laundering of linens and lab coats used in anatomy lab. Washer, dryer, and laundering materials are available in the lab at HPNP. If linen is required at the Clinical Learning Center, students may be asked to assist with transporting linen to and from campus.

Failure to participate in these assigned duties will negatively impact faculty assessment of student professional behavior and may result in a professionalism warning.

Dress Standards

DPT students represent the Department of Physical Therapy, the University of Florida, and the profession of physical therapy. Professional behavior and appropriate dress are expected at all times in the classroom, the laboratories, and the clinical settings. The following guidelines are intentionally broad and will be interpreted and enforced in a manner determined by the faculty of the Department of Physical Therapy.

- **Lecture Dress** is to be worn for all classroom settings that are not designated as laboratory experiences. Lecture dress is “professional” attire that includes examples of (but not limited to) the following: shirts with collars, modest sleeveless blouses, casual slacks, skirts, clean closed toe shoes, etc. Shirts should be tucked in or be clearly designed to be untucked and still remain professional in appearance.
- **General Laboratory Dress** is worn for participation in lab activities that will provide both modesty and free movement. Laboratory dress includes examples of (but not limited to) the following: UF PT T-shirt (grey or blue), gym/khaki shorts with an inseam of at least 4 inches, athletic shoes with socks, etc. T-shirts not issued by the PT Department, jean shorts, or “cut-off” shorts are not acceptable. Women will need to wear a sports bra, halter-top, or swimming suit top to expose the scapulae and spine.
- **Anatomy Laboratory Dress** may include regular dress although scrubs are recommended as anatomy lab involves exposure to preserved body parts and chemical odors. A laboratory coat is recommended and should be worn over clothing/scrubs.
- **Clinical Affiliation Dress** is proper attire when the students are in a clinical setting. See **Lecture Dress** above for examples of business casual clothing that would be appropriate. Clinic visits require active participation, so students must wear appropriate clothing and shoes. Note that clean professional closed toe shoes are required for clinic visits/affiliations. Excessive jewelry and/or cologne/perfume should not be worn. Clinic attire may be dictated by the assigned facility, and students are responsible for adhering to those regulations.
- **Casual Days** will be every Friday. Other days may be designated as Casual Days and will be announced by the PT Department. On these Casual Days, students may wear jeans and/or flip flops to class. Casual attire should be in good taste. However, students who have a class scheduled on a Friday that involves a guest lecturer must wear lecture dress as previously described. If the Friday class has a lab, students must wear laboratory attire as described above.
- **Modesty:** Students should dress in a manner that preserves the modesty of the student as well as any faculty, guests, professionals, or other students with whom they interact. Modesty of dress promotes ease of communication/interaction, and demonstrates respect for others.

Other Dress Code Guidelines

Official nametags (page 18-19) are required for all practical sessions and clinical visits. A student’s own name tag must be properly worn (displayed on clothing in plastic sleeve) at all times during practical and clinical visits. Dress (lecture vs. lab) for practical

sessions are at the discretion of the instructor.

In instances when a class has combined sessions (i.e. lecture and lab), it is the discretion of the instructor whether lecture or lab dress is required. The instructor will provide this information to the students by class announcement and through the class syllabus.

The dress code will not be enforced during reading days and finals week.

Social Media Policy - University of Florida Department of Physical Therapy

The Department of Physical Therapy recognizes that electronic forms of communication and social media have assumed a larger role in education, clinical practice, and research. However, an increasingly widespread use of social media also means that distinctions between private personal matters and public information have become blurred. Students, staff, faculty, and administrators with affiliations to the Department and UF brands should ensure their social profiles are privatized and accessible only to trusted “friends.” It should also be recognized that it is illegal to post some protected information or activities. In these cases, violations can be subject to civil and criminal penalties, which may include fines and/or imprisonment. In addition, violators may face administrative actions by the Department and/or the University of Florida, which could range from a letter of reprimand to course failure and/or dismissal from clinical internships or the University. Communication and social applications may include but are not limited to Facebook, LinkedIn, Twitter, Instagram, Snapchat, and YouTube. The University of Florida defines social media as applications such as those listed above, but also includes other formats, such as text messages. Please refer to UF's [Social Media Use, Guidelines and Policy Implications](#) additional details.

The following activities are *strictly forbidden and may be subject to legal action and/or Department and University sanctions:*

- Students may never post the personal health information of others. De-identifying an incident involves much more than removing an individual's name. Other potentially identifiable information includes the date or location of the encounter, age, gender, race/ethnicity, diagnosis of the individual, and/or treatment plan. This is a federal and state-protected right that holds violators accountable to disciplinary actions and personal legal liabilities.
- The University of Florida and all clinical affiliation sites have specific policies for obtaining limited consent to photograph and/or record patients and clinical care for educational purposes. Social media postings of photographs or videos of surgeries, wounds/injuries, and patients in clinical or class outreach activities may contain identifiable information and thus are forbidden.
- It is not permitted to disclose the academic information about another student, which may include but is not limited to examination or course grades, clinical internship evaluations, and academic or disciplinary sanctions. This information is federally protected and violators are subject to legal and civil penalties.
- Students may not identify themselves as an official of the Department of Physical Therapy or University of Florida, or state posted opinions as representative of the Department or of UF.
- Similarly, students may not represent themselves as another person (real or fictitious) or obscure their identity in an attempt to circumvent the social media regulations specified in this policy.
- Students may never make direct or implied threats against others, including but not

limited to patients, students, instructors, staff, or clinical faculty.

The following activities are forbidden and subject to Department and University sanctions:

- Students may not use electronic media in a manner that interferes with the responsibilities as a student or hinders with the learning atmosphere of other students. This includes the use of non-class websites and applications during class or lab time that are distracting to other students. Individual faculty will determine which, if any electronic media students may use during a class or lab.
- Students may not take or post photos, audio or video recordings of lectures, labs or review sessions, or any course materials or exams without the authorization of the instructor. Unauthorized use may provide students with an advantage in academic or clinical assessments in this program, and this is considered an Honor Code violation. Students should always obtain permission directly from the course instructor before taking or disseminating information.
- The use of social media for unauthorized collaboration on assignments, online quizzes or exams that have been designated as individual work. If the students are not certain whether an assignment is individual or collaborative, they must first ask their instructor for clarification. Unauthorized collaboration in any form for any item that has been designated as individual work is considered a violation of the UF honor code and subject to separate disciplinary action up to and including removal from the program.

The following unprofessional behaviors are strongly discouraged and subject to disciplinary action from the Department/University, clinical affiliation site, or both:

- Use or display of offensive language.
- Photographs, videos, or language that can be interpreted as disrespectful to individuals or groups based upon their age, gender, race, ethnicity, or sexual orientation.
- Photographs, videos, or language that can be reasonably interpreted as participating in or condoning the irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Posting of potentially inflammatory or unflattering material on a group or another individual's social media page (i.e., Twitter post, "wall" of another's Facebook page)

Students will be accountable to additional rules and regulations specified by their clinical internship sites. Failure to comply with the social media policies of the clinical institution will result in disciplinary action and potential removal from or failure of their clinical internship.

