



School of Health Professions and Education

Department of Physical Therapy

Physical Therapy Program Handbook

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PURPOSE

The Physical Therapy Program's Chair, faculty and staff would like to welcome you to the professional phase of the Physical Therapy Program at Utica College. The College offers a unique blend of liberal studies and professional education experiences. Students are encouraged to take full advantage of the variety of learning opportunities available while pursuing the educational goal of becoming physical therapists.

This handbook is designed to serve as the guide for students enrolled in the Doctor of Physical Therapy Program at Utica College. The contents of the handbook represent an official communication of the policies and procedures of the Physical Therapy Program. These policies and procedures are designed for your success. The information in this handbook has been chosen with two additional purposes in mind. First, an informed student is a prepared learner. An understanding of the goals and mission of the Program helps to integrate individual course material into an overall view of the profession of physical therapy. Second, we take seriously the commitment of providing a quality education that prepares students to function as future doctors of physical therapy. The student is expected to be accountable, taking responsibility for one's learning and progression throughout the Program. This handbook provides the information necessary for students to take that responsibility.

The Physical Therapy Program Handbook is to be used together with: 1) the Clinical Education Manual, 2) the Utica College Graduate Catalog, 3) and the Utica College Undergraduate Catalog, 4) the Utica College Student Handbook¹. It is the responsibility of each student to read and understand their contents. Failure to comply with the rules and regulations contained within these resources may result in disciplinary action that includes, but is not limited to, dismissal from the Program and/or the College.

MISSION AND PHILOSOPHY

The **mission** of the Utica College Physical Therapy Program is to “educate students to become doctors of physical therapy who embrace the honor of their responsibility as professionals. Our faculty, students and graduates will demonstrate behaviors consistent with the mission of Utica College and the Core Values of the American Physical Therapy Association.”

Utica College educates students for rewarding careers, responsible citizenship, and fulfilling lives by integrating liberal and professional study, by creating a community of learners with diverse experiences and perspectives, by balancing its local heritage with a global perspective, by encouraging lifelong learning, and by promoting scholarship in the belief that the discovery and application of knowledge enrich teaching and learning.

Utica College's graduate programs prepare professionals to meet the present and future challenges posed by the increasing complexity of our global society and to assume the leadership roles necessary to guide their organizations through the ever-changing information and technology age.

Graduate education at Utica College shares the undergraduate mission of liberal, professional, and specialized study by addressing a wide range of human issues, while focusing on the acquisition of knowledge in the context of a profession. The Utica College graduate programs are committed to preparing well-educated men and women, who have developed the necessary competencies for their careers, and who are responsive and sensitive to the needs of the communities in which they reside, study, and work. (Utica College Graduate Catalog).

The Program exemplifies the mission of the College by integrating liberal studies education in undergraduate, pre-professional studies with professional, graduate education. The Program is dedicated to fostering self-direction in lifelong learning and professional development and producing responsible

¹ Can be found at: <https://www.utica.edu/academic/catalog/>

citizens who embody the values fundamental to the College's liberal arts foundation. The consensus of the faculty in the physical therapy program is that the DPT is the degree most commensurate with the expected level of knowledge, skills and behaviors necessary for a clinician practicing physical therapy in the current health care climate.

STUDENT LEARNING GOALS

Graduates from the Utica College Physical Therapy Program will:

- I. Demonstrate current standards of physical therapist practice as skilled professionals with sound reasoning skills and capability for incorporating evidence into practice. The Utica College Physical Therapy Program students will demonstrate:
 - the knowledge to provide comprehensive patient/client management across the lifespan and in a variety of practice settings;
 - the skills to provide comprehensive patient/client management across the lifespan and in a variety of practice settings;
 - the knowledge and skills necessary for professional practice administration; and
 - sound clinical reasoning skills that are based on the best available evidence.
- II. Demonstrate entry-level professional behaviors. The Utica College Physical Therapy Program student will demonstrate:
 - professional behaviors consistent with entry-level practice; and
 - responsible behaviors toward society consistent with Utica College's Mission and APTA's Core Values.

ACCREDITATION STATUS

Utica College is chartered by the Regents of The University of the State of New York. The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College's Graduate Programs are approved by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Ave., Albany, New York 12234, (518) 474-5851.

The entry level DPT Program at Utica College is accredited through 2023 by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capte.online.org>.

Graduates are eligible for the National Physical Therapy Examination (NPTE) and licensure in all states. Students are not allowed to sit for the NPTE until all program requirements have been met.

Notice of Compliance

Utica College is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual orientation, gender identity, gender expression, veteran status, disability, citizenship status, genetic predisposition, domestic violence victim status, or protected status under applicable local, state, or federal law. This nondiscrimination policy covers admissions, employment, and access to and treatment in Utica College programs, services, and activities.

