



*Department of Physical Therapy*

**Doctor of Physical  
Therapy Student  
Handbook**

**2024-2025**

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# Department of Physical Therapy Doctor of Physical Therapy Program

## Introduction

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

If you have questions regarding the UFDPT program, or any other aspect of University of Florida life, please do not hesitate to contact a physical therapy faculty or staff member, professionalism mentor, the Program Director, the college dean's office, or the appropriate University office. The Department of Physical Therapy will assist in whatever way to help you be successful. It is the Department of Physical Therapy's hope that you find your 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 participants, and other health care 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

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

SG1a: The Program will enroll students who meet high standards in the areas of academic aptitude.

SG1b: Students will be independent problem-solvers and critical thinkers

SG1c: Students will be prepared to be autonomous practitioners able to diagnose and treat movement disorders.

SG1d: Students will have a strong foundational skills and knowledge

SG1e: Students will be prepared to be physical therapists who address the unique physical and psychosocial characteristics of each individual client.

SG1f: Students will be prepared be physical therapists who adhere to state and professional ethical and legal regulations.

SG1g: Students will be prepared to be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings

SG2: To prepare you to serve as active participants and leaders in the profession and community.

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 will be involved in community and professional service.

SG2c: Students will be prepared to provide leadership in professional and community service organizations.

## GRADUATES

G1: Graduates will provide safe, and effective physical therapy services

G2: Graduates will be independent and adaptable problem-solvers who use clinical reasoning principles to solve complex problems

G3: Graduates will serve as advocates and leaders in healthcare, the profession, and the community

G4: Graduates will deliver high-value care in a dynamic health system

G5: Graduates will be information seeking and life-long learners

## FACULTY

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

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.

F2: To recruit faculty with diverse expertise in rehabilitation science that enhances the research and education components of the Program.

## PROGRAM

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

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

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

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

P1d. Post-professional you 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

- P2a. Professional growth will be promoted through interdisciplinary collaboration among academic and clinical faculty, you 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 you will participate in and lead interdisciplinary scholarship, education, and service activities.

## Accreditation

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](mailto:accreditation@apta.org)

Website: [CAPTE](http://CAPTE)

You may file a formal complaint against a physical therapy program with CAPTE if you 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](#).

## Academic Calendar and Course Registration

The [DPT academic calendar](#) is posted online. The program attempts to follow the [University calendar](#) as closely as possible, however semester start and end dates, as well as, breaks may be different than the UF academic calendar. Please check and review the UFDPT calendar when planning travel or absences from the program.

You 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 you for courses. If UFDPT is unable to register you for courses, you 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 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 13<sup>th</sup> Street and SW 16<sup>th</sup> Ave. You are not permitted to park at CLC unless receiving specific permission and a parking pass from UFDPT due to a health-related issue.

#### *Clinical Learning Center (CLC) Parking*

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 CLC 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. You will be able to use your Gator1 ID, or a mobile entry system, to enter CLC from 8am to 7pm M-F. Access to the CLC 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 CLC for any learning experience/activity.

Access to the HPNP building/lab rooms outside of regular hours: You may access the building with your Gator1 ID. To have access to the PT rooms during locked hours, you will contact a UFDPT faculty member 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 the requested hours. You will need to make arrangements to have the lab opened with the UFDPT faculty member and/or 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.

UF offers transportation safety services also.

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

### **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. You can find hours and directions by going to the [Health Science Center Library](#) page. When using the library, you must have your Gator1 card available since the library is usually limited to use of Health Center personnel and you.

### **Lockers and public restrooms**

Locker space is available for you. Lockers are located on the first floor of the HPNP building in the hallway adjacent to the department administrative area. The department assigns lockers to you. You are responsible for providing your own locks. Please retain the locker combination number or lock key in a secure place. Should you request to have your lock cut/removed, you 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. You are not permitted to change clothes in the hallways. You are expected

to assist with maintaining a clean and presentable space for patient management at the Clinical Learning Center including the restrooms.