Use of personal and University email accounts:

Please be aware that "ufl.edu" or "php.ufl.edu" email addresses are under the jurisdiction of the State and thus their contents are subject to audit at any time. These accounts should be used within the context of the official University role. Communications to faculty, staff, and administration at UF should always occur through the student's ufl.edu account (**not** a personal account).

The University of Florida social media policy specifies that Facebook, Twitter, Instagram, Snapchat and other social media websites or applications that identify as "UF" must be vetted through the UF social media office. Videos may not portray individuals as acting on behalf of the university or any aspect of the university (dept, HSC, etc) without authorization by the VP with jurisdiction over the applicable unit.

If the content is personal or UF is only tangential/incidental to the purpose of the page, students

are strongly encouraged to use a personal email address as their primary means of identification.

Final considerations:

There is significant legal precedence for institutions to use the content of social networking sites as an employment screening tool or as cause for job termination. Therefore, a responsible and professional approach should be used for all personal and professional social media exchanges. Videos or other social media that do not violate laws or UF regulations but present others under a false light, imply professional incompetence, or defame character may be subject to personal civil legal actions filed by individuals.

Remember that even stringent privacy barriers can be breached, and unauthorized individuals may still gain access to a student's webpage or social media site. While a post can be removed from a social networking site, the information may have already been exported or printed by another user. Therefore content can survive far beyond an initial post, in other sites or media formats.

This policy illustrates the most pressing and most common areas of concern and is not intended to identify every action that does not comply with the law, University policy, or professional standards (refer to [APTA](#)). Please consider posts carefully. Use a waiting period or seek consultation if there is a possibility the content could be misinterpreted.

UFL e-mail address

All students are **required** to have a UFL e-mail address for use with academic coursework and responsibilities. Students should go to the [GatorLink](#) UF web page to set up their gator link account, access to UF e-mail password, and internet access. Whenever possible, e-mail addresses should be first letter of first name and first seven letters of last name. Although university policy allows students to forward their email received to their UF email address to a personal account, the Health Science Center policy states that all HSC students **cannot** forward email received to their UF email address to a personal account. Health Science policy supersedes the university policy in this matter and UF e-mail **should not** be forwarded to another account. These policies exist to improve communication between faculty, staff, and students.

It is the responsibility of the student to check e-mail on a daily basis, both when in the academic program and on internships. There will be no e-mail correspondence between faculty and students later than 6 pm for requirements the following day.

Web-Based course platform

Class content is provided online through the learning management system (CANVAS). Students are expected to have access to a computer to download materials, submit assignments, and interact on discussion boards. Some classes may require access to online materials during class and students need to have a suitable laptop, tablet or phone access available.

Several classes require access to online materials and examinations during class and/or laboratory. A laptop computer or tablet in good working order is essential for students in the DPT program. The clinical learning center is wired with AC power outlets to the seats, allowing students to take notes and exams on their devices without reliance on battery power. Exams

may be administered in-class via electronic learning, and the devices must be in good working order. If the electronic device crashes during an exam, the student will be expected to continue the exam by handwriting.

The DPT program does not require specific hardware manufacturers or software. Microsoft Office 365 is available for all enrolled UF students to download. Please see <http://www.it.ufl.edu/gatorcloud/> for more information. The University of Florida requires all students to have anti-virus software, in order to access the UF Network. Anti-virus is available for all students to download at no cost. For a complete list of software available to UF students please see the [UF Software Licensing Services website](#)

Computer access

Per University of Florida policy, all students are required to own a laptop or tablet. Students will be expected to access laptops or tablets for:

- Course websites, assignments, syllabus, communications
- Daily e-mail communication both individually and by group
- Web searches
- Additional areas as assigned

Please refer to the criteria outlined at the this link for [minimum requirements of a laptop or tablet](#) (note – e-learning in Canvas is a requirement for the DPT curriculum).

Students may be asked to bring portable devices to class for lecture and laboratory electronic material access or online tests.

University of Florida does not require students to own a printer. Many class notes and handouts are distributed from instructors through e-learning, and students are permitted to print copies of these files, if they choose. Printers are available at the libraries and computer labs on campus.

The faculty of the Department of Physical Therapy recognizes that the use of classroom laptops and other electronic devices has the potential to enhance learning, as well as to distract from learning. The following policy outlines student laptop use during class:

Students are permitted to use personal laptops for note taking or other class activities, as instructed by the professor. The course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, social media, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class presentations/demonstrations, course-related internet searches, and performing class projects. Students are permitted to use laptops during breaks and between classes for “use unrelated to course objectives”, but this use must terminate when class resumes.

Students will sign a statement acknowledging understanding of this policy before classroom use of laptops and other electronic devices (see Appendix D). This signed form will be kept in their file as record of understanding. Student violation of this policy will result in that individual’s loss of classroom laptop and electronic device use privilege for the rest of the time spent in the program.

Information about the computer requirement policy can be found on the [College of Public Health and Health Professions resources webpage](#).

Procedures for Students to Report Handbook Concerns

Principle #5 of the APTA Code of Ethics states, "Physical therapists shall fulfill their legal and professional obligations."¹ This principle encompasses a physical therapist's personal accountability, as well as their professional duty to identify and report related concerns to the appropriate governing bodies.

In accordance with this principle, student physical therapists that have Handbook-related issues should use the following procedures to resolve their concerns:

1. Students are encouraged to first attempt to resolve disagreements and minor professionalism concerns (e.g. dress for labs) themselves. Options for student mediation may include: direct discussion of concerns between the students involved, or reporting of concerns to the SPTA President or class Professionalism Liaisons.
2. Students also can meet with a member of the faculty at any time, to discuss personal or class-related concerns. Faculty resources include, but are not limited to: the student's assigned advisor or any of the members of the professionalism committee. Student-faculty meetings are confidential. However, faculty are obligated to forward reports of honor code or professionalism violations, as well as instances when there are immediate concerns for the safety of others.

Honor code and professionalism concerns will be forwarded to the Faculty Professionalism Committee for review. To help investigate and resolve concerns, students are encouraged to provide as many specifics as possible in their report. Anonymous tips or allegations submitted without supporting facts might themselves be considered violations of the University of Florida Honor Code, Section (3d).² The program can do little to verify or correct concerns that are reported that do not contain specifics of an alleged incident. Once the Professionalism Committee reviews the facts of the incident or concerns, their recommendations will go to the Program Director for resolution.

¹ http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

² <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Current contact information

All students are responsible for keeping the faculty and administrative staff updated as to their current information re:

- Phone contact: local, cell, and permanent
- E-mail address
- Address: local and permanent
- Person to contact in emergency

Please give this information to Gisella Schroeder, Academic Assistant. Send directly to Ms. Schroeder at gq74@php.ufl.edu.

DEPARTMENT OF PHYSICAL THERAPY GRADING SYSTEM

Grading Scale

Students must maintain a “B” average (2.67) during the three years of their professional PT curriculum. Students with a GPA less than a 2.67 in their major will not be able to graduate.

