

## New faculty quick guide to the Department of PT

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## Welcome to the Department

### What is this quick guide?

If you haven't seen it already, UF Academic Affairs has information regarding the broad policies that govern the work of faculty and staff all over the university.

<http://handbook.aa.ufl.edu/>  
<http://generalcounsel.ufl.edu/regulations-and-policies/>  
<https://regulations.ufl.edu/>  
<https://hr.ufl.edu/forms-policies/policies-managers/>

Similarly, the College of Public Health and Health Professions has compiled resources and has links to information for benefits, travel, conflict of interest etc. You must log into the UF Health Bridges system using your Gatorlink credentials but the information is here:  
<https://hr.phhp.ufl.edu/resources-2/resources/>

There is information about teaching, research and other services that are available to you as a member of the UF community.

This quick guide you are reading now supplements that other material and is by no means a replacement for any of the department policies and procedures. More so this document has information that is specific to our department and programs, and the Health Science Center (HSC) in general, to get you started.

The Department of Physical Therapy (PT) is part of the College of Public Health and Health Professions. In PHHP are Departments of Occupational Therapy, Speech, Language, and Hearing Sciences, Clinical and Health Psychology, Health Services Research, Management and Policy, Epidemiology, Environmental and Global Health, Biostatistics and the School of Public Health. Our college administration is co-located with the Colleges of Nursing and Pharmacy in the Health Professions/Nursing/Pharmacy (HPNP) building. These three colleges, along with Dentistry, Veterinary Medicine, and Medicine make up the Health Science Center. You may hear other people talk about “up the hill” and “down the hill.” The HSC is “down the hill” while the rest of campus and all the associated resources are “up the hill.” In general all faculty in the HSC are on 12-month contracts and are not part of the collective bargaining unit. This means some of our rules and regulations are different “down the hill.”

## FAQ: General

### Where are we located?

Faculty and Staff offices are generally located in one of 6 different buildings. The majority of people have an office on the first floor of the HPNP bldg. Most of the program administrators and coordinators are in this group of offices. There is the Zoom enabled Department of Physical Therapy conference room (#1115) and two classrooms (1104/1109) located in the department.

Other faculty members have offices and laboratories in the Biomedical Sciences building, McKnight Brain Institute, and the Clinical and Translation Research building in the HSC, and there are offices in Dauer Hall, which is not in the Health Science Center but is “up the hill.”

Faculty also manage research laboratories in the PPHP Research Complex on the ground floor of the dental building.

### **What is provided?**

There is department break room in the HPNP office area with a small kitchen area with coffee machine, refrigerator and microwave. Faculty and staff mailboxes are also located here .

Each office has a computer, and office furniture. There is a departmental printer that is networked linked to your office. You may be able to request a printer for your office. There is a scanner and fax machine in the department. Your office phone is a VOIP based phone that is connected to the UF network through your computer. For computing help and set up contact [PHHP IT](#) or call 2736200.

Office supplies are kept in the same room as the departmental printer (#1113).

### **What are my roles and responsibilities as a faculty member in this department?**

Your primary responsibility is to complete the work that was assigned to you by the chair during your hiring process.

As a faculty member in the Department, you will participate in the three areas of research (scholarship), teaching, and academic service. The amount of time you devote to each area differs based on this effort assignment. For example, someone with a primary research assignment will spend the bulk of the year working on research related activities and may only be responsible for one class a year (or maybe units within a class) and serve on one or two committees. In contrast someone with a larger teaching assignment might teach every semester but is not expected to obtain funding for salary support. Regardless of assignment, everyone will do some teaching and some research, just as everyone is expected to perform some level of academic service to the Department, College, and University.

### **How is my effort assignment determined?**

“Effort” is initially assigned during the negotiations for your faculty position, and then revisited every year during the annual faculty evaluation with the department chair. Your effort may vary semester to semester based on many factors including but not limited to the type of faculty position you have (single track teaching or research, or tenure track), the funding you might have to support your research, and the needs of the educational programs and department. The department chair has the final say on your assignment and will assist you to direct your time.