### **Gator1 ID**

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

### **Name Tags**

Name tags will be used during practical examinations and may be required on clinical visits to other facilities. Please review expectations regarding the wearing of name tags with instructors 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 your use. Public phones are available in the Health Science 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. You 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 verbal or documented professional warning.

### **Mentoring/Counseling**

#### **Mentoring Program**

UFDPT you 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 are accessible to all students in the program. You may make an appointment with a faculty member via email, telephone, or by directly visiting their office.

#### **Counseling**

Professional counseling, and a range of services for UF's diverse population is available at the [Counseling & Wellness Center](#) if you want or need it. Their web page lists the variety of services available. Services can be arranged online or by calling 352-392-1575.

## **Student Responsibilities**

### **Health and Safety**

You 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 Support and Unexpected Events**

You will experience many situations or conditions that could create stress 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 you to actively seek out assistance as this is a professional behavior expected of physical therapists. An example of this behavior is contacting your faculty mentor and/or Counseling and Wellness when stressors require additional management or strategies than you are currently using.

You should meet with your professionalism mentor at least once a semester and can also use this time to seek advice or develop strategies.

When you have a concern about an individual course, you are encouraged to directly speak with the instructor first, and then your professionalism mentor. If a resolution is not made, you should contact the Director of Student Affairs.

For clinical education issues, you can speak directly with your “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.

You are welcome to speak directly with the UFDPT Director of Student Affairs for any concerns. If the Director of Student Affairs is unavailable or in conflict, the UFDPT Program Director can address your issues.

If the issue or conflict involves the UFDPT Program Director, you 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. You 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, you should consult with the Clinical Education Handbook 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 your responsibility to **request** permission from faculty of a schedule conflict and check with your 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 you cannot attend class. If you unexpectedly cannot come to class, you 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, you will be held responsible for any content, clinical experiences, other learning experiences, quizzes, exams, competencies and/or practical exams. It is expected that you 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 you to attend district, chapter, national and continuing education meetings of the American Physical Therapy Association (APTA) with the faculty, and other you. This will allow you to start early in your career to increase knowledge about the profession and influence decisions about the future of the profession. Each you 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). **You 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).** You are responsible to communicate with individual faculty well in advance for obtaining any missed classroom materials or information.

We recommend that you 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 you may have to attend a seminar soon after a class involving lab attire, both lab attire and professional dress are acceptable for these seminars. You are not permitted to use laptops, tablets, or phones during the seminars.

### **Introduction - Essential Functions and Technical Standards**

The Department of Physical Therapy has a responsibility for the safety of patients with whom students and graduates will come in contact. Although you learn and work under the supervision of the faculty and instructors, you interact with patients throughout your education. Patient

safety and well-being are therefore major factors in establishing requirements involving the physical, intellectual, and emotional abilities of candidates for admission, retention, progression, and graduation. Herein, essential functions are the fundamental, crucial job duties performed in the position of a physical therapist; and technical standards are repeatable and established tasks needed to meet the overall expectations for physical therapist practice.

Students in the Doctor of Physical Therapy program at the University of Florida (UFDPT) must be capable of completing core educational requirements and achieving the competencies and professional activities essential for most physical therapist practice. Therefore, you are expected to meet the standards described below for both academic courses and clinical education 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 may be, compromised. The essential functions/technical standards provided herein are not intended to serve or represent an exhaustive list and are representative of the most typical and frequently occurring in physical therapy practice; others may present.