93-100 = A	4.00 grade point
90-92 = A-	3.67 grade point
87-89 = B+	3.33 grade point
83-86 = B	3.00 grade point
80-82 = B-	2.67 grade point
70-79 = C	2.00 grade point
60-69 = D	1.00 grade point
Below 60 = E	0 grade point

Students are expected to take ALL exams and practicals as scheduled, unless prior approval is obtained from the course instructor. In the event of extraordinary circumstances, the course instructor must be notified directly and documentation must follow before a make-up may be scheduled and/or excuses absence will be permitted.

All academic and clinical coursework must be successfully completed in sequence. Failure to complete a course in sequence may cause a student to wait a full year before resuming the program.

Professional Behavior

Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. All students must attain appropriate levels of professionalism on the University of Florida’s Professionalism Development Tool (PDT). Student performance on the PDT will be determined by behaviors in the classroom and lab. Additional feedback will be provided by peers, instructors, and teaching assistants. Students will use the PDT to formally self-evaluate their professional behavior and participate in professionalism teams, with peers, faculty, and clinicians.

Students will attain a level of “beginner” professional behavior by the end of semester 2, just prior to two semesters of part-time clinical experiences; a level of “developing” professional behavior by the end of the middle of the fifth semester, just prior to first full time clinical experience, and “entry-level” professional behavior by the end of semester six, just prior to three full time internships. Failure to do so will prevent the student from advancing in the curriculum.

End of Year Comprehensive Skills Examinations

In the summer semesters of year 1 and year 2, all students must pass a comprehensive skills examination conducted at the Harrell Assessment Center. The examination follows a format similar to that required of medical students and is used by the program to assess the students’ ability to apply knowledge of didactic coursework to clinical scenarios. Students are evaluated during the year 1 and year 2 comprehensive skills examination upon both their performance of tested skills and their interaction with the standardized patients.

- As part of the year 1 comprehensive skills examination students are provided specific assessment and treatment procedures covered during their first year in the program and evaluated upon their ability to properly perform these tasks on standardized patients.
- The year 2 comprehensive skills examination assesses critical thinking skills. Students are provided with patient scenarios and evaluated upon their ability to properly manage a standardized patient. As part of the year 2 comprehensive skills examination, students must also complete multiple choice questions related to individual scenarios. The year 2 comprehensive skills examination tests assessment and treatment skills covered during the first 2 years of the program.

Students who score < 70 % on an individual skill must repeat the individual skill and students who score < 80% on the entire examination must repeat the entire examination. Repeat testing will be scheduled approximately 1 week post the initial test. Students who do not meet these requirements on the re-test must enter the remediation phase. This requires students to meet with an identified faculty member to develop an individual remediation plan based on the test results. Following a documented successful remediation period the student will be eligible to re-test during the final two weeks of the summer semester. In preparation for actual clinical experiences, there is no opportunity for extended timeframes or similar accommodations for these examinations.

Students must achieve > 70% in all skills to achieve a passing score in the associated courses (Clinical Education I and Differential Diagnosis). Students who do not achieve this level of performance will receive a U or an E for the course.

See Appendix B for specific remediation details.

Academic Expectations

- **Academic Progression**

Students in the physical therapy program must demonstrate competence in both academic and clinical components of the curriculum in order to progress. Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams. Students must pass all safety requirements on practical exams by 100% in order to progress and must score at least 80% on other requirements. **If a student must repeat a practical exam for any reason, the highest grade the student may obtain for that exam is 80%.** Students may repeat a practical only one time. If a student does not pass on the second attempt, the student must appeal to the Department Progressions Committee for a third chance. **Failure on a third chance, if granted, will result in an “E” for the course.**

A student, who repeatedly fails practical exams on the first attempt in one or more courses, will be referred to the DPT Program Director for academic advising and a plan of remediation.

For the policy regarding clinical internship courses, please refer to the Clinical Education Handbook.

- **Academic Probation**

Any student who earns less than a 2.67 cumulative GPA at the conclusion of any semester will be placed on academic probation. A student placed on academic probation at the end of the semester must meet with the DPT Program Director during the first week of the subsequent semester to discuss a plan to improve future performance. **If the cumulative GPA is less than 2.67 by the end of the subsequent semester, the student will be dismissed from the program.**

A student who makes a grade of “D” in any course must repeat the course for credit the next time it is offered and will be on probation. The student must receive a grade of “C” or better to progress academically and must have at least a 2.67 GPA overall. If the student receives a grade below a “C” on retake, or if the Overall GPA is not at least a 2.67, the student will be dismissed.

A student, who makes a subsequent “D” in another course, after a “D” has been successfully remediated, will be dismissed from the program.

Any student, who receives an “unsatisfactory” grade on a clinical internship graded on a “Satisfactory-Unsatisfactory (S-U)” basis, will be dismissed from the program. A “U” in a course graded on an “S-U” basis is equivalent to an “E”.

- **Program Dismissal**

A student will be dismissed for:

1. An “E” received in any course or a “U” in a course graded on an “S-U” basis
2. Two “Ds” received, even if the first “D” is remediated
3. Failure to maintain a 2.67 after 2 semesters
4. Professionalism violations

Academic progression of students will be discussed among faculty in monthly faculty meetings.

Please see the special rules concerning clinical internship courses in the next section.

Professionalism Expectations

- **Professionalism Progression in Generic Abilities**

Professional behavior is expected at all times; including but not exclusively: during scheduled class, curricular and clinical activities, extracurricular professional events, community and clinical activities.

Students in the physical therapy program must demonstrate competence in professional behavior in order to progress through the curriculum. This is demonstrated through satisfactory performance in five core areas: responsibility, communication, stress management, critical thinking, and professional development. Students must consistently demonstrate professional behavior in each of these areas in order to progress through the physical therapy curriculum.

In the first year of the program students will be assigned a faculty mentor to assist with professional development. The student will work with the faculty mentor in one-on-one and group sessions to ensure an understanding of the role of professionalism in this curriculum, and for an entry level physical therapist. The faculty will assist the student in completing self-assessment of professional behavior, setting professionalism goals, and with other factors related to their development.

- **Professionalism Dismissal**

Unprofessional behavior may result in dismissal from the program. We realize that professionalism is broadly defined but, for our purposes, professional behavior should fit into the scope of what would be expected of a licensed physical therapist. Unprofessional behavior will most commonly be identified by faculty members during their routine interactions with students.

Examples of unprofessional behaviors (not an all-inclusive list) are:

Repeated infractions of being late to class, not observing the dress code for labs and class, disturbing the class by using electronic devices, phones, or computers in class in an inappropriate manner, conducting unrelated activities during class time (including sleeping in class), missing class without permission, not calling in when sick and needing to miss class.

Students who commit infractions in professional behavior will be notified by the corresponding faculty who has identified the infractions. Solitary minor infractions may involve a verbal and/or written warning.

Examples of more serious violations where a student may be dismissed after one infraction (not an all-inclusive list) are: HIPAA violations, cheating, or plagiarism. Professional progression of students will be discussed among faculty in monthly faculty meetings.