### **What is “academic service”?**

There are many forms of academic service. Service that is recognized as part of your effort assignment is defined in the PPHP promotion guidelines (<https://hr.phphp.ufl.edu/promotion-and-tenure/>) as service to the department, college, and university, service to professional and scientific organizations, or professional service in clinical and community settings. Service in

this context is related to working with administrative committees rather than provision of clinical services. The promotion guidelines provide specific examples of each of these.

Depending on your assignment, the chair of the department will review your priorities and assignments for where to focus your efforts for the year. The chair will also 'assign' service efforts based on the departmental needs. Other areas of service are described in the section about the DPT program. Any questions about service assignments should be directed to the chair.

### **What courses do I teach?**

Your teaching assignment will be determined by the chair annually. The amount you teach is determined by your effort assignment to teaching. Our department has the primary responsibility for the Doctor of Physical Therapy program. We make up the majority of the faculty members in PhD in Rehabilitation Sciences (also known as the Rehabilitation Science Doctoral program or RSD) in College of PHHP, and we have a smaller role in the PHHP Bachelor of Health Science (BHS) program.

Depending on your assignment you might teach exclusively in one on these programs, or you may teach in all of them. The chair will review the needs for the programs with the directors of each and determine the best assignments for the each faculty member. Any questions about your assignment should be directed to the chair.

There are many resources on campus that you can use to design your course and develop meaningful objectives, assessments and lesson plans for your course

- Center for teaching excellence: <http://teach.ufl.edu/>
- Teaching passport: <http://teach.ufl.edu/passport-to-great-teaching/>
- First Year Faculty Teaching Academy: <http://teach.ufl.edu/passport-to-great-teaching/fyfta/>

PHHP Teaching Excellence Program: <https://ufl.instructure.com/courses/351262>

[PHHP Instructional design can](#) help you set up your course page, make videos and use distance/blended learning technology.

### **How do I know what content to cover in my course?**

The DPT program is governed by an accrediting body, the Commission for Accreditation of Physical Therapy Programs (CAPTE) that dictates the minimum content and competencies to be addressed in the program. CAPTE uses the Normative Model of Physical Therapy Education to frame the minimum content needed to be covered in your course. The Director of Curriculum will assist you to identify these accreditation criteria. More information about how the DPT curriculum is structured and maintained is in the DPT specific part of this guide.

Similarly, the Bachelor of Health Science program has a core curriculum and is guided by the needs of that curriculum. You would need to work with the BHS program director to determine the areas that would be covered in any coursework taught in the BHS.

There is more flexibility regarding content in the PhD program. If you have an idea for a course you would like to teach, approach the program director.

### **What sort of teaching support will I get?**

If you teach a course in the BHS or DPT program, you may be able to get support and assistance for tasks in and out of class – this might be teaching assistants who are graduate (PhD) students, second year DPT students who work as peer teaching assistants, or clinicians. You may also need help with work that happens outside of class (exams, posting assignments etc.). PhD level courses do not usually have teaching assistants assigned to them.

The university and college have instructional designers who are available to help with course design and implementation, including exams and course planning.

Most courses use the learning management platform, CANVAS. The college instructional design team can help you set up your web page to get started. You can also reserve time to sit with them for some help with planning and laying out your course. If you are brand new to teaching, teach the “teaching excellence” course first to get familiar with many of the systems before meeting with instructional design. e-Learning sends regular emails about when and how to request course sites etc. ([see above](#))

### **What is the general calendar for the academic year?**

The calendar for the next academic year is released by the Fall of the prior year, although it may change after that release so it is a good idea to check it periodically. The academic year runs from August to July. The DPT course schedule and academic calendar is located on the [department webpage](#)

Typically, the Fall and Spring semesters are 16 weeks long. Fall will finish in the first or second week of December. The university will grant leave to most employees between Dec 24 and Jan 2. The Spring semester will begin in the first week of January and finish at the end of April/first week in May. Spring break for students happens in the first week of March. Official UF holidays can be found on the [HR website](#).

The summer semester is ~12 weeks long. There is a break in the middle between the Summer A and Summer B semesters. The DPT program does not follow the same calendar as the graduate or undergraduate programs, so if you are teaching a Summer course in the DPT program, there is no break in the middle of the semester BUT there is a longer break between the end of Summer and the beginning of Fall.