Physical therapists typically do the following:

- Review patients' medical history information and referrals or notes from other healthcare workers
- Diagnose patients' functions and movements by observing movement, using tests of body structure and function, activity, and participation, and by listening to their concerns
- Develop individualized plans of care for patients, outlining the patients' goals and the expected outcomes of the plans
- Use activity and movement interventions, hands-on therapy, and equipment to ease patients' pain, increase their mobility, prevent further pain or injury, and facilitate health and wellness
- Evaluate and record patients' progress, modifying the plan of care and trying new interventions as needed
- Educate patients, their families, and members of the healthcare team about what to expect from the recovery process and how to cope with challenges throughout the process

### **Observation**

You must be able to acquire information from demonstrations in the classroom and participate in laboratory exercises and clinical education. You must be able to accurately monitor 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, facial expression, breathing rate or pattern, changes in a patient's position, posture, and movements. You must also be able to recognize potential safety hazards and accurately observe and interpret information displayed on medical equipment.

### **Communication**

You must be able to communicate effectively for varied audiences (e.g., faculty, instructors, staff, peers, patients, clients, family members and members of the health care team and public) and purposes. You must have proficiency in the English language such that you can communicate in both oral and written form effectively, sensitively, and professionally, regardless of environment (classroom, clinical site, and other professional venues) and stressors.

Communication is being able to observe patients to elicit information, describe changes in mood, activity, and posture, and perceive, appropriately respond to, and interpret nonverbal communications.

### **Motor**

You must be able to attend and participate in classes and activities which are a part of the curriculum. Your motor and sensory functions must be sufficient to diagnose and deliver patient care consistently, quickly, and accurately. You must be able to safely and effectively manipulate or maneuver your body and another person's body and/or body parts, and/or equipment to perform examination and intervention techniques and emergency procedures. This includes skilled coordination and fine motor skills to manipulate measurement tools and perform manual examination and intervention techniques. You must demonstrate sufficient balance and proficient locomotor ability to allow you to physically maneuver in both a timely and safe manner, to and from and within the classroom, and lab and clinical education settings, and with all patient care maneuvers. This includes the ability to respond in emergency situations quickly and appropriately, such as to prevent a patient's fall or perform CPR.

You must be able to tolerate the physical demands required by most clinical education settings, for example, standing for prolonged periods of time during patient care, handling and/or safely transferring and mobilizing with patients, which may include pushing, pulling, lifting, and carrying.

### **Intellectual-Conceptual, Integrative and Quantitative Abilities**

You must have sufficient cognitive abilities and effective learning strategies to assimilate the detailed and complex information presented in the curriculum. You must be able to learn through a variety of modalities, such as: class instruction, small group, team and collaborative activities, and independent study. You must have the ability to learn, memorize, measure, calculate, reason, organize, analyze, and synthesize complex information in a coherent manner. You must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. You must be able to formulate a hypothesis, investigate the potential answers and outcomes, and formulate appropriate and accurate conclusions and interventions in a timely manner. You must have the ability to accurately self-assess and reflect on your own performance and demonstrate a growth mind-set.

### **Behavioral and Social Attributes**

You must demonstrate the maturity and emotional stability required for full use of your intellectual abilities, the exercise of good judgment, and the timely completion of all responsibilities related to academic work, teamwork, and patient care.

You must demonstrate the ability to develop effective professional relationships with faculty, staff, peers, patients, clients, families, and all members of the healthcare team. You must be able to function effectively under stress and proactively make use of available resources to help maintain both physical and mental health. You must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the educational and patient care setting. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are expected throughout the education process. You must be willing to interview, physically examine, and provide care to all patients regardless of their race/ethnicity,

gender, sexual orientation, religion, ability, and social and cultural backgrounds. You must be able to communicate effectively and clearly.

### **Students with Disabilities**

UFDPT is committed to providing all students with opportunities to take full advantage of the program and implementing reasonable accommodations to students with a disability.

During the Admissions process, you could perform a self-assessment of these technical standards and essential functions to identify areas of support that you need to meet these requirements. Upon admission, UFDPT and the UF Disability Resource Center (DRC) are committed to removing potential barriers that may prevent you from accurately reflecting your abilities. The goal of the approach described below is to support you by providing reasonable and accessible opportunities to complete the UFDPT program. A request is deemed “unreasonable” if it causes a fundamental alteration of the UFDPT education program and/or individual course/clinical experience or does not meet UFDPT academic or technical standards.