Repeated infractions or more serious breaches in professionalism will be referred to the professionalism committee. The committee will review the professionalism concern and relevant references from the handbook and UF policies and procedures. Then, the committee will convene a meeting with the involved parties. After studying all available information, the committee will recommend an action to the DPT Program Chair, based upon the severity and frequency of the problem and any history of academic or professionalism infractions.

All professionalism warnings are placed in the student's academic file, and may influence a student's ability to benefit from departmental scholarships, student employment, or service learning trips.

Policies Regarding Clinical Internship Courses

Unsatisfactory Performance of Clinical Internship:

A student who performs unsatisfactorily on a clinical internship will be notified of their unsatisfactory performance. The student will either stay on the internship or will be removed from the internship based on individual circumstances. The student must modify the deficient behaviors or skills if the student remains at the said internship. The Clinical Instructor (CI) and the Director of Clinical Education (DCE) will give the student specific feedback regarding the changes needed and required timeframe necessary to successfully complete the internship. A learning contract may be developed in order to facilitate the correction of the deficient behaviors and/or skills.

If it is deemed necessary to remove the student from the internship or the student is unable to modify the deficient behaviors and/or skills, the DCE and/or Professionalism Committee, if applicable will recommend remediation of skills and a learning contract will be developed with input from the student and the DCE. The DCE and/or Professionalism Committee will determine where this remediation will take place and for how long the remediation period will be. If the student successfully completes the remediation according to the contract, he/she will have an opportunity to repeat the internship at a site determined by the DCE and will receive a grade of "I" until the internship is completed. If the remediation is not completed satisfactorily in the time period designated, the student will not have the opportunity to repeat the internship and the student will receive a grade of "U" and will be dismissed from the program.

The DPT Program Director will be notified by the DCE of any such student and the student will be notified in writing of their status.

Students will be allowed one, and only one, such situation regarding internships. If the student is not performing satisfactorily on a subsequent internship at any point in time, the student will receive a “U” and be dismissed from the program.

Clinical settings, sites, and supervision

Clinical education experiences provide the student with opportunities to practice and perform professional responsibilities with appropriate supervision, professional role modeling, and a variety of patients and learning experiences. These experiences require effective communication between clinical and academic faculty, written agreements between the academic institution and clinical centers outlining responsibilities of each party, and standardized education of clinical faculty. Clinical centers that demonstrate the aforementioned criteria are recruited and maintained. All efforts are made to keep consistent clinical centers that have demonstrated a long-term commitment to clinical education in physical therapy and have consistently provided superior clinical education for the University of Florida. New clinical sites are developed according to the department's needs for learning experiences and sufficient site numbers. **Students must refrain from contacting any clinical site or clinician in an effort to secure or arrange a clinical internship. Any student effort to bypass the internship placement process may result in disciplinary action.**

For all the policies and procedures referring to Clinical Education, please refer to the Clinical Education Handbook.

Policies Regarding the Appeal Process and Readmission

Appeal Process:

A student who is dismissed from the DPT Program for academic or professional reasons may exercise the right to appeal by petition. The petition is first directed to the Department and in the form of a letter from the student stating the reasons the student should be reinstated in the class. At this point an ad hoc committee (e.g. Academic Progression Committee) will be formed to review the petition and make a recommendation to the Program Director. The Program Director may uphold the recommendation or overrule the recommendation. If the decision remains for dismissal, the student may further petition the Department Chair. If that petition is unsuccessful, the student may appeal in writing within one week to the Executive Associate Dean of the College. The Executive Associate Dean will review all previous decisions and the student's concerns and make a determination about academic or professional dismissal. Both the student and Chair have the further right to appeal to the Dean, who, upon appeal, will review the case in its entirety and make a final College decision concerning academic or professional dismissal.

Upon successful petition at any of the above steps the student will be received back into the class on academic or professional probation. The student will be expected to meet the terms of any reinstatement contract. In the case of professional issues, if the student receives another professional notice, the student will be dismissed from the DPT Program.

FACULTY'S RESPONSIBILITY TO DETER DISHONESTY

Students are responsible for abiding by the **Code of Student Conduct** and the **Academic Honesty Guidelines** as presented in the [University of Florida Student Handbook](#).

Faculty members have been asked by the University President and the Student Court to take preventive measures to discourage academic dishonesty and the Student Court has stated, "students may also be called upon to detect academic violations."

Faculty members have been asked by both the administration and students to consider the use of proctors during examinations. Other recommendations are use of alternate key systems and assurance that physical security measures are adequate in offices and in reproduction of examination.

Students observing academic dishonesty should report to the faculty member teaching the course who, in turn, should report to the Dean for Student Conduct and Conflict Resolution.

The Health Center Student Conduct Standards Committee is a Presidentially appointed committee comprised of four faculty members and one student member from each of the Health Center Colleges. Cases of academic dishonesty occurring in the Health Center Colleges are also referred by faculty members to the Dean for Student Conduct and Conflict Resolution, P202 Peabody Hall, 352-392-1261. If, after consultation with the faculty, it is determined that a hearing is necessary to resolve the allegations against the student, the committee is convened as follows: three faculty members and one student member from the college of the accused student and one faculty member from another Health Center college.

Prior to the hearing, the student will be advised of rights and privileges under the Student Conduct Code by the Office of Dean for Student Conduct and Conflict Resolution. If, after a hearing by the Health Center Student Conduct Standards Committee, the student is adjudicated guilty, the committee shall recommend one or more sanctions to the Dean for Student Services, P202 Peabody Hall, who will take final action. Sanctions can range from Reprimand and a failing grade in the course to Expulsion from the University.

For further information regarding the disciplinary process, consult [The Student Handbook](#) or contact the Director of Student Judicial Affairs.

HONOR CODE: Honor Codes have been shown to be effective deterrents to cheating. The Honor Code is a pledge all students should sign on work submitted for a grade. The Code provides that on all work submitted for credit by students at the University, the following pledge is either expressed or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment".

Academic Honesty Guidelines

The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines. Those adjudged to have committed such conduct shall be subject to the penalties listed in the Student Conduct Code.

ALL OF THE VIOLATIONS BELOW RELATE TO COMPUTER GENERATED CLASS ASSIGNMENTS, PAPERS, AND EXAMINATIONS, AS WELL AS THOSE ASSIGNMENTS, PAPERS, AND EXAMINATIONS THAT ARE HANDWRITTEN OR TYPED.

Taking of Information - copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted.

Tendering of Information - giving work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; informing another person of questions that appear or have appeared on a previous exam; giving or selling a term paper or other written materials to another student.

Plagiarism - copying homework answers from text to hand in for a grade; quoting text or other written materials submitted to a teacher when requested by the teacher to present student's own work; handing in a paper as own work which was purchased from a term paper service; retyping a friend's paper and handing it in as own work; taking a paper from fraternity files and handing it in as own work; copying sentences directly from a book without giving the author credit.

Conspiracy - planning with one or more persons to commit any form of academic dishonesty, including but not limited to, giving term paper to another student who will knowingly plagiarize it.

Misrepresentation - having another student do a class assignment and handing it in as student's own work; lying to a teacher to increase grade; or any other act or omission with intent to deceive a teacher as to the authorship of oral or written materials submitted or presented to a teacher which would affect grade.