The Physical Therapy Program adheres to the equal opportunity statement in every aspect of student recruitment, admission, and retention. It is Utica College policy to admit students who can benefit from

the educational opportunities offered and whom the College has the capabilities to serve. Students are admitted on the basis of their potential for intellectual, social, personal, and professional growth.

Gaining admission into, or continuation in the professional Physical Therapy Program requires that students exhibit behaviors appropriate to practice expectations. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession's code of conduct, or other acts deemed unbecoming of a profession will result in denial of entry into or denial of continuation in the Physical Therapy Program.

Utica College welcomes the physically challenged and in compliance with Section 504 of the Rehabilitation Act of 1973 (as amended) and The Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Students are responsible for informing the faculty of any need for accommodations as identified by the coordinator of Learning Services, located in Academic Support Services.

THE PHYSICAL THERAPY CURRICULUM

The curriculum was created to enhance the educational experience for students and lead to improved program outcomes. The curriculum integrates traditional instruction with case analysis to guide, stimulate, and challenge student learning, while fostering development as professionals with sound reasoning skills. The capstone projects, under faculty supervision, provide opportunities for students to meet the profession's expectation to become consumers of research. A progression of critical inquiry and evidence based practice will result in case reports or systematic reviews.

Students participate in a minimum of 30 weeks of full-time clinical education experiences in a variety of settings, working with individuals across the lifespan. The first clinical education experience occurs during the second summer semester for six weeks. The final two full time clinical education experiences occur during the year 3 fall and spring semesters for 12-16 weeks each. In addition, four integrated clinical experiences take place during the academic semesters and provide experiential learning in community settings with emphasis on prevention and wellness throughout the first two years of the doctoral program. The curriculum outline and list of courses are available on the Utica College website under [Curriculum and Courses](#) or review the sequence of courses here (Appendix A).

Pending successful completion of all Program requirements, students will graduate with the Doctor of Physical Therapy degree in the spring semester of the third year.

DISCLAIMER

The Utica College Physical Therapy Program reserves the right to change the policies, procedures, rules, regulations, and information in this handbook and the accompanying Clinical Education Manual at any time. Changes will become effective at the time the Program so determine and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to students.

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Other adjunct faculty are listed on course syllabi with preferred contact information. General messages can be left for any of the faculty by calling the School of Health Professions and Education at (315) 792-3075

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ACADEMIC PROGRESS & CONTINUATION REQUIREMENTS

In addition to the Academic Policies and Procedures outlined in the current UC Graduate Catalog and regardless of graduate or undergraduate status, students enrolled in the professional program are subject to the Program's rules and regulations and must:

- adhere to all Utica College policies;
- achieve a grade of C or better in all professional courses (DPT designation);
 - a letter of warning will be issued and probationary period will begin for any student who receives a grade of C or C+ in any of the DPT courses;
 - a letter of dismissal will be issued to any student who earns a grade of C- or less;
 - a letter of dismissal will be issued to any student who earn more than two grades below B- in professional courses (DPT designation);
- maintain a cumulative GPA of 3.0 each semester after having completed 18 DPT credit hours,
 - a letter of warning will be issued and probationary period will begin for any student who has a GPA less than 3.0 before completing 18 credit hours in DPT courses;
 - a letter of dismissal will be issued to any student who has a GPA of less than 3.0 after having completed 18 (eighteen) credit hours;
- adhere to the established sequence of courses (Appendix A); and
- complete each clinical education course with a grade of Pass².
- All requirements for graduate degree programs must be completed within six years of the initial date of matriculation in the program. Failure to observe the six-year limitation shall result in dismissal from the program.

Undergraduate students in the 500 level of the Physical Therapy Program are held to graduate level academic standards, consistent with the accelerated nature of the program. Students in the 500 level of these programs who fail to progress will be reassigned to a Health Studies advisor with the option to complete degree requirements for the bachelor's degree in Health Sciences or another bachelor's degree within the College.

Grading Standards

Students enrolled in the first year of the professional program include those with undergraduate as well as graduate status. For undergraduate students, the institutional grading scale includes letter grades from A through F and Pass. Once a student becomes a graduate student, the only available grades range from A through C and Pass. To continue enrollment in the DPT courses, students must earn a grade of C or better in each required DPT course in order to continue in the Program. The Grading scale³ for graduate courses is as follows:

Graduate Grading Scale

| | | | |
|----|------------|----|------------|
| A | 94 - 100 | B- | 80 - 83.99 |
| A- | 90 - 93.99 | C+ | 77 - 79.99 |
| B+ | 87 - 89.99 | C | 74 - 76.99 |
| B | 84 - 86.99 | F | 0-73.99 |

Undergraduate students who are enrolled in the first year of the DPT Program and earn a grade less than C will be dismissed from the Program only, not the College. In this situation, the student's major will

² Consequence of unsatisfactory performance on a clinical education is detailed in the Clinical Education Manual.

