



Doctor of Physical Therapy

DEPARTMENT OF PHYSICAL THERAPY STUDENT HANDBOOK

DPT Classes of 2024–2026



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

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 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 UFDPT, 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 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.

Doctor of Physical Therapy Program

Mission

To educate physical therapists who embrace evidence-based practice, deliver compassionate care, embody professionalism, and lead by example in the profession and communities.

Vision

Develop physical therapist leaders who advance health and well-being in Florida, the nation, and the world.

Values

The Doctor of Physical Therapy program embraces the following values;

- Accountability
- Collaboration
- Excellence
- Inclusion, Diversity, Equity, and Access
- Integrity
- Respect

Servant leadership
Social responsibility

American Physical Therapy Association's Core Values and Code of Ethics

The UF DPT Mission, Vision, and Values are grounded in the professional standards of the American Physical Therapy Association (APTA).

The [APTA Core Values](#) are defined as:

- **Accountability**
Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.
- **Altruism**
Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.
- **Collaboration**
Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.
- **Compassion and Caring**
Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- **Duty**
Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.
- **Excellence**
Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.
- **Inclusion**
Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.
- **Integrity**
Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.
- **Social Responsibility**
Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

The APTA Code of Ethics delineates the ethical obligations of all physical therapists with eight principles that are grounded in specific Core Values:

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients and clients. (Core Values: Altruism, Compassion, Professional Duty)

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

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients and clients, families, colleagues, research h participants, and other health carew providers, employers, payers, and the public. (Core Value: Integrity)

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

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

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

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

Goals and Outcomes – Doctor of Physical Therapy

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 physical therapist services in any healthcare environment.

Expected Outcomes

P1a. Theoretical and clinical education will be provided in each of the major areas of physical therapist 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 UFDPT is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The next on-site review is scheduled for fall 2023. Any student graduating from a CAPTE accredited program is eligible to sit for the National Physical Therapy Examination (NPTE). Each person who passes the NPTE becomes eligible for licensure in any US jurisdiction upon 1) submitting an application for licensure to the Board of Practice in that jurisdiction and 2) completing the laws and regulations examination for that jurisdiction. More information regarding individual states' law and regulation examinations is accessed through the Federation of State Boards of Physical Therapy Licensing Authorities webpage.

CAPTE Contact Information

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

Phone: 703-706-3245

Email: accreditation@apta.org

Website: [CAPTE](https://www.capte.org)

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](#).

The department of physical therapy is housed within the College of Public Health and Health Professions and abides by [University policies](#).

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 in the event that they feel any unfairness exists in the assignment of final grades. Refer to Student Issues section under Student Responsibilities for the process used to address these issues.
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.

Academic Calendar and Course Registration

The [DPT academic calendar](#) is posted online. The program attempts to follow the [University calendar](#) as closely as possible. One exception is Summer C sessions. During the Summer C term, the University summer break between the A and B term is not observed. Instead, UFDPT 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. Clinical experiences often begin on dates that do not coincide with the UF academic calendar and as a result, UFDPT may have Spring break dates that differ from the main campus. Please check and review the UFDPT calendar when planning travel or absences from the program.

Students are responsible for ensuring that all holds are removed from their record at least two weeks prior to the start of classes to allow UFDPT staff to register the student for courses. If UFDPT 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. [This map](#) can assist you in locating building where classes will be held. The abbreviations used to designate buildings and rooms utilized by students in the HSC are:

HPNP- Public Health and Health Professions, Nursing, Pharmacy
C- Communicore

MBI- McKnight Brain Institute
D - Dental Sciences Building

Room Designation: The first character indicates the building; the second character indicates the floor; the last two characters show the room, i.e., H611, Hospital main section, sixth floor, room 11; M-228, MSB, second floor, room 28; CG11, Communicore, ground floor, room 11

Non-Health Science Center Building Abbreviations

Clinical Learning Center (CLC) – The UFDPT clinical space is located above the CVS drugstore on the corner of SW 13th Street and SW 16th Ave. Students are not permitted to park at CLC unless receiving specific permission and a parking pass from UFDPT due to a health-related issue.

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 a.m. and 5 p.m. Monday to Friday. BUILDING DOORS ARE NOT TO BE PROPPED OPEN UNDER ANY CIRCUMSTANCES FOR SAFETY REASONS.

Students will be able to use their Gator1 ID, or a mobile entry system, to enter the Clinical Learning space from 8am to 7pm M-F. Access to the Clinical Learning Center is limited to scheduled classes, Equal Access Clinic or other scheduled learning opportunities. A UFDPT faculty, teaching assistant, or staff member must be present in the Clinical Learning Center for any student learning experience/activity.

Access to the HPNP building/lab rooms outside of regular hours: Students may access the building with their Gator1 ID. To have access to the PT rooms during locked hours, students will contact DPT Director of Curriculum stating the 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. Students will need to make arrangements to have the lab opened with the Teaching Assistant assigned to the course.

The Health Science 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 Science Center will be accessible.

Requests for police assistance, lost or stolen property, and other public safety issues should be reported to the [UF Public Safety](#), [352-392-1111](tel:352-392-1111).

UF offers transportation safety services also.

- [Student Nighttime Auxiliary Patrol \(SNAP\)](#), provides free, nightly, campus safety and transportation service for students to 85 designated pick-up and drop-off stops across campus, 352-392-snap.
- The [GATORSAFE app](#) allows students to report tips to the UF Police Department, make emergency calls and perform other functions that improve their personal safety and security.

GATORSAFE features:

- View local crime happening around the UF Campus
- Report a crime tip to UF Police (even anonymously) attaching pictures, and video
- Trigger Mobile BlueLight to simultaneously send your location and call UFPD
- Personal Safety Toolbox which contains a Flashlight, Loud Alarm, Ability to Send Your Location and Much More

- Information on Alcohol and Drug Safety
- Transportation Information on SNAP, RTS Buses, Uber, Gator Lift, and Employee Campus Cab
- Helpful links to U Matter, We Care at the UF Dean of Students Office
- [UF Safe Rides by Lyft](#) offers currently enrolled UF students discounted Lyft standard rides Wednesday through Sunday between 9 PM – 3 AM (except for break weeks)

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 find hours and 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.