There is a graduation ceremony at the end of each semester. The UF DPT program has one formal ceremony in the Spring, although students do sometimes finish in the Summer depending on clinical experiences.

### **How do I submit grades?**

Your grades are submitted through the one.UF portal. Log in to one.UF and follow the links to 'submit grades'. You can use your CANVAS grade book to enter grades into the one.UF portal. Contact Instructional Design or e-Learning to register for training on how to complete grade entry this way. BHS and PhD courses follow the main UF grading scheme. DPT specific grading is included below. You will receive emails from PT staff regarding when grading periods open and close. UF provides numerous toolkits on using the [grade submission system](#).

### **What if I need equipment?**

If you need equipment to run your lab or perform a specific project, you can contact the department business manager to discuss if you have the resources to purchase this equipment – this may come as part of 'start up' package if you negotiated that as part of your position. In some cases the department or college maybe able to support you if the equipment is needed to begin/complete a project.

If you would like equipment for an educational purpose, those requests are generally made towards the end of the financial year (often in May of each year).

### **What are all the meetings?**

There are two faculty and staff meetings a month that you should get on your calendar. One of these meetings is more general and applies to everyone in the department. The other focuses on the DPT program. These are usually at noon on the first and third Wednesdays of the month all year.

Rehab seminars happen in the Fall and Spring semesters at noon on Wednesdays alternating with the faculty meetings. These seminars are hosted by the College and showcase rehabilitation scientists discussing the clinical applications of their work. There are many centers and institutes within the Health Science Center, many with seminar series. Our department coordinates three of those series.

If you are teaching in the DPT program, there are likely going to be other meetings that happen where faculty discuss current and future course integration, and where "in-house" faculty development is done.

### Will I get a faculty mentor?

A mentor will be assigned to you by the department chair. This mentor will be faculty member who is at a more “senior” rank than you and who is available to help direct you when you have questions.

### Who do I ask about purchasing, leave or operations?

So you have questions about how to enter time or your paycheck. Maybe the computer in the classroom isn't logging you in. Here are a few starting places to get answers to these issues.

Contact details for each of the people listed below can be found here:

<https://pt.php.ufl.edu/about-us/staff/>

All things fiscal and HR are the purview of Jenna Saxton, Assistant Director of Administrative Services.

HR – hiring contracts for graduate students, research personnel, faculty and staff are all coordinated through Josh Tippery. Support personnel for teaching are requested in advance of each semester through a course planning survey and are coordinated through the Director of Curriculum who works with HR.

Ordering supplies for your office or lab – Contact Garret Napier

Use the online portal for any purchasing requests. The online purchasing portal can be accessed on the Faculty and Staff Resources page on our website: <https://pt.php.ufl.edu/dpt-program/dpt-faculty-resources/>.

Garret Napier assists with all travel and expense reimbursement requests and maintains the front office/reception area.

The Education support team is led by Amy Ladendorf, Associate Director of Education for the Department. Go directly to Amy if you have questions about course scheduling and the calendars for courses and rooms. She also oversees admissions and DPT events, as well as, items related to accreditation reports.

Here are the rest of the team:

Jasmine Simmons, Academic Assistant

- Classroom/Space scheduling
- Grading and course registration
- DPT student files, student photos and student email lists
- Textbook adoption
- Course Evaluations
- Alumni licensure requests
- Employers with job postings

Thais Moreira de Andrade, Academic Assistant

- All things related to clinical education!
- Manages new and current clinical contracts

- Continued Education/CE Broker

Chyna Miller, Marketing and Communications Specialist

- Management of web and Facebook pages
- DPT and RSD Newsletters
- Social Media Channels
- Anything you want to share for publicity!

Laura Quintana, Academic Coordinator

- All things related to the RSD program!

IT Questions

PHHP has an IT department that is available to assist with office or lab IT (2736200; [support@phhp.ufl.edu](mailto:support@phhp.ufl.edu)) and recommendations for computing resources, purchases and other IT assistance: <https://it.phhp.ufl.edu/>

If you are having a problem with a computer in a classroom podium, you will need to contact the HSC IT group who manages classrooms.