Bribery - offering, giving, receiving, or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

AWARDS

COLLEGE LEVEL

COLLEGE LEVEL AWARDS & SCHOLARSHIPS FOR WHICH DPT STUDENTS MAY APPLY:

College level contact: Candice Vogtle

Due Date: March 8th

Judson Clements Jr. Scholarship

The Judson Clements Jr. Scholarship is awarded based on available funds, therefore more than one may be awarded each year. Candidates are those College of Public Health and Health Professions students who have demonstrated strong leadership qualities through service to their community, school, church, etc. Consideration is given for demonstrated financial need and current or former residents of Duval County, Florida are given preference. Complete the application form by going to the [College of Health and Health Professions Scholarship](#) page.

Shands at UF Auxiliary Scholarship

Shands Auxiliary awards scholarships based upon availability of funds. When given, these awards are for students who have completed at least one semester in the program and will remain in the program throughout the calendar year; therefore graduating students are not eligible. Applicants must have a strong commitment to the ideals and endeavors of his/her chosen profession, demonstrate financial need, and have average or better grades. Complete the application form by going to:

COLLEGE LEVEL AWARDS & SCHOLARSHIPS FOR WHICH DPT STUDENTS MUST BE NOMINATED:

Dean's Scholar Award

This award is given to the most outstanding undergraduate and graduate student scholar in the College of Public Health and Health Professions. The criteria for this award are outstanding community and university service and leadership, leadership potential as indicated by participation in professional organizations, and excelling in clinical, research, or other professionally related activities. Please note students must have completed at least one year in the program and preference is usually given to graduating students.

DEPARTMENTAL LEVEL

DEPARTMENTAL LEVEL AWARDS & SCHOLARSHIPS FOR WHICH DPT STUDENTS MAY APPLY:

Department level contact: Dr. Joel Bialosky

Due Date: March 1st

Ben Brown Physical Therapy Scholarship

The Ben Brown Physical Therapy Scholarship was established to provide assistance to applicants who pursue a doctorate of physical therapy from the UF College of Public Health and Health Professions. A student is eligible to be considered for a maximum of \$10,000 per year for a total of \$30,000 in the three-year DPT program. This scholarship is awarded to an outstanding first year DPT student with a GPA in physical therapy coursework of at least 3.00. Additional criteria include financial need, be a full-time resident of the state of Florida, demonstrate evidence of leadership, demonstrate evidence of strong community or public service, be able to attend the Florida State Elks Convention.

The Claudette Finley Scholarship Award

The Claudette Finley Scholarship Award was established by the Class of 1999 in recognition of Ms. Finley who has taught anatomy for 35 years while a faculty member in the Department of Physical Therapy. The class initiated this recognition and in consultation with the University of Florida Foundation established the award and secured contributions from the alumni of this program prior to their graduation in the Spring of 1999. The award of up to \$500.00 will be presented to an entry-level student annually during their second year in the physical therapy program. Selection of the student will be based on criteria that include excellence as a student in the anatomy courses, willingness to teach others in the anatomy courses, demonstrated financial need, and participation in campus and/or community activities.

Julia Conrad Trojanowski Scholarship

A scholarship up to \$500 is awarded annually to an outstanding entry-level student with a GPA in physical therapy coursework of at least 3.65. Additional criteria include excellent clinical skills as demonstrated on laboratory and practical examinations. The student must also be recognized by his/her colleagues as a caring, compassionate, & highly principled person of outstanding character. The student must demonstrate financial need and complete the application form by going the [College of Health and Health Professions Scholarship](#) page.

Rolf and Anne Kuhns Endowment for Physical Therapy Scholarship

A scholarship up to \$1500 is awarded to the student who demonstrates outstanding performance in the first full-time clinical internship, thereby showing promise as a future clinician of excellence.

DEPARTMENTAL LEVEL AWARDS FOR WHICH DPT STUDENTS MUST BE NOMINATED: *(These awards are given at the Graduation Banquet.)*

Department of Physical Therapy Martha C. Wroe Outstanding Clinical Performance Award

Outstanding clinical performance is recognized as a highly valued achievement. The faculty recognizes a student each year that has been supported by all of the clinical preceptors as a deserving recipient. The award consists of a framed certificate. The awardee's name is added to the master plaque that is retained in the Department of Physical Therapy.

Department of Physical Therapy Outstanding Scholastic Student Award

The Department of Physical Therapy initiated an award for scholarship in 1972. This award is based on a student's grade point average in the Physical Therapy entry-level program and is presented at the Physical Therapy Department Graduation Banquet. The award consists of a framed certificate. The awardee's name is added to a master plaque that is permanently displayed in the Department of Physical Therapy.

DEPARTMENTAL LEVEL SCHOLARSHIPS FOR WHICH DPT STUDENTS MUST BE NOMINATED:

Frederick Family Scholarship

Bill and Mary Ann Frederick established the Frederick Family Scholarship in Physical Therapy to endow scholarships for students in the physical therapy department. An award of up to \$1,500.00 will be given to a student in the entry-level DPT program. The DPT student is nominated by his/her peers during the spring semester. Criteria for selection include: treating others with positive regard, dignity, and respect, dependability when given responsibilities by peers and faculty, and showing good judgment in decisions particularly those that have an impact on peers.

The Dr. Mark H. Trimble Memorial Scholarship Award

The Dr. Mark H. Trimble Memorial Scholarship Award was established in Dr. Trimble's honor following his untimely death in February of 2001. Dr. Trimble was an Assistant Professor in the Department of Physical Therapy from 1994-2001 and taught in the area of orthopedics. This scholarship recognizes a student who has demonstrated excellence and a strong commitment to the learning and development of clinical skills in orthopedics and has shown initiative and self-reliance in his or her studies, assignments, and responsibilities in the entry-level master's program. The award of up to \$500.00 will be presented annually to the student at the end of their third year in the entry-level program.

Miller and Toni Couse Physical Therapy Fellowship

The Miller and Toni Couse Physical Therapy Fellowship was established in 2010 by Miller and Toni Couse to support a fellowship in the University of Florida Department of Physical Therapy. Miller earned a bachelor's degree from the University of Florida College of Agricultural & Life Sciences in 1970. Toni earned a bachelor's degree in physical therapy from the University of Florida in 1971. This fund supports a fellowship in the Department of Physical Therapy with preference to graduate students with financial need who have a high potential to contribute to the profession of physical therapy and have demonstrated leadership skills. The award is based upon availability of funds

GRADUATION BANQUET COMMENCEMENT AND LICENSING

GRADUATION BANQUET & WHITE COAT CEREMONY

The Department of Physical Therapy plans and coordinates a special graduation banquet at the completion of the program in the spring semester. At the ceremony, the Barbara C. White Lecture Award is given to the invited graduation speaker and the graduates are recognized. All scholarship and award recipients are also recognized at this time. All graduates and their guests are invited to participate.

Each class also has the opportunity to have a White Coat Ceremony at the Graduation Banquet. The decision to have a White Coat Ceremony is made by the students in each class by vote and communicated with the Program Director.