Lockers and public restrooms

Locker space is available for UFDPT students. Lockers are located on the first floor of the HPNP building in the hallway adjacent to the department administrative area. The department 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 Learning Center including the restrooms.

Gator1 ID

All students are required to have a Gator1 ID card, physical or mobile. Gator IDs should be available at all times within the Health Center for purposes of security and identification. Students are responsible for obtaining a Gator1 Card prior to orientation. Instruction on this process will be provided to incoming students.

Name Tags

Name tags will be used during practical examinations and may be required on clinical visits to other facilities. Please review expectations instructors of clinical courses that hold practical examinations and with members of the clinical education team prior to clinical visits.

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 program recognizes that cell phones are necessary for communication, but phone use for personal reasons including texting in class and clinic is considered unprofessional. 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.

Mentoring/Counseling

Mentoring Program

UFDPT students will be assigned a professionalism mentor. Professionalism mentors are faculty members with understanding of the mission, goals, and values of UFDPT who provide support and insight in the professional development of student physical therapists.

The faculty is accessible to all students in the program. Students may make an appointment with a faculty member via email, telephone, or by directly visiting their office.

Counseling

Professional counseling is available at the [Counseling & Wellness Center](#) for students having trouble. 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).

STUDENT RESPONSIBILITIES

Health and Safety

Students are expected to follow policies and procedures to protect the health and safety of students, instructors, clinicians, staff, and patients as prescribed by UFDPT, College, Health Science Center or University. Policies are included in course syllabi. Changes and updates to health and safety policies are disseminated by email from UFDPT, College, Health Science Center and University.

Student Issues

Students will experience many stressors during the UFDPT program. These could be emotional, psychological, or physical stressors caused by demands on time and psychological or physical resources that are imposed by self or others. For many of these situations, we encourage students to actively seek out assistance as this is a professional behavior expected of physical therapists. An example of this behavior is contacting their faculty mentor and/or Counseling and Wellness when stressors require additional management or strategies than a student is currently using.

Students should meet with faculty mentors regularly and can also use this time to seek advice or develop strategies.

When a student has a concern about an individual course, students are encouraged to directly speak with the instructor first, and then the faculty mentor.

For clinical education issues, students can speak directly with their “faculty of record” or Director of Clinical Education. If any of the Clinical Education Team is not available in the office, making an appointment via email or voice mail is appropriate.

All students are welcome to speak directly with the UFDPT Director of Student Affairs for any education concerns. If the Director of Student Affairs is unavailable or in conflict, the Director of Doctor of Physical Therapy Program can address student issues.

If the issue or conflict involves the UFDPT Program Director, students should contact the Chair of the Department and may consult the Director of Student Affairs as needed in this process.

The University also houses the [Office of the Ombuds](#). The purpose of the Ombuds is to assist students, faculty and staff in resolving problems and conflicts that arise in the course of interacting with UF. Students are advised to first contact the instructor, faculty mentor, UFDPT Director of Student Affairs, UFDPT Program Director, Department Chair and/or the College Dean before seeking assistance from the Ombuds.

Class Attendance

UFDPT is provided in a professional environment to foster the development of professional-in-training. Every class and laboratory are important to facilitate development, and therefore attendance is expected for the scheduled didactic, laboratory, service learning, and clinical education experiences. While professional behavior standards are the same for both classroom and clinical settings, students should consult with the Clinical Education Student Guide regarding specifics for attendance at clinical experiences. Since course content and learning applications differ between courses, each course instructor will determine whether attendance is mandatory (except for excused absences), whether virtual delivery is an alternative in lieu of physical attendance, and define the penalties for absenteeism. Ultimately, it is the individual student's responsibility to request permission from 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 recognize that emergencies and appointments may arise when the student cannot attend class. If a student unexpectedly cannot come to class, he/she/they should email the faculty teaching the courses they will be missing to alert them of the absence.

In the event of an unexcused 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 (i.e. missed written or exams, etc.). Such obligations missed for reasons other than emergencies may or may not be able to be made up. Each instructor will address specifics for their course material and expectations for completion of course requirements in their course syllabus. UFDPT follows the University policy what qualifies as [excused absences](#).

Professional Meeting and Research Seminars Attendance

There are many opportunities for students to attend district, chapter, national and continuing education meetings of the American Physical Therapy Association (APTA) 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 will attend one professional association meeting before graduation. These could be district, chapter, special interest group, student conclave meetings of the Florida Physical Therapy Association or component or national meetings of the APTA, for example. Other professional meetings of organizations/associations supporting physical therapy practice will be accepted (e.g. American Academy of Physical Therapy). **Students may be excused from classes to**

attend, but they must ask for permission to miss class(es) and the permission is granted at the discretion of each course instructor(s). Students are responsible to communicate with individual faculty well in advance for obtaining any missed classroom materials or information.

We recommend that students in UFDPT attend the Department of Physical Therapy Rehabilitation Research Seminars in the Fall semester. Note that attendance will be required in the spring semester as part of the Emerging Practice coursework. 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 UFDPT attendance at this seminar series complements the physiology, evidence-based practice, neuroscience, and pathology courses taken in the first year. The seminars are held 12-1 p.m. on the second and fourth Wednesday of each month (except for the first week of classes and finals week). 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.

Essential Skills

Students must meet the essential functions and technical standards required of the majority of physical therapist practice, 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 experiences. An inability to carry out any of these requirements at any point in the program may result in dismissal from the program if or when peer or patient safety is or will be compromised.**

UFDPT is committed to providing reasonable accommodations to students who are differently abled. During the Admissions process, it is the applicant’s responsibility to perform self-assessment, identify deficiencies he/she/they may have in these requirements and discuss these differences openly with the Program Director and Director of Student Affairs to consider the availability of potential accommodations necessary to train and function effectively as a physical therapist.

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 (handwritten or typed). Students must demonstrate the ability to effectively communicate with individuals who are differently abled 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 and safe manner. This includes the ability to quickly and appropriately respond in emergency situations such as preventing a patient's fall or perform CPR. Students must be able to safely and effectively manipulate or maneuver their own body and 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.). This includes skilled coordination and fine motor skills to manipulate measurement tools and perform manual examination and intervention techniques. 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 and the Florida Physical Therapy Practice Act.