### **How do I take vacation or sick leave?**

Vacation and sick leave are part of the same paid time off (PTO) pool:  
<https://benefits.hr.ufl.edu/time-away/>

The college leaves the pragmatics of taking leave up to departments. In PT we have leave request form on PT's faculty and staff resources page: <https://pt.phhp.ufl.edu/dpt-program/dpt-faculty-resources/> Our HR personnel enter approved leave into myUFL. May want to include info on when leave requests need to be submitted.

### **Administration 'how to' links**

Travel – Travel authorization requests are entered through the College's Faculty and Staff Resources page located at <https://pt.phhp.ufl.edu/dpt-program/dpt-faculty-resources/> Travel authorizations should be entered at least 10 days prior to the anticipated travel.

Leave – Leave requests can be entered through the Department's Faculty and Staff Resources page at <https://pt.phhp.ufl.edu/dpt-program/dpt-faculty-resources/> Your leave will be entered into myUFL on your behalf.

Reimbursement: If you have an expense that you need reimbursed, submit you request and receipts here: [https://secure.phhp.ufl.edu/phhp/gc\\_receipt/index/index/area/pt](https://secure.phhp.ufl.edu/phhp/gc_receipt/index/index/area/pt)

### **How do I contact the chair?**

Dr VandenBorne's schedule is managed by the chair's assistant. Contact her assistant to get an appointment on the schedule.

### Where are all the files?

Most files that are part of the Department administration are kept on the share (or 's') drive. If you are logged into a UF server, access should be in the same place as you access your home ('h') drive. Research files are kept on a separate projects ('p') drive.

### FAQ: DPT Specific

Many aspects of the program that pertain to student progression through the program and behavioral expectations are included in the UFDPT student handbook. This handbook is updated annually and has content specific to each cohort. This handbook (and others) is located here: <https://pt.php.ufl.edu/current-students/current-students/>

#### How do I know what I need to cover in my course?

The Director of Curriculum is responsible for all elements related to coordination of the curriculum and is your best resource if you have a question related to where content is located. The director can work with you to review the normative model of PT education to determine what the "minimum" criteria are for your course. In addition, the director will be able to guide you as you integrate DPT curriculum threads into your course. There are also at least two meetings a semester where you will be able to discuss your content with other faculty who teach before you or in the same semester, and with faculty who will teach courses later in the curriculum. This can help you determine if there is redundant or missing material from your course.

#### How do I know how much to cover in my class?

This could be a whole manual in and of itself. Once you know what the essential elements are to cover, ask yourself these questions: "What do students **really need to know** to be safe, competent and effective physical therapists?" Spending more time thoroughly learning **essential content** will likely be more powerful than superficially touching on many different topics. Dr. Miller and/or PPHP Instructional Design will be able to help you reflect on what content is essential. Please contact Dr. Miller when you are modifying your course (e.g. removing content or changing a course extensively) as content may be required for accreditation purposes.

A very general rule is that a 'credit hour' for a lecture based course is three hours of work per week; for example, one hour of classroom contact and 2 to 2.5 hours of outside work. If your class is asynchronous, this would be 3 hours of outside classwork like reading watching videos and writing.

There are no fixed rules for professional programs about how many hours a 'lab' counts for, or what a 'lab' even is for that matter. Generally, however, if you are running a 'skills' class/lab with students observing and practicing activities, one credit is 2 hours of supervised lab activity and 2 to 2.5 hours unsupervised work (preparation or otherwise).

### How much help will I get in and out of class?

If you are teaching a BHS or DPT course you will work with the Director of Curriculum for the DPT program, to determine the needs for in class teaching assistance and classroom management.

Potential teaching support includes: other faculty, teaching assistants who are graduate students who have PT training, second year DPT students who act as peer teaching assistants, and local area clinicians.

You might be assigned to co-teach a course. In this case another faculty member will participate in planning of content and its delivery. Faculty might also assist by giving lectures in his/her/their area of expertise.

DPT peer TAs are usually second year students who have done well in a course and can help you by:

- working with first year students in small groups
- working with students individually inside and outside class or in lab
- helping you with set up and supervision of activities.
- DPT peer TAs also hold review sessions for content.

These students can NOT assign grades to the first years.

Graduate student TAs are usually PhD students with a degree in physical therapy. Graduate TAs can:

- lead the teaching of portions of your class
- lead labs
- grade students' written assignments and exams, and practical exams
- work with students individually inside and outside class or in lab
- help you prepare for class as well as assist with physical set up and break down of class.