COMMENCEMENT

The official College of Public Health and Health Professions Convocation ceremony for the graduating students is held at the end of the Spring Semester. The actual commencement exercises are arranged by the University and include wearing the cap and gown and the awarding of the clinical doctoral degree. Hooding will be done by a faculty representative. Graduates are encouraged to attend all of these festivities.

PHYSICAL THERAPY LICENSING EXAM

Please note that once a DPT student receives their degree, they will become eligible to take the licensure exam. It is illegal to practice physical therapy without a license, therefore, DPT graduates must secure a license according to the requirements of the state in which the graduate wishes to begin practicing physical therapy. The Florida State Board of Physical Therapy regulates licensure in the state of Florida. Other specific requirements for licensure

vary slightly among states. Students can begin to explore the requirements for each state by reviewing information provided on the [Federation of State Boards of Physical Therapy \(FSBPT\)](#) website. Please note that these requirements are modified frequently so students must be sure to get up to date and accurate information at the time of graduation. The licensure exam is a computerized exam with criterion referenced scoring, which is the same for all states.

Appendices

Appendix A: Curriculum Overview & Course Descriptions

Semester 1: Fall Yr. 1	CR	Semester 2: Spring Yr.1	CR	Semester 3: Summer Yr.1	CR
PHT 6153 Physiology for PT	3	PHT 6188C Functional Anatomy II	5	PHT 6770 Musculoskeletal Disorders I	2
PHT 6187C Functional Anatomy I	5	PHT 6189C Examination and Evaluation	3	PHT 6218C Therapeutic Modality Interventions in Physical Therapy	2
PHT 6605 Evidence Based Practice I	3	PHT 6168C Neuroscience in Physical Therapy	4	PHT 6860 Clinical Education I	1
PHT 6024 Professional Issues I	2	PHT 6503 Health Promotion and Wellness for Physical Therapy Practice II	1	PHT 6608 Evidence Based Practice II	3
PHT 6502 Health Promotion and Wellness for Physical Therapy Practice I	1	PHT 6207C Basic Clinical Skills II	2	PHT 6352 Pharmacology in Physical Therapy Practice	3
PHT 6206C Basic Clinical Skills I	2	PHT 6152C Exercise Physiology	2	PHT 6186C Motor Control/ Therapeutic Exercise I	2
TOTAL	16	TOTAL	17	TOTAL	13
Semester 4: Fall Yr. 2		Semester 5: Spring Yr. 2		Semester 6: Summer Yr. 2	
PHT 6771 Musculoskeletal Disorders II	4	First 8 weeks:		PHT 6190C Motor Control/ Therapeutic Exercise II	3
PHT 6381C Cardiopulmonary Disorders in Physical Therapy	3	PHT 6762C Neurorehabilitation II	3	PHT 6322 Pediatrics in Physical Therapy	4
PHT 6070C Radiology and Diagnostic Imaging in Physical Therapy Practice	3	PHT 6527 Professional Issues II	3	PHT 6702C Prosthetics and Orthotics	2
PHT 6861 Clinical Education II	1	PHT 6374 Geriatrics in Physical Therapy	2	PHT 6730 Differential Diagnosis in Physical Therapy	3
PHT 6761C Neurorehabilitation I	3				
PHT 6302C Principles of Disease	4	Second 8 weeks:			
		PHT 6805 Clinical Education III	6		
TOTAL	18	TOTAL	14	TOTAL	12
Semester 7: Fall Yr. 3		Semester 8: Spring Yr. 3			
PHT 6807 Clinical Education IV	6	First 8 weeks:			
PHT 6817 Clinical Education V	6	PHT 6823 Clinical Education VI	6		
		Second 8 weeks:			
		PHT 6504 Health Promotion and Wellness for Physical Therapy Practice III	1		
		PHT 6530 Professional Issues III	2		
		PHT 6609 Evidence Based Practice III	2		
TOTAL	12	TOTAL	11	PROGRAM TOTAL	113

DPT Curriculum Overview and Course Descriptions

**Doctor of Physical Therapy (DPT) Curriculum
Department of Physical Therapy
College of Public Health and Health Professions
University of Florida**

Semester 1 Fall (16 weeks):

PHT6153: Physiology for Physical Therapy

This is a course intended to introduce students to the subject of human physiology. The material to be covered will allow the student to learn how the human body functions from the cellular level to the organ system level. In addition, the effects of diseases on normal body function will also be included. The emphasis will be on the conceptual understanding of physiology and not on the memorization of isolated facts.

PHT 6187C: Functional Anatomy I

The purpose of this course is to provide a detailed introduction to anatomy of the human body, and the functional ramifications of that anatomy to human motion. This will include study employing lecture and laboratory sessions involving regional cadaveric dissection of the upper extremity under the supervision of instructors, and information on joint structure and function, forces that effect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy.

PHT 6605: Evidence Based Practice I

This course reviews relevant research design and statistical issues to prepare the student to become a critical consumer of rehabilitation research. The student will be exposed to selected topics on research theory/philosophy, sampling, research design, descriptive/inferential statistics, power, error, estimation, reliability, validity, and reading a journal article.

PHT 6024: Professional Issues I

The purpose of this course is to prepare the student in professional practices that will be used throughout the curriculum and their professional career. This course provides the student with an introduction to the role of the professional in physical therapy practice. Students are educated about the application of generic skills to the profession of PT. Topics of application include communication (verbal, nonverbal, and written), individual and cultural differences, professional behavior and abilities, ethics, legal issues, and responsibility for professional development.

PHT 6502: Health Promotion and Wellness for Physical Therapy Practice I

This course is designed to initiate an interdisciplinary learning practicum for health professions, pharmacy, dental and medical students. The central theme of the course is family health over the life cycle. Students will learn to conceptualize family health beliefs and behavior from a biopsychosocial framework, and they will learn to assess family health care needs and health care access through a multidisciplinary lens.

PHT 6206C: Basic Clinical Skills I

This course is designed to prepare the student for patient care activities including communication, assessing vital signs, body mechanics awareness, patient positioning and draping, basic exercise and transfers. Students will develop these basic skills in a laboratory setting and with case studies prior to practice with patients in authentic clinical situations in semester three of the program.

Semester 2 Spring (16 weeks)

PHT 6188C: Functional Anatomy II

The purpose of this course is to provide a detailed introduction to anatomy of the human body, and the functional ramifications of that anatomy to human motion. This will include study employing lecture and laboratory sessions involving regional cadaveric dissection of the lower extremity and trunk under the

supervision of instructors, and information on joint structure and function, forces that effect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy. Using this knowledge the student should be able to analyze activities regularly observed in the clinic.

PHT 6189C: Examination and Evaluation

The purpose of this course is teaching the student the basic elements of assessment that applies to all patients with a potential need for physical therapy services. Students will learn the basics of examination and evaluation, selection of appropriate tests and measures, use of validity, reliability, and best evidence to select tests and measures, and the use of critical thinking and decision-making to determine the most appropriate intervention and outcomes for all patients

PHT 6168C: Neuroscience for Physical Therapy

Neuroanatomy, neurophysiology, basic neuroscience and evidence based practice for neurological therapeutic intervention. Course includes lecture, wet specimen anatomy laboratory, utilization of neurological case studies and review of current scientific literature.