³ All clinical education experiences are graded on a Pass/Fail basis.

change from Health Studies PT-Track (HSPT) to Health Studies (HS) with the option to complete the degree requirements for the bachelor's degree in Health Studies. The student is responsible for reviewing his/her remaining academic requirements needed to complete the undergraduate Health Studies degree. The grading scale for the completion of undergraduate degree is as follows:

Undergraduate Grading Scale

| | | | |
|----|------------|----|------------|
| A | 94 - 100 | C | 74 - 76.99 |
| A- | 90 - 93.99 | C- | 70 - 73.99 |
| B+ | 87 - 89.99 | D+ | 67 - 69.99 |
| B | 84 - 86.99 | D | 60 - 66.99 |
| B- | 80 - 83.99 | F | 0 - 59.99 |
| C+ | 77 - 79.99 | | |

A grade of Incomplete (I) may be granted only under extenuating circumstances. A student may request, or an instructor can offer, an (I) grade if exceptional circumstances warrant it, but the decision is ultimately at the discretion of the instructor. A grade of Incomplete must be agreed upon by both the student and the instructor and should include the completion of an Incomplete Contract Form. The amount of time granted to complete the Incomplete will be set by the instructor at the time the grade is submitted, but the default time frame is six weeks from the latest final grades due date of a given semester.

Grade Appeals

The instructor is the final authority for all grading/scoring. If you feel that the grade/score assigned to you for an examination or assignment is incorrect, you may petition to have your grade considered for adjustment. This requires that you submit, within one week of grade posting and in writing, an explanation or evidence as to why your answer is correct or deserves re-evaluation. References that support your conclusion are encouraged.

Course Grade Changes

Policy: Once a grade has been reported, it may not be changed except to correct an error. All such cases must be reported by the course instructor and require the approval of the academic school dean. If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change.

Procedure: The only valid reason to change a grade previously submitted is computational error or clerical (data entry) error. The grade change request may be submitted on a paper card available in the Academic School Offices or by using an online form available on the Registrar's Office website at <https://www.utica.edu/academic/registrar/gradechange.cfm>.

PROGRAM EXPECTATIONS

All students are required to comply with the Physical Therapy Program and College requirements. These rules are found in the Utica College Undergraduate Catalog, The Utica College Student Handbook, The Utica College Graduate Catalog, and the Physical Therapy Program Handbook. Success in the physical therapy curriculum requires that a student demonstrate the knowledge, skills and professional behaviors expected of an entry-level physical therapist.

Essential Functions

A physical therapist must demonstrate the knowledge (cognitive), skills (psychomotor) and professional behaviors (affective) to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The abilities that a physical therapist must possess to practice safely are clearly described in

the appended item entitled “Essential Functions of Physical Therapy Students” (Appendix B). The purpose of this document is to delineate the cognitive, psychomotor and affective skills deemed essential for completion of this program and to perform as a competent physical therapist.

Professional Behaviors

In addition to the required core of knowledge and skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession. Professional behaviors are assessed throughout the program by using tools that has been developed to identify and describe this repertoire of behaviors. By using these instrument, the development of professional attributes in physical therapy students can be facilitated.

Recognizing that students enter the professional program with varying levels of ability in the area of professional behaviors, progressive levels of expectations have been identified by the program. Each level builds on the previous level, representing growth over time. This transformation is witnessed as students’ progress through the program. Formal opportunities to reflect and discuss the learner’s development critical to the expected outcome of this process are delineated in designated courses and is discussed regularly with faculty advisors.

Knowledge and skills are examined in more traditional formats including written assessment and practical observation, while professional behaviors are assessed using the APTA” Core Values, and the Clinical Performance Instrument (Appendix C)

Code of Student Conduct

Utica College is a community committed to the principles of civility and fairness in pursuit of a purposeful academic experience. Students, staff, and faculty can expect that every interaction will be governed by the Utica College values and APTA Core Values. The Code of Student Conduct articulates the connection between student behavior and these norms and expectations of the college community. Each student is responsible for his/her conduct from admission to Utica College to graduation. Students are expected to know and uphold the Code of Student Conduct, as well as abide by local, state, and federal law. When the Code is not upheld, students will face action through the conduct process. The complete Code of Student Conduct is available online at www.utica.edu/student/conduct.

Confidentiality Statement for Students

Confidentiality is a critical element to a professional health care provider and compliance is required by law in order to protect the privacy rights of patients. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) mandates standards that ensure privacy and security of patients’ health information, as well as electronic medical records. Students are required to know these privacy rules and will comply at all times.

Students may be granted access to protected health information (PHI) of patients on a “need to know” basis and it is solely for use within the scope of duties relating to interaction with patient for the purposes of laboratory and/or clinical practice. Students may only access the PHI of patients if they are directly participating in their treatment and as directed by the instructors.