Local clinicians help in classes by supervising student projects, assist in delivering and supervising lecture and lab content, and provide content expertise. These clinical faculty have also participated in practical and competency examinations, and grading of papers and assignments.

Requests for teaching assistance are solicited in advance of the semester that it is needed. The requests need to be approved by the clinical sites as well as by the chair of the PT department and the Dean's office of the College.

### DPT Student conduct

Detailed descriptions of student conduct and professional expectations are included in the [UFDPT student handbook](#). This handbook is updated yearly and contains the information pertinent to each cohort of students.

You, as are all faculty, will be assigned a small group of student mentees for the duration of their time in the program. There are some formal duties related to this including meeting with students in the first semester to help set professional development goals, but you will interact with these students and be the 'go to' person during the program.

The program also has a Professional Development Committee (PDC). The mission of this committee is to prepare DPT students to become physical therapists who exhibit professional behavior and embody the Core Values of the American Physical Therapy Association. The PDC and UF PT faculty are committed to providing an environment that fosters the development of these values: accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility. The goal is to 'mold' professional behaviors early before a student requires a 'punitive' intervention.

In general, any 'concerning' behaviors are addressed in the following sequence:

1. Course instructor speaks with student
2. Student meets with faculty advisor
3. Student meets with PDC

If these steps do not resolve the issue, the PDC, after review will refer the student to the Dean of Student's office.

### **What is the grading scheme in the DPT program?**

The UF DPT program uses a grading scale that is different from the rest of the University of Florida. 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 excused absences 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.

### **What is the CLC?**

CLC stands for Clinical Learning Center. This is a larger space east of campus that is used by the program. The space is located on the top floor of the CVS building at the corner of 13<sup>th</sup> St and 16<sup>th</sup> Ave SW. Educational elements that happen in this space include didactic courses and laboratories, and community engagement activities including “patient days” and pro bono activities led by academic faculty and clinical partners.

### **Who do I ask about issues at CLC?**

The CLC space is managed by an organizational committee of students, staff and faculty. Joel Bialosky is the key faculty lead at CLC and can direct you if you have questions. Liliya Martsynuk can help you order supplies if you need them.

### **What are REACH groups?**

REACH stands for Rehabilitation Education, Activity and Community Health. The REACH groups are organized community engagement activities directed by Dr. Kim Dunleavy, in which students develop clinical leadership skills through peer learning while contributing to community needs. [There are four groups](#): Children on the Go, Physical Therapy Equal Access Clinic (PT EAC), Gator Challenge and Gator Balance Class, each with a primary faculty mentor. Activities are required elements of specific courses. Faculty mentorship is reflected in service assignments and is reported on annual faculty evaluations.

Students participate in these community engagement programs across the curriculum and the activities provide opportunities for early practice of many clinical skills and reinforcement of your didactic content. Assignments from your course that benefit from clinical observation/participation may be supported in specific REACH activities. Discuss how best to do this with Drs. Miller, Dunleavy and the faculty leads.

### **What else am I expected to do?**

All DPT faculty participate in faculty meetings twice a month, and regular meetings to coordinate the DPT curriculum and its delivery. Other expectations are that you will serve as a mentor/advisor to DPT students while they are in the program, and you may be asked to assist in supporting the REACH programs by supervising groups of students as they interact with the community to provide services. At other times, the chair will direct faculty regarding committee service on one of the “standing committees” (e.g., admissions) or to participate in workgroups that are formed in response to program or departmental needs.

### **Who are my “advisees”?**

Before matriculating, every DPT student is assigned a mentor/advisor. You will receive a list the people (usually around 5) for whom you will serve that role. The first two semesters can be difficult for some students as they transition from undergraduate “performance” based

learning to professional “process” based learning. We meet with students formally twice in the first two semesters and informally as needed. The formal meetings are to assist students as they develop plans for professional development that ready them for clinical experiences. Informal meetings happen ad hoc and arise as students recognize a need additional support, or an instructor has recognized that the student will benefit from additional guidance about professional behaviors. The Professional Development Committee is available to help you navigate through these meeting