PHT 6503: Health Promotion and Wellness for Physical Therapy Practice II

This course is the follow-up to the interdisciplinary learning practicum for health professions, pharmacy, dental and medical students, which was initiated in the prior semester. The central theme of this half of the course is developing wellness plans for individuals or families in the community. Students will learn to assess family health care needs, seek out community resources, and educate community members on specific issues related to their own health and well-being.

PHT 6207C: Basic Clinical Skills II

This course is designed to prepare the student for patient care activities including infection control, patient safety and emergency management, wheelchair and equipment management, gait training and durable medical equipment prescription. The student will obtain an overview of basic exercise training techniques (strength, flexibility, endurance, and relaxation) applicable to prevention and wellness services as well as to those populations requiring rehabilitation or restoration of function due to illness, injury, or chronic disability.

PHT 6152C: Exercise Physiology

The purpose of this course is to understand the physiological mechanisms and organ systems that allow humans to engage in physical activity and how these systems are changed by chronic activity (training) and disuse.

Semester 3 Summer (13 weeks)

PHT 6770: Musculoskeletal Disorders I

The purpose of this course is to educate students about physical therapy evaluation and treatment for musculoskeletal disorders of the lower extremity.

PHT 6218C: Therapeutic Modality Interventions in Physical Therapy

This course is an introduction to the management of pain and dysfunction using thermal, electrical and mechanical modalities used by Physical Therapists in general practice. Lectures will highlight basic scientific rationale for approaches discussed while laboratory experience and problem solving using patient case studies should enhance the student's understanding relative to direct patient care.

PHT 6860: Clinical Education I

The purpose of this course is to provide part-time clinical experiences in acute care settings, wound care, ICU, and outpatient orthopedics as a means for the student to make associations between classroom material and clinical experiences.

PHT 6608: Evidence Based Practice II

This course will introduce the student to key concepts of evidence-based rehabilitation science. The first section of the course reviews basic principles of an evidence-based approach and subsequent sections

review issues related to diagnosis, prognosis, and intervention.

PHT 6352: Pharmacology in PT Practice

This course provides a study of prescription and/or over-the-counter medications used in the management of a variety of patient conditions encountered during physical therapy management.

PHT 6186C: Motor Control/Therapeutic Exercise I

This course introduces the student to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes concepts of kinesiology, neuroscience, physiology, motor control, and motor learning. The course will integrate theory and basic principles of motor behavior, motor development, motor control and motor learning as they relate to human motor performance across the lifespan.

Graduate Year 2 **Semester 4 Fall (16 weeks)**

PHT 6771: Musculoskeletal Disorders II

The purpose of this course is to educate students about physical therapy evaluation and treatment for musculoskeletal disorders of the spine and upper extremity.

PHT 6381C: Cardiopulmonary Disorders in Physical Therapy

The purpose of this course is to understand the pathophysiological mechanisms of cardiopulmonary disease, how to perform a Physical Therapy evaluation to treat these problems and design, safe and effective rehabilitation programs for patients with cardiopulmonary disorders.

PHT 6070C: Radiology and Diagnostic Imaging in Physical Therapy Practice

This course is a progression from a basic understanding of plain film principles to a systematic analysis of the spine and extremities. The student will learn a systematic method of analyzing and integrating imaging findings into the physical therapy diagnostic process. In addition, the utility of imaging in physical therapy practice will be emphasized.

PHT 6861: Clinical Education II

The purpose of this course is to provide part-time clinical experiences in outpatient orthopedics as a means for the student to make associations between classroom material and clinical experiences. Didactic material and clinical experiences are integrated with information from PHT 6771 Musculoskeletal Disorders II. Students spend a full day every other week in an outpatient orthopedic clinic.

PHT 6761C: Neurorehabilitation I

This course will provide information concerning neurologic diseases and disorders that are common to clients evaluated and treated by physical therapists in the acute care setting. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed.

PHT 6302C: Principles of Disease

The purpose of this course is to educate the Physical Therapy student on basic pathology, presentation, signs, and symptoms related to common diseases/conditions. Conditions that will be discussed are those that may be encountered by the Physical Therapist in the acute care, sub-acute/rehab, home health care, and outpatient settings. Course will also highlight evaluation and treatment strategies for patients presenting with these conditions. The course will begin emphasis on the student's ability to recognize signs/symptoms that may help to differentially diagnose pathologic conditions from musculoskeletal conditions, and be able to make a referral to an appropriate physician source for conditions beyond the scope of Physical Therapy treatment. This course provides the foundation for the "Differential Diagnosis" course that is offered in the following semester.

Semester 5 Spring (16 weeks)

First 8 weeks

PHT 6762C: Neurorehabilitation II

This course will provide information concerning neurologic diseases and disorders that are common to clients evaluated and treated by physical therapists. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed. The role of the physical therapist will be addressed across treatment environments and across the time course or progression of the disease (acute through chronic).

PHT 6527: Professional Issues II

This course is designed to build upon the professional behaviors and skills identified in Professional Issues I. As students continue clinical visits started in Clinical Education I and continued in Clinical Education II, direct application of topics to currently encountered case studies is addressed. Topics related to skills necessary for taking responsibility for and providing health care services to the public will be explored in greater depth. This course will focus on developing skills needed to provide and bill for physical therapy services in a manner that is consistent with legal and ethical guidelines for clinical practice.

PHT 6374: Geriatrics in Physical Therapy

This course is an overview of the physical and psycho-behavioral aspects of aging in adulthood. Students are introduced to usual and pathological changes with aging and are challenged to problem solve treatment issues relevant to the types of older clients they will assist in physical therapy clinical settings. The multidimensional concerns of our older patients are emphasized, and students are encouraged to develop themselves as strong generalist physical therapists to serve the needs of our older clientele.

Second 8 weeks

PHT 6805: Clinical Education III

The purpose of this course is to provide the student with their first full time clinical experience that occurs in the settings of acute care, general orthopedics, or subacute care. This internship is mentored by one or more trained clinical instructors.

Semester 6 Summer (13 weeks)

PHT 6190C: Motor Control/Therapeutic Exercise II

The purpose of this course is to provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed on understanding normal and impaired movement through discussion of current motor control, motor learning, and motor development/lifespan theories. This course teaches examination and evaluation of and interventions for basic functional movement skills and their underlying components such as motor control/coordination (ability to plan, initiate, sequence, time and grade movements), postural control and balance, perception and sensation, muscle tone, strength, and biomechanical considerations.

PHT 6322: Pediatrics in Physical Therapy

Normal and abnormal developmental changes over the course of the maturation process with emphasis on selected medical conditions. Current motor control and motor learning theories applied to therapeutic intervention strategies for the pediatric population. Lecture and lab sessions.

PHT 6702C: Prosthetics and Orthotics

This course reviews the kinesiological principles of gait analysis. Of importance is the student's ability to detect gait deviations and compensations. An introduction to prosthetics and orthotics will be provided.