- Students may not record PHI of patients (such as name, social security number, date of birth, etc.) on forms which are turned in for clinical or class assignments. PHI will not be removed from the health care facility. This includes oral, written, and electronic disclosures.
- Students may never discuss PHI in public or inappropriate areas to include but not limited to hallways, elevators, restrooms, cafeterias, etc., or with friends/family at any time.
- Failure to protect PHI may be considered a violation of a patient’s right to privacy.
- Properly dispose of documents containing PHI by discarding them in assigned containers marked for proper disposal; do not throw these documents in the trash.

- If a student is unsure whether his or her actions will be in violation of these policies, he or she must consult the instructor prior to taking action with the PHI.
- Any student in violation of these policies may fail the class, be terminated from a clinical education or be dismissed from the Physical Therapy Program, depending on the circumstances of the violation.

Social Media Policy

Physical therapy students may not video or audio record, without permission, at any time in the classroom, laboratory or clinical settings. They may not post any material that could potentially violate faculty, other students or patient confidentiality on social media sites.

Students may be subject to disciplinary action by the college and the clinical site for comments that are either unprofessional or violate the privacy others including faculty, peers or patients. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations.

There has been an increase in the use of electronic communication and social media methods within businesses, healthcare environments and academic learning institutions. It is important when using these types of communication methods to be mindful of consequences of their use. Review list of guidelines derived from APTA Privacy, HIPAA Compliance & Social Media Policies and the National Council of State Boards of Nursing (pg. 133). The following are some social media guidelines:

- recognize obligation to maintain privacy and confidentiality,
- do not transmit patient related information,
- do not post or refer to faculty, peers or patients in a disparaging manner,
- maintain professional boundaries,
- report breaches of confidentiality of privacy, and
- be aware of policies on the use of computers, cameras, and other electronic devices.

Make-up Examinations

If a student is unable to take a scheduled examination, a make-up examination may be given at the discretion of the faculty member. Such examinations must be taken during the semester in which the examination was missed unless a grade of Incomplete is given. The Graduate Catalog does include additional policy for make-up examination.

Copyrighted Material and Unauthorized Peer-to-Peer File Sharing

Utica College is committed to educating the Utica College community concerning the unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing. Furthermore, the Education Opportunity Act of 2008 requires that this notice be sent to members of the College community annually.

Users of the Utica College computing network are prohibited from the unauthorized copying, distribution, alteration, use, or translation of copyrighted materials, software motion pictures, music, or other media without the express written permission of the copyright holder.

Violation of this policy puts users at risk for losing computing privileges, being charged with a violation of the Utica College Student Code of Conduct and the resultant disciplinary sanctions, being disciplined as an employee, and/or facing civil or criminal liability.

Students are expected to be informed of the Utica College's [file-sharing policies](#).

Attendance and Participation

Students, who wish to participate in extracurricular activities, including employment, intercollegiate and intramural sports, social clubs, and service organizations, must fulfill the academic, clinical, and behavioral requirements of the Physical Therapy Program first and foremost. The rigor of this doctoral program may interfere with a student's ability to participate in such activities.

Attendance and full participation are required for continuation and graduation. The goal of the Physical Therapy Program at Utica College is to graduate competent physical therapists. Refer to Appendix D for description of Attendance and Participation Policy.

Physical therapy education requires the accumulation of scientific knowledge accompanied by the acquisition of skills and professional behaviors. The Physical Therapy Program will consider for admission and continued academic progression individuals who demonstrate the ability and capacity to perform the skills referred to in the essential functions (Appendix B) and professional behaviors (Appendix C). Deficiencies in knowledge base, judgment, integrity, character, professionalism, attitude, and demeanor, and those that jeopardize safety or compromise the educational process, will result in course failure or dismissal from the program.

Much of what students learn is not directly or indirectly tested, although critical to professional practice. Therefore, attendance and full participation during all classes is an expectation of the physical therapy faculty. We are aware, however, that illness and other impediments may make attendance not always be possible. This policy sets the minimum criteria for attendance and participation.

Attendance and full participation are expected from each student during all didactic, laboratory, and clinical education courses.

Leave of Absence

A student enrolled in the professional program who has developed an illness, who has been involved in an accident, or who has suffered grave events in his/her life is eligible for medical or compassionate leave. Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances.

To request a leave of absence, a student must complete the appropriate "Leave of Absence" form and provide appropriate documentation. At the end of an approved leave of absence and prior to returning to active studies, the student must provide documentation that indicates the condition necessitating the leave no longer compromises the student's participation in the professional program.

The following forms are available at the [Office of the Registrar-Forms](#).

- A. Leave of Absence
- B. Medical Leave of Absence – complete this form if illness occurs before the semester.
- C. Complete Withdraw form – complete this form if illness occurs after the semester began.
- D. Application for Readmission – complete this form before return to the College.

Military-Related Leave

If you will be leaving for military duty or are returning from an assignment, please contact the chair of the program and the UC's Veteran's Liaison.

Utica College Policy for Military-Related Withdrawal:

You will need your official orders for military duty sent to the Utica College Registrar's Office.