### **Accommodations to meet Essential Functions and Technical Standards**

You must follow this process for requesting and receiving appropriate reasonable accommodations, in a timely manner, to enable you to have the opportunity to meet the requirements for completion of the program.

1. If you have a disability or are experiencing access barriers, contact the Disability Resource Center (DRC) to discuss reasonable accommodations. Under federal and state disability laws and regulations, you must seek out the DRC and register for reasonable accommodations through their process. Please make sure to work with the DRC directly. To receive an accommodation for any UFDPT related activities, you must request a letter from DRC outlining the specific accommodations needed using the DRC portal (<https://disability.ufl.edu/get-started/>). Please provide a copy of your accommodations letter to the Director of Student Affairs and course coordinators as soon as received to facilitate timely implementation of reasonable accommodations.
2. You are encouraged to register with the DRC *prior* to the beginning of your first semester if you have a disability or are experiencing access barrier, or as soon as a disability related barrier presents itself, to fully ensure access to accommodations. You are accountable for your performance, with or without accommodation. No person will be assumed to have a limitation to essential functions or technical standards based on poor performance alone. Accommodations are not applied retroactively, and a disability or health-related explanation will not negate deficient performance.
3. If your accommodation is approved by DRC and found to be reasonable, you shall meet with your faculty mentor, the Director of Student Affairs, Clinical Education Team, and DRC to develop plans that best prepare you for clinical settings or activities. Clinical accommodations may be different than your classroom accommodations, and advanced planning will be needed to effectively address accommodations for your clinical placements.
4. Any request, design, and implementation of accommodations needed for you to participate and complete the DPT program must include full collaboration with the Director of Student Affairs and the DRC. Accommodation requests are sent to individual faculty and instructors to determine how any accommodations might be incorporated and/or affect participation in class, laboratory and/or clinical education activities. Faculty and instructors will collaborate with the Directors of Student Affairs and Curriculum to effectively implement reasonable



accommodations. A request is deemed “unreasonable” if it causes a fundamental alteration of the professional DPT education program inclusive of clinical education and/or individual course/s, does not meet UFDPT academic or technical standards. In this situation, we work with the DRC to explore various potential alternative options.

5. Accommodation using a trained intermediary (e.g., someone who uses sign language) or other aid may be appropriate or reasonable if the intermediary or aid functions as an information conduit. The intermediary or aid may not provide medical/health care knowledge, or function as a substitute in performing essential skills or supplement clinical and ethical judgement.
6. Should, despite reasonable accommodation (whether you choose to use the accommodation or not), your existing or acquired limitation to performing the essential functions interfere with patient, peer, and/or your safety, and/or otherwise impede your ability to complete the education program and advance to graduation, or licensure, or may be separated/deferred, discontinued, or dismissed from the program.
7. UFDPT works in consultation with the DRC to determine and coordinate approved accommodations; however, disability and health-related documentation remains confidential and housed at the DRC.

## **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 (CLC). As guests of the teaching facilities and users of University-owned equipment, you 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** - You 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** – You 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 you by email and/or the class syllabus. You 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, you 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** - You 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, you may be asked to assist with transporting linen to and from campus.

CLC access – During your assigned duty week, one or more students in your 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 may 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 or near the hospital equipment. The faculty will revoke your 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 your professional behavior and may result in a professionalism warning in your 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 (under the covers). When lying 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. In addition, hospital beds are not desks and should not be used for routine lecture or lab seating.
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 across learning environments:**

- You 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.
- Hats are not allowed for any lecture or lab session unless previously approved by the Program Director.
- When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh. No part of a your buttocks

should be exposed with the exception of class-related activities (e.g. palpation of the sacrum). Draping is expected during these activities.