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 therapist 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/their 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.

Students with health or medical conditions that need consideration of accommodations must follow University policy and procedures to request these accommodations. Students must register with the Disability Resource Center (DRC) in the [Dean of Students Office](#). The DRC then determines reasonable accommodations to promote inclusion of all participants. In order to receive an accommodation for any program related activities, each student must request a letter outlining the specific accommodations needed [using the DRC portal](#). Appropriate documentation regarding the student's health condition is necessary to obtain any reasonable accommodation or support service. Please refer to the Clinical Education Student Guide for further details regarding clinical experiences. The DRC will provide written documentation of accommodations directly to faculty and the Program Director. The student is responsible for informing the DRC which faculty should receive the letter. Students will not be provided accommodations unless they follow all University policy and procedures for requesting accommodations. Accommodations from the DRC cannot override the expectations for entry-level productivity and proficiency skills expected by completion of UFDPT and outlined in the Clinical Performance Instrument. 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 and students are encouraged to meet with faculty and instructors to determine how any accommodations might be incorporated and/or affect participation in class activities.

Students with accommodations shall meet with faculty advisors and, in collaboration with the Director of Student Affairs and UF DRC, develop plans that best prepare students for clinical settings or activities in which accommodations may not or will not be available. Examples of such plans include gradual reductions in extended time for written exams or change from low to moderate distraction environments.

Respectful use of classroom and laboratory spaces

UFDPT conducts its lectures and labs on-campus in University spaces, as well as off-campus at the Clinical Learning Center (CLC) located above the SW 13th Street CVS. As guests of the teaching facilities and users of University-owned equipment, students are to use the equipment and physical spaces in a responsible and professional manner (for example: keep feet off of the tables/furniture, do not lie on the tables, and use equipment only for its intended use), to ensure that future classes continue to have the same privileges.

Facilities Organization and Upkeep Policies

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

Assigned responsibilities - Students will be assigned to take care of clean-up, laundry and linen transportation and opening the door for students at CLC for one week per semester while on campus.

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, equipment, 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 floor should be cleaned as soon as possible, and the instructors informed immediately.

Laundry - 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.

CLC access – During students' assigned duty week, one or more students in the assigned group shall assist monitoring the door to CLC.

Drinking and eating – Beverages in closed containers are allowed in the classrooms controlled by the PT department and can be consumed under the following conditions: 1) beverage is in a covered container; and 2) beverage is consumed during lecture session, but not lab sessions. Food is allowed in the classrooms controlled by UFDPT and can be consumed under the following conditions: 1) with *explicit permission of the individual faculty during lecture session*; and 2) on break time. Chewing gum is not permitted in lecture, lab, community engagement activities, practicals, or during clinical experiences. Food and beverages other than water are not permitted on the hospital equipment. The faculty will revoke students' right to have beverages and food if the classrooms are not kept clean.

Failure to participate in these assigned duties will negatively impact faculty assessment of student professional behavior and may result in a professionalism warning in the student's file and potentially a referral to the Professional Development Committee.

Hospital Simulation Lab Equipment

1. No chewing gum, food, or drink of any kind in use with hospital equipment.
2. Inquire with DPT Director of Curriculum or Principles of Disease course instructor to obtain permission to use hospital equipment outside of scheduled learning activities.
3. Remove shoes when lying in hospital beds. When laying on top of the bed, place a pillowcase over the foot of the bed to keep dirt from your shoes off the bed.
4. Replace pillowcases after labs. Remake beds with clean linen when soiled.
5. Clean hard surfaces of all equipment using disinfectant wipes and return equipment and supplies to their original location after using them.
6. Napping or lounging on the hospital equipment is always inappropriate and will be subject to professionalism sanctions.
7. When not in use, hospital beds should be completely flat and made with a blanket on top, bedrails down, bed unplugged, and brakes locked. Lab equipment or piles of linens are not to be stored on beds.

General Attire Guidelines:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) as appropriate for lecture or lab activities outlined below, and shoes.

- When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh. At no time may any part of a student's buttocks be exposed.
- Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see through.

Attire and/or grooming depicting or advocating violence, weapons, criminal activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.

When a dress code violation occurs, the student will be required to change into proper attire. Continued violations of the dress code will be considered a professional behavior violation.

Attire Specific to Lectures:

Lecture attire is worn for all classroom settings that are not designated as laboratory experiences. Lecture attire is western "business casual" attire that includes examples of (but not limited to) the following: shirts with collars, casual slacks, skirts, clean closed toe shoes, etc. Shirts should be tucked in or be clearly designed to be untucked and remain professional in appearance. Athleisure is not considered professional attire.

Attire Specific to General Laboratories:

Attire is worn for participation in lab activities should provide free movement, allow for adequate visualization and palpation of the lower extremity joints, the scapulae, and spine, and meet the requirements outlined under the general attire guidelines. Laboratory attire includes examples of (but not limited to) the following: UFDPT T-shirt (grey or blue), gym/khaki shorts with an inseam of at least 4 inches. T-shirts not issued by UFDPT, jean shorts, or "cut-off" shorts are not acceptable. There are lab activities for which leggings/athleisure wear is not appropriate; e.g. visualization and palpation of the lower extremity. In those situations, students may be unable to participate in the skills lab.

Attire Specific to Anatomy Laboratory

May include regular attire indicated above, although scrubs are recommended as anatomy lab involves exposure to preserved body parts and chemical odors. **A laboratory coat and clear plastic safety goggles are required and should be worn over clothing/scrubs.** Closed-toe shoes are required in the Anatomy labs.

Attire Specific to Clinical Affiliations

See **Lecture Attire** 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. Clinical sites may also have additional requirements on jewelry and/or cologne/perfume that need to be considered before entering a clinical site. Clinic attire may be dictated by the assigned facility, and students are responsible for adhering to those regulations. Inpatient facilities may allow scrubs to be worn.

Casual Days will be every Friday. Other days may be designated as Casual Days and will be announced by UFDPT. On these Casual Days, students may wear jeans and/or flip flops to class. 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 may be required to wear laboratory attire as described above.