There will be no academic penalty for withdrawing from your courses provided that you - (a) notify each of the instructors of your leave within reasonable timeframes, (b) work out arrangements with your instructors to complete assignments, and (c) mutually agree on a course completion plan.

Note - Instructors MUST be given adequate communication regarding your leave and are required only to give you reasonable accommodation for your military leave. Reasonable accommodation is determined by your instructor. If you feel reasonable accommodations are not being made, please notify the UC's Veteran's Liaison and provide written proof of your case.

There will be no financial penalties for withdrawing from your courses provided that you - (a) notify the Office of Student Financial Services of your leave, and (b) speak personally to your financial aid counselor.

DISMISSAL FROM THE PROGRAM

Students in the Physical Therapy Program must comply with the Program's policies and requirements regarding progress in knowledge, skills and behavioral criteria. A student who does not meet the academic progress and continuation requirements requirement or the Program expectations outlined above, may be dismissed⁴.

All requirements for the Physical Therapy Program must be completed within six years of the initial date of matriculation in the program. Failure to observe the six-year limitation shall result in dismissal from the program.

A student engaging in the following acts, at any time, will receive a disciplinary sanction that may include, but is not limited to, dismissal from the Physical Therapy Program:

- Theft,
- Violation of confidentiality rules,
- Use of alcohol/controlled substances while engaged in educational activities,
- Physical violence or abusive behavior,
- Falsification of documents,
- Intellectual dishonesty,
- Unethical/unprofessional behavior

Summary Dismissal

Summary dismissal of a student is an exceptional step that may be taken by the College in response to student conduct in an academic setting that puts students, faculty, staff or a program at risk; that seriously undermines the integrity of the academic mission; or that places the College in legal jeopardy.

Summary dismissals are issued by the Office of Academic Affairs after review of the relevant student conduct and are effective immediately. Dismissed students receive an official communication outlining the justification for the dismissal and may appeal their dismissal to the Provost.

⁴ Dismissal means that the student is officially removed from the Physical Therapy Program. Dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Graduate Studies. Students may apply for readmission to the Program at a later time, but readmission is not guaranteed.

MISCELLANEOUS INFORMATION

Guidelines for Laboratories

Anatomy

The use of human remains to assist in learning anatomy is both a privilege and a unique opportunity in each student's professional preparation. Individuals who donate their bodies do so with the desire and understanding that their remains will be used for educational or scientific purposes. Consequently each individual, as well as family member deserves our admiration and deepest gratitude.

To treat a cadaver in any way that does not serve educational or scientific purposes constitutes unprofessional behavior. Treat each individual with respect and dignity at all times. Work closely with colleagues to maintain a professional attitude in the Anatomy Laboratory. **Absolutely no photographs** may be taken in the Anatomy Laboratory. Any student known to have taken or transmitted a photograph will be referred to the Office of the Provost for appropriate sanction(s).

Clinical Laboratory

- During months of inclement weather students must bring clean shoes that can be worn in lab. Wet shoes must be removed before entering the lab and put in a designated area to keep the lab clean.
- All students are expected to be prepared and on time for every class. Lab attire shall consist of shorts and shirts, providing full freedom of movement. Lab attire may not be utilized every session, but should be available and ready for use each time. It is recommended to bring sweatshirts and sweatpants to the lab so that students in lab attire can evacuate the building in a timely manner in the event of a fire alarm as there will not be time to change clothes.
- Students are not allowed to eat on lab surfaces used for learning activities. Please keep the lab clean for all students.
- Table surfaces should be wiped down with disinfectant solution prior to each use.
- Students may be required to complete a volunteer or Non-Employee Orientation, in order to participate in clinical laboratory activities at any of the affiliated Healthcare Systems.

Equipment

The Lab Directors are responsible for ensuring performance, calibration and maintenance, at least annually, for all the equipment which is used by the program, faculty and students. Calibrated equipment will be clearly marked by the company responsible and dated. A record verifying calibration and any other maintenance services will be kept on file in the School of Health Professions and Education.

If a piece of equipment does not appear to be working properly, is damaged or missing, the Lab Director should be notified in order for repairs to be scheduled or replacement equipment attained. Equipment not in working order will be clearly marked to prevent others from using until repairs/replacements can be completed.

Advisor/Advisee Roles and Functions

Utica College believes that the role of the advisor is a critical, mentoring one. Students are assigned an advisor from their major at the time of their admission to the college. Students are responsible for knowing where the advisor's office is and introducing themselves. **Students are encouraged to meet with their advisors often.**

The student advisee will:

1. Contact the advisor early in each semester on campus.

2. Discuss academic progress, the development of professional behaviors and professional development plans.
3. Students are responsible for notifying advisors as soon as academic difficulties arise. The advisor may not be able to provide adequate assistance if notification of problems is delayed.
4. Discuss any problems that interfere with academic progress.