- Clothing must cover all undergarments. No underwear or undergarments may be visible at any time with the exception of class-related activities. Clothing may not be transparent.
- While the weather conditions in Florida can be challenging at times, clothing and personal hygiene practices must not disrupt the learning environment. Please refrain from wearing clothing that contains odors (e.g., smoke, body odor, perfume/cologne) that could be distracting to others and/or is saturated with sweat. In the latter case, consider bringing a spare change of clothes or keeping one in your locker.

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 an attire guideline violation occurs, you will be required to change into attire that matches the guidelines. Continued violations of the attire guidelines 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 are not appropriate; e.g. visualization and palpation of the lower extremity. In those situations, you may be unable to participate in the skills lab. Be prepared to remove jewelry and watches during some laboratory activities.

#### **Attire Specific to Anatomy Laboratory**

The Florida State Anatomical Board **REQUIRES** proper attire to participate in dissection. This attire includes closed-toe shoes, a lab coat, exam gloves, and protective plastic goggles. If you wear eyeglasses, you are excused from wearing goggles. Scrubs are recommended as anatomy lab involves exposure to preserved body parts and chemical odors.

#### **Attire Specific to Clinical Experiences**

Clinic visits require active participation, so you must wear appropriate clothing and shoes. Refer to **Lecture Attire** above for examples of business casual clothing that would be appropriate. Note that clean professional closed toe shoes are required for clinic visits/experiences. 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 you are responsible for adhering to those facility regulations or policies. 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, you may wear jeans and/or flip flops to class. However, if you who have a class scheduled on a Friday that involves a guest lecturer, you must wear lecture dress as previously described. If the Friday class has a lab, you may be required to wear laboratory attire as described above.

### **Withdrawing from UF**

Withdrawal is defined as dropping all courses, not individual course, in a term. If you leave UF without withdrawing formally you will receive failing grades for all courses. Mechanisms for [withdrawal and refunds](#) are available to you in compliance with University policies. If you are considering withdrawing read the withdrawal instructions carefully before withdrawing on One.UF.

### **Social Media Policy - University of Florida Department of Physical Therapy**

Social media refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. 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. The University of Florida and UFDPT policies apply to all forms of social media, including but not limited to Facebook, X, Instagram, Snapchat, YouTube, TikTok, LinkedIn, Discord, Telegram, blogs, online comments, etc.

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

- You 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 , 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.

- You may not identify yourself as an official of UFDPT or the University of Florida, or state posted opinions as representative of the Department or of UF.
- Similarly, you may not represent as another person (real or fictitious) or obscure your identity to circumvent the social media regulations specified in this policy.
- You 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:

- Using social media or electronic media in a manner that interferes with your responsibilities as a student or hinders with the learning atmosphere of other students may result in a Professional Behavior violation. 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 or social media you may use during a class or lab.
- You may record lectures for personal use without permission of the instructor; however, you cannot share or post a recording in any venue without the authorization of the instructor. You 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 you are not certain whether an assignment is individual or collaborative, you should first ask your instructor for clarification. Unauthorized collaboration in any form (including unauthorized use of generative AI) 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 document (i.e. Google document) or social media page (i.e., Twitter/X post, "wall" of another's Facebook page)

You will be accountable to additional rules and regulations specified by your clinical experience sites. Failure to comply with the social media policies of the clinical site will result in disciplinary action and potential removal from or failure of your clinical experience. You should also keep in mind that future internship site staff and/or employers may search for and view you 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. Personal content

should not include the wearing or display of UFDPT branded materials (e.g., shirts, hats, cups) to avoid any misconceptions that content has been authorized and/or represents the view and practices of the program, department, college, and/or university.

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, you are strongly encouraged to use a personal (i.e. non-ufl.edu) email address as your primary means of identification.