Students will be expected to apply their gait analysis skills when analyzing and understanding the mechanics of gait of amputees and patients with lower extremity orthosis.

PHT 6730: Differential Diagnosis in Physical Therapy

This course is designed to assist the physical therapy student to develop into a direct access practitioner able to consider and identify the broad spectrum of conditions and pathologies represented by a musculoskeletal or neurological complaint. Additionally, patterns of referral to the appropriate healthcare providers will be discussed and role of the physical therapist as 'collaborator' in the healthcare team emphasized.

Graduate Year 3

Semester 7 Fall (16 weeks)

PHT 6807: Clinical Education IV

The purpose of this course is to provide the student with their second full time clinical experience that occurs in the settings of acute care, general OP orthopedics (which must be completed prior to a specialty in orthopedic sports), inpatient rehabilitation, pediatrics, or a combination thereof. By the end of the curriculum, students MUST have completed mandatory full time internships in acute care, general orthopedics, and inpatient rehabilitation. The fourth choice is made by the student and must be approved by the ACCEs. These internships are mentored by one or more trained clinical instructors.

PHT 6817: Clinical Education V

The purpose of this course is to provide the student with their third full time clinical experience that occurs in the settings of acute care, general OP orthopedics (which must be completed prior to a specialty in orthopedic sports), inpatient rehabilitation, pediatrics, or a combination thereof. By the end of the curriculum, students MUST have completed mandatory full time internships in acute care, general orthopedics, and inpatient rehabilitation. The fourth choice is made by the student and must be approved by the ACCEs. These internships are mentored by one or more trained clinical instructors.

Semester 8 Spring (16 weeks)

First 8 weeks

PHT 6823: Clinical Education VI

The purpose of this course is to provide the student with their fourth and final full time clinical experience that occurs in the settings of acute care, general OP orthopedics (which must be completed prior to a specialty in orthopedic sports), inpatient rehabilitation, pediatrics, or a combination thereof. By the end of the curriculum, students MUST have completed mandatory full time internships in acute care, general orthopedics, and inpatient rehabilitation. The fourth choice is made by the student and must be approved by the ACCEs. These internships are mentored by one or more trained clinical instructors.

Second 8 weeks

PHT 6504: Health Promotion and Wellness for Physical Therapy Practice III

This course is designed to provide a framework for the student to develop and implement a plan for a community-based project directed toward improving health awareness in a specific group or population. The skills needed for identifying community needs, developing a strategic plan and securing resources are reviewed. Students must implement the plan and report the results of their program within an 8-week timeframe.

PHT 6530: Professional Issues III

This course is designed to build upon the professional behaviors and skills identified in Professional Issues I & II. This course will focus on developing business and professional skills needed to begin practicing as a physical therapist. Topics related to skills necessary for assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services,

and advocate for legislative changes to state and federal regulations related to the provision of health care services.

PHT 6609: Evidence Based Practice III

This course concludes the department's evidence based sequence by developing skills that assist students in making clinical decisions that are consistent with the professional literature. The student will gain experience searching the literature by developing clinical questions in a form compatible with electronic search engines and learning differences in available electronic databases. The student will also learn how to contribute to the rehabilitation literature as clinicians by completing modules on case reports and the peer review process.

Appendix B: Years 1 and 2 Cumulative Skills Requirements and Test Remediation Plan

Requirements:

Students must achieve $\geq 70\%$ in all skills and 80% on the overall exam to achieve a passing score in Clinical Education I in year one and Differential Diagnosis in year two. Students who do not achieve this percent grade will receive a U for Clinical Education I or an E for Differential Diagnosis.

Students who score $< 70\%$ on an individual skill(s) must repeat the individual skill(s). Students who score $< 80\%$ on the entire exam must repeat the entire examination.

Repeat testing will be scheduled 1 week post the initial test.

Students who do not meet these requirements on the re-test must enter the remediation phase. This requires students to meet with the respective course instructor who will identify a faculty member to meet with the student and help develop an individual remediation plan based on the test results. The student will write a letter outlining his/her plan to remediate the areas of deficiency including, but not limited to such activities as:

- 1) independent review of relative course materials
- 2) identifying a partner to practice specific skills for a given amount of time (classmate, teaching assistant, family member, friend).
- 3) identifying local venue to get opportunities to address the deficient skill including specific times and mentors such as PT Equal Access clinic, time with clinical faculty, etc.
- 4) developing a method for weekly updates to the faculty member to report activities and progress.

Following a documented successful remediation period (student met all criteria outlined in the remediation plan), the student will be eligible to re-test during the final two weeks of the Summer semester. If on this final re-test, the aforementioned benchmarks are not achieved, the student will receive a U or an E, which results in dismissed from the program.

Appendix C: Doctor of Physical Therapy /Master of Public Health (DPT/MPH) Joint Degree

Physical Therapists are recognized as the preferred providers among consumers and other health care professionals for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health. The landscape of global and domestic healthcare policy is changing rapidly and Physical Therapists must participate in domestic and international reform of healthcare. A new cohort of young professional leaders must be trained to participate in these healthcare reform efforts.

To focus these training efforts, the University of Florida Department of Physical Therapy program partnered with the School of Public Health, to develop the DPT/MPH joint degree program.

The DPT/MPH joint degree program adds about one academic year to the time required to complete the DPT degree. Most students will complete the first 2 years of PT school, and then they will complete the majority of their MPH coursework over the next year, followed by a final year of PT classes.

DPT to Ph.D.

Students completing the DPT degree at the University of Florida will be eligible to count credits from the DPT degree toward the Rehabilitation Science Ph.D. The actual courses and number of credits will be determined by the primary mentor and approved by the RSD steering committee. To make use of this opportunity, students must begin within two years of completing the DPT.

Appendix D: Physical Therapy Department Electronic Device & Laptop Use Policy
Student Statement of Informed Consent – Classes of 2018 – 2020 DPT
Contact Information

Physical Therapy Department Electronic Device & Laptop Use Policy

Students are permitted to use electronic devices and personal laptops for class when allowed by the course instructor. The course instructor reserves the right to prohibit electronic devices and laptop use privileges during class times. Students shall lose electronic device and laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. The definition of "use unrelated to course objectives" includes, but is not limited to use of instant messaging, chat rooms, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. Students are permitted to use electronic devices and laptops during breaks and between classes for "use unrelated to course objectives", but this use must terminate when class resumes.

I have read and understand the University of Florida Department of Physical Therapy's electronic device & laptop use policy and will abide by these policies.

Initials

Student Statement of Informed Consent
Classes of 2018 – 2020 DPT

I, _____, have received my personal copy of the **2018- 2020** "Student Handbook".
print name here

This handbook has been reviewed by me and I understand and am prepared to abide by these policies and procedures. I also understand the "Responsibilities of the Student" as outlined in Part II of the Handbook. I understand that if any changes and/or additions are made to this handbook or any other policies and procedures that affect the Classes of 2018-2020 that I will be notified either in writing or via electronic mail.

Contact Information

Name: _____ UF ID # _____

Local Address: _____

Phone: _____

UF e-mail: _____

printed name

signature

date