Notice: Students should first make every attempt to communicate directly, and/or through email or voice mail, with their assigned advisor. Students whose advisors are unavailable may contact the Program Chair or another faculty member in the Physical Therapy Program for assistance. A student may request to be reassigned to a different advisor by contacting the Program Chair.

Students who may have academic difficulty are also encouraged to contact the Office of Student Success (315.223.2555) or the Office of Learning Services (315.792.3032).

Academic Accommodations

Any student who has need of accommodations due to a documented disability should contact the Director of Learning Services in the Office of Learning Services (315-792-3032) in order to determine eligibility for services.

Professional Organizations

The American Physical Therapy Association

The APTA is a national professional organization representing more than 100,000 members. The association's mission is to "Building a community that advances the profession of physical therapy to improve the health of society." Excerpts from the Association's current objectives (2019-2021 Strategic Plan) include; 1) translate of the latest research into tools and resources for practice; 2) champion student and early-career issues including debt burden and career-earning potential; and 3) make APTA an inclusive organization that reflects the diversity of the society the profession serves.

As future physical therapists, students are **required** to join the APTA as student members. Membership entitles students to receive all APTA publications. Membership allows students to participate in the national physical therapy student organization which influences policy in regard to the role and function of students in the APTA structure. Applications for membership are available by contacting APTA at 1.800.999.APTA and selecting membership services in the menu option or by logging onto www.apta.org and select membership.

The Physical Therapy Society

The PT Society is a campus-based student run organization that is open to all physical therapy students. Its purposes are to explore topics relevant to the profession, assist in the improvement of the program, promote the profession and the program to the local community, and to engage in activities that benefit the local community.

Appendix A: Sequence of Courses

Entry Level Doctor of Physical Therapy Program

| | | |
|---|--|-------------------|
| Summer 1: Introduction to Physical Therapy and Gross Human Anatomy | | 7 credits |
| DPT 561 | Professional Development I: Introduction to Physical Therapy | 1 cr |
| DPT 564 | Human Gross Anatomy | 6 cr |
| Fall 1: Foundations of Physical Therapy | | 16 credits |
| DPT 582 | Clinical Sciences Foundation | 3 cr |
| DPT 584 | Movement Science | 3 cr |
| DPT 586 | Examination/Evaluation | 4 cr |
| DPT 587 | Interventions | 4 cr |
| DPT 588 | Prevention, Health Promotion and Wellness | 1 cr |
| DPT 589 | Caring for the Community I | 1 cr |
| Spring 1: Patient Management Musculoskeletal System | | 16 credits |
| DPT 591 | Professional Development II | 2 cr |
| DPT 592 | Clinical Sciences: Musculoskeletal System | 3 cr |
| DPT 593 | Case Analysis: Musculoskeletal System | 2 cr |
| DPT 595 | Evidence in Clinical Practice I | 2 cr |
| DPT 596 | Examination/Evaluation of the Musculoskeletal System | 3 cr |
| DPT 597 | Interventions for the Musculoskeletal System | 3 cr |
| DPT 599 | Caring for the Community II | 1 cr |
| Summer 2: Neuroanatomy and Clinical Education I | | 10 credits |
| DPT 654 | Neuroscience | 4 cr |
| DPT 659 | Clinical Education I | 6 cr |
| Fall 2: Patient Management Neuromuscular System | | 16 credits |
| DPT 682 | Clinical Sciences: Neuromuscular System | 3 cr |
| DPT 683 | Case Analysis: Neuromuscular System | 2 cr |
| DPT 684 | Motor Development, Learning and Control | 2 cr |
| DPT 685 | Evidence in Clinical Practice II | 2 cr |
| DPT 686 | Examination/Evaluation of the Neuromuscular System | 3 cr |
| DPT 687 | Interventions for the Neuromuscular System | 3 cr |
| DPT 689 | Caring for the Community III | 1 cr |
| Spring 2: Patient Management: Additional Systems | | 16 credits |
| DPT 692 | Clinical Sciences: Additional Systems | 3 cr |
| DPT 693 | Case Analysis: Additional Systems | 2 cr |
| DPT 695 | Evidence in Clinical Practice III – Capstone Experience | 2 cr |
| DPT 696 | Examination/Interventions Cardiovascular, Pulmonary, and Other Systems | 4 cr |
| DPT 697 | Examination/Interventions Integumentary and Other Systems | 4 cr |
| DPT 699 | Caring for the Community IV | 1 cr |
| Summer 3: Patient Management: Multi-Systems | | 6 credits |
| DPT 751 | Professional Development III | 3 cr |
| DPT 753 | Case Analysis - Clinical Decision Making: Multi-System Pathology | 2 cr |
| DPT 756 | Examination/Interventions for Multi-Systems | 1 cr |
| Fall 3: Clinical Education | | 12 credits |
| DPT 779 | Clinical Education II | 12 cr |
| Spring 3: Clinical Education | | 13 credits |
| DPT 789 | Clinical Education III | 12 cr |
| DPT 799 | Practice Exam and Assessment Tool (PEAT) | 1 cr |

Total credits = 112

Appendix B: Essential Functions of a Physical Therapy Student

The doctor of physical therapy (DPT) degree implies that the individual earning this degree has been educated to competently practice the profession in all entry level settings. The education of a healthcare professional necessitates the integration of specific knowledge, skills, and attitudes in preparation for a) independent, or b) collaborative practice.