### *Final considerations:*

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 your 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 "php.ufl.edu" email addresses are under the jurisdiction of the State and thus their contents are subject to audit at any time. These accounts should be used within the context of the official University role. Communications to faculty, staff, and administration at UF should always occur through your ufl.edu account (**not** a personal account). You should go to the [GatorLink](#) UF web page to set up your 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.* HSC policy states that you **cannot** forward email received to your UF email address to a personal account. HSC 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 you.

**It is your responsibility to check email daily, both when in the academic program and on clinical experiences. There will be no e-mail correspondence between faculty and you later than 6 pm for requirements the following day.**

## Computer access policy

Per University of Florida and UFDPT policy, you are required to own a laptop or tablet. You will be expected to access laptops or tablets for:

- Course websites (e.g. CANVAS), assignments, syllabus, communications
- Online exams and quizzes
- Daily e-mail communication both individually and by group
- Web searches
- Synchronous online learning activities (e.g. small group sessions, participate in telehealth community engagement activities)
- Discussion boards

If your electronic device crashes during an exam, you will be expected to notify the exam proctor (if available) and/or email the faculty member.

Several courses use synchronous online videoconferencing (e.g. Zoom) for class meetings. This does not mean that conventions for professional communication among peers and with faculty, instructors, and teaching assistants is suspended when using discussion boards, chats, or email. Consider the use of discussion boards and chats to represent professional communication and follow guidelines presented earlier in this handbook. During a synchronous online meeting, the expectation is that your camera will be on, unless there are bandwidth/hardware/software issues that need to be handled on an individual basis. Refer to specific requirements for each course listed in the syllabi.

### Computer Requirements:

Most computers can meet the following general requirements. Your 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 you to own a printer. 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 you, <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. You should plan on installing Windows 10 on your Macs and 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.

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

### **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 your laptop use during class:

- You 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.
- You 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.
- You are permitted to use laptops during breaks and between classes for “use unrelated to course objectives”, but this use must terminate when class resumes.

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



# UFDPT 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

You 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.

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, or grade of U in didactic coursework) will cause you to wait a full year before resuming the program, returning on academic probation.

### Probation

The most common cause for academic probation relates to GPA. You must maintain a “B” average (2.67) during the three years of the DPT curriculum. You with a GPA less than a 2.67 will not be able to graduate. If you have a GPA below 2.67 in a semester, you will be placed on academic probation and meet with the Program Director and with your professionalism mentor or other faculty as needed to develop a plan to improve the GPA. If you fail to meet the terms outlined in your plan to increase the GPA to 2.67 or greater, you will be dismissed from the program. This notification will come from the Program Director.

Other reasons for being placed on academic probation include the less common situation whereby you enter the program with a GPA lower than 3.0, you have professional behavior deviations, engage in academic misconduct, and demonstrate competency or clinical performance concerns.

### Academic Integrity

You 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 provides that on all work submitted for credit by you 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 you; working together with other individual(s) or entities (online resources including generative AI) on a take-home assessment or homework when not specifically permitted by the instructor; 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 an instructor when requested by the instructor to present your 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, article, or other entity (including generative AI) without giving the author or source 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 or entity (online resources including unauthorized use of generative AI) do a class assignment and handing it in as your own work; lying to an instructor to increase grade; or any other act or omission with intent to deceive an instructor as to the authorship of oral or written materials submitted or presented to an instructor which would affect grade.

**Bribery** - offering, giving, receiving, or soliciting money or any item or service to a instructor 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 you and your 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, you will be advised of rights and privileges under the Student Conduct Code. If, after a hearing by the Health Center Student Conduct Standards Committee, you are 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 Orange Book](#) 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 always required of you; 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 you should attain appropriate “levels” of professionalism is the Professional Behavior Assessment Tool (PBAT) 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. You must consistently demonstrate professional behavior in each of these areas to progress through the physical therapy curriculum.