Social Media Policy - University of Florida Department of Physical Therapy

UFDPT recognizes that social media has 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 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 UFDPT and/or the University of Florida, which could range from a letter of reprimand to course failure and/or dismissal from clinical experiences or the University. Communication and social applications may include but are not limited to Facebook, LinkedIn, Twitter, Instagram, Snapchat, TikTok, 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.

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 applies to any learning experience affiliated with UF, including but not limited to classroom, laboratory classes, cadaver laboratory, service learning, and clinical internships. This is a federal and state-protected right that holds violators accountable to disciplinary actions and personal legal liabilities. More information: <https://privacy.ufl.edu/privacy-policies-and-procedures/>
- 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 experience 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 UFDPT or the 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 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 record lectures for personal use without permission of the instructor. Students cannot share or post a recording without the authorization of the instructor. Students should always obtain permission directly from the course instructor before 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 or disparaging language.
- Photographs, videos, or language that can be interpreted as disrespectful to individuals or groups based upon their age, gender, race, ethnicity, sexual orientation, gender identity, Veteran's status, or disability.
- Photographs, videos, or language that can be reasonably interpreted as participating in or condoning the irresponsible use of alcohol, substance abuse, or sexual activity.
- 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 experience 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 experience. Students should also keep in mind that future internship site staff and/or employers may search for and view students on social media.

Use of personal and University social media accounts:

The University of Florida social media policy specifies that any social media applications with handles including but not limited to "UF," "UF DPT," "UF Physical Therapy" (or related avatars) must be vetted through the UF social media office. Posted content may not portray individuals as acting on behalf of the university or any aspect of the university (dept., HSC, etc.) without authorization by the Vice President with jurisdiction over the applicable unit.

On March 29, 2023, the State University System Board of Governors passed Emergency Regulation 3.0075 (Security of Data and Related Technology Resources), which prohibits the installation or use of Tencent QQ, TikTok, WeChat, VKontakte, and Kaspersky software on any University-owned device or network. This regulation also prohibits use of UF-owned wifi systems to access these applications on personal devices. Additional background and guidance on this security measure can be found at this [link](#).

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. Social media posts that do not violate laws or UF regulations but present others under a false light, imply professional incompetence, or defame another's character may not only be subject to disciplinary action from UFDPT, but 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 Email Communication Policy

All students are **required** to have a UFL email address for use with academic coursework and responsibilities. Please be aware that "ufl.edu" or "phhp.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). Students should go to the [GatorLink](#) UF web page to set up their gator link account, access to UF email password, and internet access. Whenever possible, e-mail addresses should be first letter of first name and first seven letters of last name. 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 email **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 email on a daily basis, both when in the academic program and on clinical experiences. There will be no e-mail correspondence between faculty and students later than 6 pm for requirements the following day.

Web-Based course platform policy

Some class content is provided online through the learning management system (CANVAS). Students are required to have access to internet service and a computer to download materials, submit assignments, attend virtual classes and small group sessions, participate in telehealth community engagement activities, take online exams, and interact on discussion boards. Some classes may require access to online materials during class, and students need to have a suitable laptop or tablet 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 required for students in the DPT program. Exams may be administered in-class via the learning management system, and the devices must be in good working order. If the electronic device crashes during an exam, the student will be expected to notify the exam proctor (if available) and/or email the faculty member.

UFDPT does not require specific hardware manufacturers or software, however a student's computer **must** have the ability to use the UF provided apps and tools required by each course. These apps and tools include, but are not limited to, CANVAS, HonorLock, Respondus, LockDown Browser, Turn-it-in, and Zoom. Microsoft Office 365 and secure cloud storage 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 policy

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
- Online exams and quizzes
- Daily e-mail communication both individually and by group
- Web searches
- Additional areas as assigned

Computer Requirements:

Most computers are capable of meeting the following general requirements. A student's computer configuration **should** include:

- Video card capable of showing typical Web-based video content (preferably in HD)
- Sound card
- Speakers and a microphone (for a desktop computer)
- Headphones with built-in microphone (for a laptop)
- Webcam
- USB port
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Wired internet connection required for online proctored exams
- WiFi wireless networking on laptops
- Microsoft Office Suite installed (provided by the university)

General recommendations for hardware can be found under the [UF Student Computer Requirements](#)

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

Operating System

Vendor supported versions of Windows or MacOS.

Software

- Microsoft Office Suite (provided by the university)
- Antivirus (Microsoft Security Essentials recommended)
- Current version of Adobe Acrobat Reader
- Current version of Chrome, Firefox, or computer's original browser
- The University provides several free and low cost software options for UF students, <https://software.ufl.edu/>

Apple Mac Computers Running Windows 10

Late-model Macs can run Windows 10 natively, either on a separate partition of the hard drive or in a virtual machine. Students planning on installing Windows 10 on their Macs should be aware that this will take up a minimum of 30GB of space or a recommended 60GB and should purchase a hard drive with this in mind. Once Windows 10 is installed, the OSX disk that came

with your Mac contains all the necessary drivers and applications to allow for Windows 10 to function properly with your hardware.

Students who choose not to install Windows are encouraged to test the OS of the device (e.g. browser and device drivers) for compatibility with UF applications.

Permissible Use

The faculty of UFDPT recognize that the use of classroom laptops and other electronic devices has the potential to enhance learning, as well as to distract from learning. However, device use during lecture or lab is a privilege, not a right. 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 offline), following along with PowerPoint 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 C). 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](#).

DEPARTMENT OF PHYSICAL THERAPY GRADING SYSTEM

Grading Scale

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 written and practical examinations as scheduled unless prior approval is obtained from the course instructor. In the event of extraordinary circumstances, the course instructor must be notified directly with as much advanced notice as possible and documentation must follow before a make-up may be scheduled and/or excused absences will be permitted.

Probation

The most common cause for academic probation relates to GPA. Students must maintain a “B” average (2.67) during the three years of the DPT curriculum. Students with a GPA less than a 2.67 will not be able to graduate. Any student who has a GPA below 2.67 in a semester, will be placed on academic probation and meet with the Program Director and with the faculty mentor or other faculty as needed to develop a plan to improve the GPA. Any student who fails to meet the terms outlined in their plan and increase the GPA to 2.67 or greater, will be dismissed from the program.