The curriculum leading to the DPT degree requires students to demonstrate essential functions that are expected of all physical therapists. Demonstration of these functions (abilities, standards or qualifications) is necessary to ensure the health and safety of patients, peers, faculty and other healthcare providers. These essential functions are **required** for successful admission to, and continuation in the Physical Therapy Programs at Utica College. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor that may jeopardize patient care may be grounds for course failure and/or dismissal from the program.

This document identifies the required “Essential Functions” and serves as a guideline for professional expectations. Together with the “Policies, Procedures, Rules, and Regulations” set forth in the Utica College Student Handbook and the DPT Handbook, these essential functions include, but are not limited to, the following:

Observation: A student must be able to observe and monitor fellow students, patients, simulated patients, caregivers, volunteers, and faculty. The essential observation functions require the use of senses (e.g. vision, hearing, touch) and include, the student must be able to:

- Observe movement patterns, activities and behaviors.
- Observe signs related to physical status (e.g. vital signs, symmetry and condition of the skin, soft tissue & wounds) and behavioral status (e.g. facial expressions, tone & volume of voice).
- Read information, in classrooms and clinical environments such as course materials, patient medical record, diagnostic tests, dials, displays and equipment related to patient care.

Communication: A student must communicate in a professional manner that meet the needs of the target audience (fellow students, faculty, staff, patients, caregivers, health care team members, policy makers & third-party payers) in written, verbal and nonverbal forms. The essential communication standards include, the student must be able to:

- Receive and respond to verbal and written communications in an appropriate and professional manner.
- Obtain and report information verbally and in writing using the English language.
- Participate in student, curricular and community group activities.
- Apply teaching principles for patients, caregiver or simulated caregiver skill development to manage patients and simulated patients in academic and clinical activities.

Physical Performance Skills: A student must have sufficient mobility, coordination, gross and fine motor skills to manage heavy or immobile patients or simulated patients and equipment necessary for academic and clinical activities typically performed by a physical therapist. These essential physical performance functions include, the student must be able to:

- Safely lift, push, pull and carry heavy or immobile patients.
- Generate and apply force (strength and power) with all body parts.
- Have adequate joint and soft tissue range of motion and flexibility.
- Apply timely reactions to maintain safety to self and others.
- Apply body mechanic principles to maintain safety to self and others.
- Apply fine motor skills and hand dexterity to safely perform examination and therapeutic interventions.

Cognition: A student must have the requisite cognitive abilities necessary for timely problem solving, safety judgment, and reasoning in academic and clinical settings. The essential cognitive functions include, the student must be able to:

- Measure, calculate, analyze, comprehend, integrate, and synthesize a large body of knowledge.
- Assimilate, understand and integrate information from multiple sources such as textbooks, published literature, internet, and presentations.
- Selecting and utilizing appropriate verbal, non-verbal, and electronic communications.
- Utilizing critical thinking skills and creating effective solutions in all levels of the program.

Appendix C: Professional Expectations

Professional expectations can be accessed by clicking on the links below:

[APTA Core Values](#)

[The Clinical Performance Instrument \(CPI\)](#)

The CPI sample professional practice expectations are found on page 15 - 20.

Additional Resource

[Professional Behaviors for the 21st Century](#)

Appendix D: Attendance and Participation Policy

PURPOSE

Attendance and full participation are required for admission, continuation and graduation.

SCOPE

The goal of the Utica College Physical Therapy Program is to graduate competent physical therapists. Physical therapy education requires the accumulation of scientific knowledge accompanied by the acquisition of skills and professional behaviors. All courses in the curriculum are required in order to develop essential knowledge, skills and behaviors required to become a competent physical therapist. The faculty are obligated to ensure that each student who is admitted, and allowed to continue and graduate meets the expectations of the physical therapy profession.

The Physical Therapy Program will consider for admission and continued academic progression individuals who demonstrate the ability and capacity to perform the skills referred to in the *Essential Functions* (Appendix B). Deficiencies in knowledge base, judgment, integrity, character, professionalism, attitude, and demeanor, and those that jeopardize safety or compromise the educational process, will result in course failure and dismissal from the program.

Much of what students learn is not directly or indirectly tested, although critical to professional practice. Therefore, attendance and full participation during all courses is an expectation of the physical therapy faculty. We are aware, however, that illness and other impediments may make attendance not always be possible. This policy sets the criteria for attendance and participation.

POLICY ⁵

Attendance and full participation in all didactic, laboratory, and clinical education courses are required for continuation and successful completion of the program.

PROCEDURE

I. Attendance

If a student anticipates missing any class(s), the course instructor(s) must be informed, prior to the start of the class. The student must include the reason for, and the duration of absence. If absence is unexpected and the student was unable to reach the instructor(s) before the class, the student must contact the instructor(s) and program chair as soon as possible.

1. **Minimal Absence** with a valid excuse. The faculty member will notify the advisor and program chair and document the absence in the student's file in the School of Health Professions and Education office. The student will be responsible for all covered material during his/her absence and will discuss with the faculty member(s) how the student will make up the missed work and ensure proper learning.
2. **Repeat absence** with a valid excuse. The student must contact the instructor(s) and explain, in writing the reason for, and duration of anticipated absence. The faculty member will notify the advisor and Program Chair and document the absence in the student's file at the School's office.
 - The student acknowledges that repeated absence will result in a penalty of one grade level deduction (e.g. "A" will be deducted to "A-", "A-" will be "B+" ... etc.).

⁵ Adapted, with permission, from University of Maryland, Physical Therapy and Rehabilitation Science Department.

- The student will be responsible for all covered material during his/her absence and will discuss with the faculty member(s) how the student will make up the missed content and ensure proper learning.
3. **Excessive/extended absence:** If a student anticipates excessive/extended absence, the student will be required to submit a leave of absence. Failure to do so may result in dismissal from the program. A student that is dismissed may petition the faculty to be considered for readmission at a later date.

II. PARTICIPATION

Students are expected to fully participate in all courses, regardless of the type of course (i.e. lecture, seminar, lab or clinical education experience). Students with existing short- or long-term disabilities or those who develop such disabilities during the semester, must meet the same *Essential Functions* as other students, either with or without reasonable accommodation (Appendix B). A student who is unable to fully participate in all or some courses, will be considered absent and the same rules for attendance will apply. Any student who has a need of accommodations due to a documented disability should contact the Director of Learning Services in the Office of Learning Services (315-792-3032) in order to determine eligibility for services.

Reporting of Changes in Health Status/Physical Condition⁶

It is the responsibility of the student to inform the instructor(s) and Program Chair of any change(s) in his/her health status or physical condition that occurs before, during or after entry into the program (such as new medical, affective/mental or surgical problems or if s/he need to use an assistive device such as crutches or a brace). A student with a change in health status cannot participate in clinical and laboratory courses until the course instructor(s) and Program Chair have received medical clearance that clearly define the student's ability to fully perform the Essential Functions, and/or definition of safe levels of activity and participation, from a licensed health care provider (Appendix B).

The instructor will determine, in consultation with the student and Program Chair, if the student will be able to fully participate in class, laboratory or clinical education experience. If a student is unable to fully participate and/or is requesting accommodations, the student must contact the Director of Learning Services in the Office of Learning Services (315-792-3032 or e-mail: khenkel@utica.edu) in order to determine eligibility for services.

When a student is ready to return to full participation in the coursework, laboratory and/or clinical education, without restrictions, as outlined by the *Essential Functions* the student must submit a completed and signed Medical Clearance Form (Appendix E) to the course instructor and Program Chair.

⁶ Any illness that leads to three consecutive days of absence will be considered as having a change in health status. This situation requires that a completed medical clearance form for return to full participation in the curriculum be submitted, as per the process outlined above.

Appendix E: Medical Clearance Form

This form should be completed and signed by the health care provider.

Participation in clinical laboratory and clinical experience components of the Doctor of Physical Therapy curriculum are necessary for learning and for the demonstration of competence and safety. Students must demonstrate the necessary Essential Functions listed below.

Please indicate the date you expect the student should be able to participate in each of the following:

Student Name: _____ . The student is able to perform the following tasks:

| | |
|---|-------------------------------|
| Get to laboratory and clinical locations, and move within rooms as needed. | Date ____/____/____ |
| Physically maneuver in clinical settings to accomplish assigned tasks. | Date ____/____/____ |
| Maneuver another person's body parts to effectively perform examination techniques (e.g. support a subject's limb while performing tests and measures). | Date ____/____/____ |
| Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including the ability to give time sensitive urgent verbal feedback). For example, support a subject's limb to perform therapeutic exercise interventions. | Date ____/____/____ |
| Manipulate another person's body in transfers, gait, positioning, therapeutic exercises, and mobilization techniques. For example, support a subject's body for transfer and gait training. | Date ____/____/____ |
| Manipulate examination and intervention equipment and safely and accurately apply to patients/clients. | Date ____/____/____ |
| Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross. | Date ____/____/____ |

Please provide the details for any restrictions and duration for those restrictions:

| Task | Limitation | Able to fully participate on: |
|----------|---------------|-------------------------------|
| Sitting | _____ hours | ____/____/____ |
| Standing | _____ hours | ____/____/____ |
| Bending | _____ degrees | ____/____/____ |
| Lifting | _____ pounds | ____/____/____ |

Name

Signature

Date