To do this, you participate in professionalism teams, with peers, faculty, and/or clinicians and use the PBAT to self-evaluate your professional behaviors in the first and second semester of Y1. You identify areas to strengthen based on the self-assessment, with follow-up self-evaluation using the entire PBAT in Y2 and Y3. You will work with your professionalism 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. Your professionalism mentor will assist you in completing the self-evaluation, setting professionalism goals, and with other factors related to your professional development.

Progress through the levels of professional behavior (as indicated on the PBAT, shared with and evaluated by your professionalism 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 PBAT 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 you will exemplify Core Values of Professionalism and will follow

the Code of Ethics, as put forth by the APTA. It is expected that you 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 you will be referred to the professionalism mentor 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 you. When such a behavior is observed or a professionalism infraction occurs, the UFDPT goal is to help you 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 your 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 you overcome any barriers to your 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
<p><b>Minor</b> Ex: One instance of an unexcused tardiness, a late assignment or incomplete assignment</p>	<ul style="list-style-type: none"> <li>Verbal and/or written counseling by instructor or TA.</li> </ul>	<ul style="list-style-type: none"> <li>Instructor will email confirmation of incident to you.</li> <li>Instructor will file a copy of the email in your Dept of PT record (see Appendix B).</li> </ul>	<ul style="list-style-type: none"> <li>Written counseling/warning from instructor.</li> <li>Repeated (&gt;2) minor infractions will trigger a review by Professional Development Committee (PDC).</li> </ul>
<p><b>Moderate</b> Ex: More than two minor infractions; inappropriate communication or behavior that has potential to affect a patient/guest lecturer, another student, TA, or faculty</p>	<ul style="list-style-type: none"> <li>Instructor will review the incident with you and refer to PC.</li> <li>PC will review case in a meeting with you.</li> </ul>	<ul style="list-style-type: none"> <li>Notes from PDC meetings will be maintained in your Dept of PT record.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Referral to DPT Program Director and/or remedial assignment may be required for repeated offenses.</li> </ul>
<p><b>Major/Serious</b> 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)</p>	<ul style="list-style-type: none"> <li>Instructor referral to Dean of Students Office for academic management.</li> <li>Instructor referral to PDC for concurrent professionalism review.</li> <li>DPT Program Director will be notified.</li> </ul>	<ul style="list-style-type: none"> <li>For honor code/student conduct incidents, Instructor will file DSO documentation.</li> <li>PDC will provide historical insight to instructor on sanctions for previous violations of a similar nature.</li> <li>Additional guidance is available from PPHP Dean's Office, UFIT, and/or UF Legal Services as needed.</li> <li>DSO will administer the penalty and penalty becomes part of UF transcript.</li> </ul>	<ul style="list-style-type: none"> <li>Instructor investigates and remediates academic sanctions (i.e. lowering of your grade for assignment, quiz, exam, and/or in overall course).</li> <li>You are 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.).</li> <li>You are ineligible for UF Dept. of Physical Therapy teaching assistantships, scholarships, trips (i.e. Nicaragua) and awards.</li> </ul>
<p><b>Critical</b> Ex: behavior or communication that is illegal or endangers the welfare of the student, a patient, another student, TA, or faculty</p>	<ul style="list-style-type: none"> <li>Immediate intervention when needed to prevent harm.</li> <li>DPT Program Director, PPHP, and UF administration will be notified.</li> <li>Legal authorities (UF and/or Gainesville Police Department) will also be notified when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Critical infractions will be investigated and adjudicated by the DPT Program Director, PPHP/UF administration, and UF Legal Services.</li> </ul>	<ul style="list-style-type: none"> <li>The first priority of a critical incident is to ensure the safety of all individuals involved.</li> <li>If you are found guilty of a critical violation will be subject to immediate separation from the university.</li> </ul>

If you commit infractions in professional behavior, you 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 you 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 your academic file and may influence your 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.