All academic and clinical coursework must be successfully completed in sequence. Failure to complete a course in sequence (i.e., grade of D or below) will cause a student to wait a full year before resuming the program.

Other reasons for probation may include but are not limited to professional behavior infractions, academic conduct, competency concerns, and clinical performance.

Academic Integrity

Students are responsible for abiding by the **Code of Student Conduct** and the **Academic Honesty Guidelines** as presented in the University of Florida Orange Book.

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 ALL CLASS ASSIGNMENTS, PAPERS, AND EXAMINATIONS.

Taking of Information - copying graded homework assignments from another student; working together with other individual(s) on a take-home assessment 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 a 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 to gain academic advantage for yourself or another.

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 are required to have all assessments worth 15% or greater for a course grade be proctored. Other recommendations are use of alternate key systems and assurance that physical security measures are adequate in offices and in reproduction of examination.

Conduct Hearings related to suspicions of Academic Misconduct

Suspicions of academic misconduct will be addressed between student and instructor. In situations in which there is failure to gain satisfactory resolution, the suspicion will be referred to the Office of Dean for Student Conduct and Conflict Resolution.

Prior to the hearing, the student will be advised of rights and privileges under the Student Conduct Code. If, after a hearing by the Health Center Student Conduct Standards Committee, the student is adjudicated responsible for academic misconduct, 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 Separation from the University.

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

PROFESSIONAL BEHAVIOR

Professional behavior is critical for a successful transition from the classroom to the clinical setting and is considered as important as academic performance in the UFDPT program. The faculty assesses professional behavior by incorporating the development and evaluation of professional behavior into each academic course. As representatives of the UFDPT program, professional behavior is required of students at all times; including but not exclusively: during scheduled class, curricular and clinical activities, extracurricular professional events, community activities, and during clinical education matching and experiences.

One metric on which all students should attain appropriate “levels” of professionalism is the Professional Development Tool (PDT) which contains ten core areas: commitment to learning, stress management, critical thinking, communication, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time & resources, and problem solving. Students must consistently demonstrate professional behavior in each of these areas to progress through the physical therapy curriculum.

To do this, students participate in professionalism teams, with peers, faculty, and/or clinicians and use the PDT to self-evaluate their professional behaviors in the first and second semester of Y1. Students identify areas to strengthen based on the self-assessment, with follow-up self-evaluation using the entire PDT in Y2 and Y3. The student will work with the faculty mentor in one-on-one and/or group sessions to ensure an understanding of the role of professionalism in this curriculum, and for an entry level physical therapist. The faculty mentor will assist the student in completing the self-evaluation, setting professionalism goals, and with other factors related to their professional development.

Progress through the levels of professional behavior (as indicated on the PDT, shared with and evaluated by their faculty mentor, and feedback from course instructors) is needed to advance through the curriculum. The level of “beginner” should be obtained by the end of semester 3, just prior to 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 “intermediate” professional behavior by the end of semester six, just prior to three full time clinical experiences.

The behaviors outlined in the PDT serve as the framework for “professionalism” components of each of the DPT courses.

Professional Behavior Infractions

Behavior/s considered unprofessional or in breach of the American Physical Therapy Association Code of Ethics for the Physical Therapist 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. A major learning goal of UFDPT is that all students will exemplify Core Values of Professionalism and will follow the Code of Ethics, as put forth by the APTA. It is expected that students will achieve the professionalism exemplified by an entry-level physical therapist by the end of the program, although we understand that occasions when unprofessional communication or behavior may occur. These occurrences will be addressed directly by the faculty member(s) who witness the behavior(s) and/or students will be referred to the faculty advisor and/or Professional Development Committee to develop a plan for improvement and/or remediation.

Faculty members will most commonly identify behaviors needing improvement during their routine interactions with students. When such a behavior is observed or there is a professionalism infraction occurs, the program goal is to help a student to recognize, identify and correct the unprofessional communication or behavior. Faculty may report and document professionalism infractions using a web-based report that is outlined in Appendix B. The goal is to improve the student’s understanding and behavior regarding professionalism to prevent any future infractions. UFDPT faculty discuss the professional progress of current students during monthly UFDPT program meetings, in order to help students overcome any barriers to their success in the program.

The following table classifies professionalism infractions by severity, outlines the corrective approach and documentation of the incidents. Examples of unprofessional behaviors (not an all-inclusive list) are outlined in the table below:

Classification of Professionalism Infractions

Type of Infraction	Approach	Documentation	Outcomes
Minor Ex: One instance of an unexcused tardiness, a late assignment or incomplete assignment	<ul style="list-style-type: none"> Verbal and/or written counseling by instructor or TA. 	<ul style="list-style-type: none"> Instructor will email confirmation of incident to student. Instructor will file a copy of the email in student's Dept of PT record (see Appendix B). 	<ul style="list-style-type: none"> Written counseling/warning from instructor. Repeated (>2) minor infractions will trigger a review by Professional Development Committee (PDC).
Moderate Ex: More than two minor infractions; inappropriate communication or behavior that has potential to affect a patient/guest lecturer, another student, TA, or faculty	<ul style="list-style-type: none"> Instructor will review the incident with the student and refer to PC. PC will review case in a meeting with student. 	<ul style="list-style-type: none"> Notes from PDC meetings will be maintained in student's Dept of PT record. 	<ul style="list-style-type: none"> May include written warning or remediation commensurate with the severity of the violation (i.e. apology letter, self-reflection assignment, etc.) deemed appropriate by the PDC. Referral to DPT Program Director and/or remedial assignment may be required for repeated offenses.
Major/Serious Ex: violation of honor code or UF code of conduct; inappropriate communication or behavior that has affected a patient/guest lecturer, another student, TA, or faculty (e.g. HIPAA, FERPA)	<ul style="list-style-type: none"> Instructor referral to Dean of Students Office for academic management. Instructor referral to PDC for concurrent professionalism review. DPT Program Director will be notified. 	<ul style="list-style-type: none"> For honor code/student conduct incidents, Instructor will file DSO documentation. PDC will provide historical insight to instructor on sanctions for previous violations of a similar nature. Additional guidance is available from PHHP Dean's Office, UFIT, and/or UF Legal Services as needed. DSO will administer student penalty and penalty becomes part of UF transcript. 	<ul style="list-style-type: none"> Instructor investigates and remediates academic sanctions (i.e. lowering of student's grade for assignment, quiz, exam, and/or in overall course). Student is subject to additional sanctions from PDC deemed appropriate as related to APTA Code of Ethics and Core Values. (i.e. oral or written reflection, observation and practice of affective skills in clinical setting, etc.). Student is ineligible for UF Dept. of Physical Therapy teaching assistantships, scholarships, trips (i.e. Nicaragua) and awards.
Critical Ex: behavior or communication that is illegal or endangers the welfare of the student, a patient, another student, TA, or faculty	<ul style="list-style-type: none"> Immediate intervention when needed to prevent harm. DPT Program Director, PHHP, and UF administration will be notified. Legal authorities (UF and/or Gainesville Police Department) will also be notified when applicable. 	<ul style="list-style-type: none"> Critical infractions will be investigated and adjudicated by the DPT Program Director, PHHP/UF administration, and UF Legal Services. 	<ul style="list-style-type: none"> The first priority of a critical incident is to ensure the safety of all individuals involved. Students found guilty of a critical violation will be subject to immediate separation from the university.

Students who commit infractions in professional behavior will be notified by the corresponding faculty who has identified the infractions. Solitary minor infractions [i.e. 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] will involve a written notice.

Repeated infractions (i.e. more than one) or more serious breaches in professionalism will be referred to the Professionalism Development Committee. The committee will review the professionalism incidents and relevant references from the student handbooks, APTA resources, 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 UFDPT Program Director as needed, based upon the severity and frequency of the problem and any history of academic or professionalism infractions. Recommended actions may include but are not limited to reflective papers, online training sessions, meetings with the committee, Program Director, and/or Dean of Students Office, formal remediation plans, removal from a clinical affiliation, and/or dismissal from UFDPT.

Examples of more serious violations where a student may be dismissed after one infraction (not an all-inclusive list) are: HIPAA violations, cheating, plagiarism, or dereliction of or negligent care.

All professionalism incidents are documented in the student's academic file and may influence a student's ability to be eligible for departmental scholarships, student employment, specialty or competitive clinical experience opportunities, or service learning trips.

Procedures for Students to Address Professionalism or Honor Code Concerns

Principle #5 of the [APTA Code of Ethics for the Physical Therapist](#) states, "Physical therapists shall fulfill their legal and professional obligations." 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.

Students who have a concern regarding an academic or professionalism infraction that involves their classmate(s) should use the following procedures to address their concerns:

1. Students are encouraged to first attempt to resolve communication 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 mediation through the 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, course instructor, or any of the members of the DPT professionalism committee. Student-faculty meetings are confidential. However, faculty are obligated to forward reports of honor code or serious professionalism violations, as well as instances when there are immediate concerns for the safety of others.
3. Any individual who witnesses an honor code violation is encouraged to report it. The appropriate channel for reporting an honor code violation is through the course instructor, who will review the circumstances of the alleged violation and meet with any students involved. Faculty members may consult with the PDC regarding procedural issues in handling an honor code violation.

Individuals with a concern about student professionalism can report their concern to the PDC. The committee encourages individuals to provide as many specifics as possible in their report. The PDC is unable to investigate an anonymous complaint, and the program can do little to verify or correct concerns that are reported that do not contain specifics of an alleged incident. Once the PDC reviews all available facts their recommendations are forwarded to the Program Director for resolution. Complaints or grievances about the Program Director can be sent to the Chair of the department.

Policies Regarding Clinical Education Courses

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 and expectations of each party. Clinical sites that demonstrate the aforementioned criteria are recruited and all efforts are made to maintain strong partnerships with those clinical sites 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 UFDPT needs for learning experiences and sufficient site numbers. Development of the contracts between sites takes significant negotiation involving UF's legal office and the potential clinical site. **Students must refrain from contacting any clinical site or clinician to secure or arrange a clinical experience or inquire about clinical experiences. Any student effort to bypass the clinical experience placement process may be subject to disciplinary action.**

Unsatisfactory Performance on Clinical Experience:

A student who performs unsatisfactorily on a clinical experience will be notified of their unsatisfactory performance. The student will either stay on the clinical experience, will be removed from the experience based on individual circumstances, or be required to repeat their clinical experience. If the student continues with their clinical experience, a performance agreement will be developed by the Director of Clinical Education (DCE)/Assistant DCE with input from the student, the Site Coordinator for Clinical Education (SCCE), and the Clinical Instructor (CI) to address the areas of concern while still providing the student to opportunity to progress toward fulfillment of the course objectives. The student must agree to the terms of the performance agreement if the student remains at the said clinical experience. The CI, SCCE, and the DCE/ADCE will give the student specific feedback regarding the changes needed and required time frame necessary to successfully complete the clinical experience.

If it is deemed necessary to remove the student from the clinical experience or the student is unable to modify the deficient behaviors and/or skills, the DCE and/or Professional Development Committee, if applicable, will recommend remediation of skills and a learning contract will be developed with input from the student, CI, SCCE, and the DCE/ADCE and the Professionalism Committee, if applicable. The DCE and/or Professional Development 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, they will have an opportunity to repeat the clinical experience at a site determined

by the DCE and will receive a grade of “I” until the clinical experience is completed. If the remediation is not completed satisfactorily in the time designated, the student will not have the opportunity to repeat the clinical experience and the student will receive a grade of “U” and will be dismissed from the program.

The UFDPT Program Director will be notified by the DCE of any such student who has received a “U” and the student will be notified in writing of their status.

Students will be allowed one, and only one, remediation opportunity during the clinical education experiences. If the student does not perform satisfactorily on a subsequent clinical experience, the student will receive a “U” and be dismissed from the program.

For all the policies and procedures referring to Clinical Education, please refer to the [Clinical Education Handbook](#).

STUDENT COMMUNITY ENGAGEMENT & SERVICE LEARNING

UFDPT values community pro bono service opportunities as an important professional responsibility. Community engagement opportunities are also valuable practical learning experiences and provide opportunities to understand patient needs. Service experiences are either: 1) required as part of the UFDPT curriculum and organized by UFDPT faculty or in collaboration with other University of Florida entities or partners, or 2) opportunities organized by any entity outside of UF.

Student physical therapist scope of practice

Physical therapy students are responsible for adhering to the State of Florida regulations and scope of practice for student physical therapists in all community engagement and service activities, regardless of whether these activities are sponsored or supported by the UFDPT program. Violation of the Florida laws governing physical therapist practice could result in sanctions, up to, and including, inability to obtain a license to practice physical therapy upon graduation.

Physical therapy students must have direct supervision by a licensed physical therapist who is immediately physically available when engaging in any activity defined within [Florida Statute 486 \(Physical Therapy Practice\)](#). This is regardless of whether these activities are organized and/or sanctioned by the DPT program or by an external entity.

Required community engagement or patient care activities organized by UFDPT

Community engagement activities are required across the UFDPT curriculum. Students are assigned to one of four community engagement groups (REACH - Rehabilitation, Education, Activity Promotion, Community Health). The activities provide service learning opportunities supporting course and program learning objectives. All students participate in their assigned group, and the Pro Bono Equal Access Clinic in the first and second year, participate in administrative and leadership roles, and contribute to a cumulative group project. A minimum of 5 hours of service is required for the student's assigned group per semester, as well as participation in at least one session at the Equal Access Clinic per semester in the first year and Fall of second year. In the spring of the second year, 2 hours for REACH group activities and one session for Equal Access Clinic are required to match the 8 week schedule on campus. In the summer of the second year, students are required to attend Equal Access Clinic twice.

However, students are encouraged to volunteer for additional sessions to maximize in-person learning. Additional administrative or logistical requirements are dependent on group activities and community needs.

Patient days

In some classes, volunteers from the community participate in demonstrations, evaluations, and treatment. Students are assigned specific tasks during class. These 'patient days' are organized and supervised by DPT faculty for the purposes of course requirements.

LIABILITY COVERAGE FOR REQUIRED COMMUNITY ENGAGEMENT SERVICE AND PATIENT DAYS

1. Required community engagement or patient care activities or initiatives organized by UFDPT

Students participating in experiences required for specific courses or required for DPT program completion are covered by the University liability insurance.

Community engagement service activities are required during the DPT Program. These program requirements include:

- community engagement service activities working with patients or clients to meet specific course requirements
- community engagement service activities across multiple semesters including working with patients or clients outside of specific course requirements but required for all students in the DPT program, community visits, or patients or client experiences at an organization/agency.

Other activities organized and supervised by DPT faculty for the purposes of promoting learning and meeting course requirements where students are supervised by licensed physical therapists also fall into this category.

- patient days organized as part of coursework

2. External opportunities outside the DPT curriculum

Students are NOT covered by the University liability insurance for any activities not considered required course content or DPT Program requirements.

This category includes both external volunteer and paid service opportunities through an organization/agency/employer or individuals. Students who elect to engage in these activities or employment outside the DPT program and without oversight of DPT faculty *assume liability for services, activities, and involvement*. Before engaging in any outside activity, students must determine if the outside volunteer or paid opportunity falls into the scope of physical therapist practice. Activities falling within this scope must be supervised by a licensed physical therapist.

PROFESSIONAL SERVICE

Professional service consists of volunteer or paid work on behalf of a professional organization designed to enhance the quality of the professional organization and thereby the quality of the profession. Examples of service to the profession include but are not limited to:

- Active participation and discussion at professional meetings
- Serving as an appointed or elected officer of a student group

- Serving as an organizer or leader of workshops, panels, or meetings
- Speaking with an elected legislator and attending advocacy days at the state or national level

Many faculty are very involved in the components and academies of the FPTA and APTA, serve in the APTA House of Delegates, and other affiliated organizations such as the American Academy of Orthopaedic Manual Physical Therapists, American Council of Academic Physical Therapists, and International Federation of Manual Physical Therapists.

Each student is required to attend one district, chapter, or national meeting of the APTA or other professional association representing physical therapists before graduation (see Professional Meeting Research Seminars Attendance).

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.

Appendices

Appendix A; Student Statement of Informed Consent

Classes of 2024 – 2026 DPT

I, _____, have received my personal copy of the **2024- 2026** "Student Handbook".
print name here

This handbook has been reviewed by me and I understand and am prepared to abide by the information outlined within. I also understand the "Responsibilities of the Student" and the Academic & Professionalism Expectations as outlined in the Handbook. I understand that DPT faculty members may engage in confidential discussions about my professional and academic progress in the program, in order to facilitate coordinated efforts to promote my success in the program. 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 2024-2026 that I will be notified either in writing or via electronic mail.

Contact Information

Name _____ UF ID _____

Local Address _____ Phone Number _____

Printed Name

Signature

Date

Appendix B: Student Professionalism Incident Report

**Student Name

**Date of Report

**Name of person completing report

Course name/number (if applicable)

**Date of incident

**Describe professionalism incident

**Has the student received feedback for this specific professionalism lapse?

Yes ☐ No ☐

If yes, please describe

**Is Academic Dishonesty a part of this concern Yes ☐ No ☐

***Has the student been notified by email that a professionalism incident report has been placed in their file regarding this specific incident? Yes ☐ No ☐

If no, please email the student informing them that an incident report has been filed for this professionalism incident.

Professionalism Mentor (if known)

**Should the Professional Development Committee be notified of this concern

Yes ☐ No ☐ Maybe ☐

The above-named student has exhibited one or more of the following behaviors that need improvement to meet expected standards for the UF DPT program in accordance with both the APTA Core Values and the Professional Behaviors.

**Please check any of the APTA Core Values that are a concern regarding this professionalism lapse:

APTA Core Values:

☐ 1. Accountability: active acceptance of responsibility

- ☐ 2. Altruism: placing the needs of others ahead of one's own self-interest
- ☐ 3. Collaboration: working together with others in a collaborative fashion to achieve shared goals
- ☐ 4. Compassion and Caring: desire to identify with or sense another's experience; concern, empathy, and consideration for the needs/values of others
- ☐ 5. Duty: commitment to meeting one's obligations
- ☐ 6. Excellence: use current knowledge and skills while understanding personal limits to challenge mediocrity
- ☐ 7. Integrity: steadfast adherence to high ethical principles or standards, being truthful, and following through on commitments
- ☐ 8. Social Responsibility: promotion of mutual trust between the profession and the public

**Please check any of the Professional Behaviors that are a concern regarding this professionalism lapse:

- ☐ 1. Critical Thinking:
 - ☐ i. Able to question logically
 - ☐ ii. Recognizes and differentiates facts, inferences, and assumptions
 - ☐ iii. Distinguishes relevant from irrelevant information
 - ☐ iv. Identifies and determines the impact of bias on the decision making process
- ☐ 2. Communication:
 - ☐ i. Communicates effectively (verbal, non-verbal, reading, writing, and listening) to varied audiences and for various purposes
 - ☐ ii. Initiates negotiating for change using effective communication skills
- ☐ 3. Problem Solving
 - ☐ i. Recognizes and defines problems
 - ☐ ii. Develops and institutes solutions in a timely manner
 - ☐ iii. Evaluates outcomes of solutions applied
- ☐ 4. Interpersonal Skills:
 - ☐ i. Interacts effectively with faculty
 - ☐ ii. Interacts effectively with fellow colleagues (students)
 - ☐ iii. Interacts effectively with other health care professionals

- ☐ iv. Interacts with patients and families in an effective way
- ☐ v. Interacts in a way that is culturally aware

- ☐ 5. Responsibility:
- ☐ i. Is accountable for the outcomes of professional actions
 - ☐ ii. Follows through on commitment
 - ☐ iii. Encompasses the profession within the scope of work, community, and social responsibilities

- ☐ 6. Professionalism:
- ☐ i. Exhibits appropriate professional conduct
 - ☐ ii. Represents the profession effectively while promoting the growth and development of the PT profession

- ☐ 7. Use of Constructive Feedback:
- ☐ i. Seeks out and identifies quality sources of feedback
 - ☐ ii. Reflects on and effectively integrates the feedback
 - ☐ iii. Provides meaningful feedback to others

- ☐ 8. Effective Use of Time and Resources:
- ☐ i. Manages time and resources to obtain maximum possible benefit

- ☐ 9. Stress Management:
- ☐ i. Identifies source of stress
 - ☐ ii. Develops and applies effective coping behaviors

- ☐ 10. Commitment to Learning:
- ☐ i. Initiates self-directed learning by identifying needs and sources of learning
 - ☐ ii. Continually seeks and applies new knowledge, behaviors, and skills

- ☐ 11. Demonstrates Professional Classroom Behavior:
- ☐ i. Comes to class
 - ☐ ii. Is prepared in advance for class
 - ☐ iii. Is prompt and courteous

Please provide any additional comments needed for this report:

Appendix C: Physical Therapy Department Electronic Device & Laptop Use Policy

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 offline), following along with PowerPoint 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.

Printed Name

Signature

Date



**ANATOMICAL BOARD OF THE
STATE OF FLORIDA**

**University of Florida
College of Medicine
Health Science Center
PO Box 100235
Gainesville, FL 32610-0235
Telephone: 352-392-3588
1-800-628-2594**

Pledge of Respect

**Policies and Procedures Applicable to Workplaces of Health Science
Students and Residents/Fellows.**

Once a donated human anatomical specimen is made accessible to a faculty member of the (____ University of Florida), the responsibility for the security and proper storage of the human anatomical specimen is that of the faculty member and the faculty member's program. Consonant with this responsibility, every student and resident having access to human anatomical specimens under the supervision of the faculty member will be required to sign the following pledge prior to having access to a donated human anatomical specimen provided by the Anatomical Board:

Pledge of Respect for the Sanctity of Donated Human Anatomical Specimens

I, the undersigned student, resident or fellow, recognize that the bequest of human remains to the Anatomical Board of the State of Florida represents a direct and important contribution to medical teaching and research. Such donations allow health professional faculty and students the opportunity to closely examine, evaluate, and understand the detailed structure of the human body. Further, the caring and thoughtfulness of such bequests provides physicians and research scientists with the opportunity to gain knowledge that may prolong, improve, or save someone's life. Without such bequests, medical science and health care would suffer devastating setbacks.

In recognition of the generosity of such bequests, I understand that the policy of the Anatomical Board of the State of Florida is to treat donated human anatomical specimens with the utmost respect and gratitude at all times, and I pledge to comply with this policy. I acknowledge HIPAA and other privacy regulations continue to protect individuals' health information after death. I also acknowledge that NO PHOTOGRAPHY of any part of any human specimen is permitted without permission from the Executive Director of the Anatomical Board. I further pledge that the donated human anatomical specimens to which I have access will remain in specific teaching/research rooms or storage space approved for such use by the Anatomical Board, unless a signed authorization for transfer elsewhere has been executed by the Executive Director of the Anatomical Board of the State of Florida or his/her authorized designee. I further pledge to comply with all applicable requirements for timely return of human anatomical specimens to the Anatomical Board of the State of Florida.

Signature

Date

Typed or Printed Name:

Title:

N/A

Department/College:

PT/PHHP

Miami Office:
University of Miami
Leonard M. Miller School of Medicine
Dept. of Cell Biology and Anatomy
P.O. Box 016960 (R-124)
Miami, FL 33101-6960
Telephone: 305-243-6691

Orlando Office:
University of Central Florida
College of Medicine
Health Sciences Campus at Lake Nona
6850 Lake Nona Blvd.
Orlando, FL 32827-7408
Telephone: 407-266-1142
407-266-1131

Tallahassee Office:
Florida State University
College of Medicine
15 West Call Street, Box 3064300
Tallahassee, FL 32306-4300
Telephone: 850-645-8449

Tampa Office:
University of South Florida
College of Medicine
Dept. of Pathology and Cell Biology
901 Bruce B. Downs Blvd., MDC 11
Tampa, FL 33612-4799
Telephone: 813-974-3133