If you have a concern regarding an academic or professionalism infraction that involves your classmate(s) use the following procedures to address your concerns:

1. You are encouraged to first attempt to resolve communication disagreements and minor professionalism concerns (e.g. dress for labs) themselves. Options for mediation may include: direct discussion of concerns between the students involved, or mediation through the class Professionalism Liaisons or Professionalism Committee members.
2. You 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: your assigned professionalism mentor, course instructor, or any of the members of the DPT professional development 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, and the Orange Book is clear that witnesses of honor code violations have an obligation to report. 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 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 and student notification. 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 you 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, and written agreements between the academic institution and clinical centers outlining responsibilities and expectations of each party. 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. Development of the contracts between sites takes significant negotiation involving UF's legal office and the potential clinical site. **You must refrain from contacting any clinical site or clinician to secure or arrange a clinical experience or inquire about clinical experiences. Any effort to bypass the clinical experience placement process may be subject to disciplinary action.**

### Unsatisfactory Performance on Clinical Experience:

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

If it is deemed necessary to remove you from the clinical experience, or you are unable to modify the deficient behaviors and/or skills, the DCE and/or Professional Development Committee will recommend remediation of skills and a learning contract will be developed with input from you, 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 you successfully complete the remediation according to the contract, you 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, you will not have the opportunity to repeat the clinical experience and you will receive a grade of “U” and will be dismissed from the program.

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

If you receive a U in a clinical education course, the DCE will notify the Program Director for resolution and student notification. Complaints or grievances about the Program Director can be sent to the Chair of the department.

***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**

As a student physical therapist, you 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. 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.

You must have direct supervision by a licensed physical therapist who is immediately physically available when engaging in any activity defined within [Florida Statute 486 \(Physical Therapy Practice\)](#).

#### **Required community engagement or patient care activities organized by UFDPT**

Community engagement activities are required across the UFDPT curriculum. You are assigned to one of four community engagement groups (REACH - Rehabilitation, Education, Activity Promotion, Community Health). The activities provide service learning opportunities that support course and program learning objectives. You will participate in your 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 your 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, you are required to attend Equal Access Clinic twice. However, you 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. You 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 required during the DPT Programs 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 you 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**

*You are NOT covered by the University liability insurance for any activities not considered required course content or UFDPT requirements.*

This category includes both external volunteer and paid service opportunities through an organization/agency/employer or individuals. If you elect to engage in these activities or employment outside UFDPT and without oversight of DPT faculty *YOU assume liability for services, activities, and involvement*. Before engaging in any outside activity, you 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.

You are 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:

UFDPT procedures for addressing academic, professional, and clinical progression issues are outlined in their respective sections above. If you are appealing a decision that impacts your academic progress through the curriculum (i.e. probation, dismissal, etc.) you must follow these steps. You may appeal in writing within 10 business days to the Chair of the Department who will review the appeal, make a decision, and notify you. If you want to appeal the decision of the Chair, you may appeal in writing to the Executive Associate Dean of the College. The Executive Associate Dean will review all previous decisions and your concerns and decide about academic or professional dismissal and notify you.

Upon successful petition at any of the above steps you will be received back into the class, and you may be placed on probation. You will be expected to meet the terms of any reinstatement contract. In the case of professional issues, if you receive another professional notice, you will be dismissed from UFDPT.

# Appendices

## **Appendix A; Student Statement of Informed Consent**

2024 – 2025 UFDPT Handbook

I have received a copy of the **2024- 2025** UFDPT Student Handbook.

I have reviewed this handbook and I understand, and am prepared to abide, by the information within. I also understand the Responsibilities of the Student, the Essential Functions/Technical Standards, 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, 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 2024-2025 academic year that I will be notified either in writing or via email.

### Contact Information

Name \_\_\_\_\_ UF ID \_\_\_\_\_

Local Address \_\_\_\_\_ Phone Number \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
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: