



Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

DEPARTMENT OF PHYSICAL THERAPY



Student Handbook Policies and Procedures 2021

Welcome to the Doctor of Physical Therapy Program here in the Department of Physical Therapy, Nicole Wertheim College of Nursing and Health Sciences on the Modesto Maidique Campus at Florida International University.

The Commission on Accreditation in Physical Therapy Education (CAPTE) is the accrediting body for physical therapy programs in the United States. To be accredited, a physical therapy program must meet comprehensive standards that answer to the quality, integrity, and educational objectives required by CAPTE. FIU's DPT program is a fully accredited program and will be up for review in 2024.

Many of the policies and procedures students need to know are included in this manual. Students are responsible for their education and behavior. This includes understanding all University and College policies and procedures. Policies and procedures are subject to change and students are responsible for referring to the most updated version of the student handbook.

The DPT Student Handbook is updated annually, and all DPT students are bound to the policies and procedures of the most updated version of the handbook.

FACULTY

Dr. Erasmo Alvarez, Clinical Assistant Professor

Dr. David Capote, Clinical Assistant Professor

Dr. Sheila Clemens, Assistant Professor

Dr. Inae Gadotti, Associate Professor

Dr. Annabel Nunez-Gaunard, Assistant Professor

Dr. Teresa Muñecas, Clinical Assistant Professor, Director of Clinical Education

Dr. Lisa Roberts, Clinical Assistant Professor

Dr. Mark Rossi, Associate Professor, Department Chair

Dr. Edgar Vieira, Associate Professor

STAFF

Ann Tackoor, Program Coordinator

OATH OF A PHYSICAL THERAPIST

In the presence of my colleagues, friends, families and teachers, and in view of the honored profession, I am entering into, I solemnly and willingly state that I dedicate myself to the following:

- I will practice physical therapy with compassion for the vulnerabilities in each of my patients and will work to preserve their dignity and promote their health and welfare.
- I will value the lives of my patients as I value my own life, through my concern for their significance and with respect for them and the confidential nature of our relationship.
- I will be humble.
- I recognize my limitations and will continue to consult with my colleagues and co-workers for knowledge with which I can better treat my patients and for the inspiration to expand and augment my education.
- I will share my knowledge with my colleagues and patients freely, with compassion and patience.
- I will work toward the improvement of the quality of life for all of my patients.
- I will honor the choices that my patients make with respect to their wishes and needs.
- I will do no harm to another human.
- I will work to improve the practice of physical therapy so that all who seek it will receive treatment, which is proper, ethical and just.
- I will not allow my judgment regarding the practice of my profession to be influenced by race, creed, religion, greed or unethical behavior.
- I will expect the same behavior from my colleagues and co-workers.

Thus, with this oath, I freely accept the obligations and rewards which will accompany my practice of physical therapy.

The Doctor of Physical Therapy Program at Florida International University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 305-348-6640 or email ktackoor@fiu.edu.

MISSION

- To prepare diverse healthcare professionals who are providers and leaders in the delivery of high quality, accessible, culturally-competent, and compassionate care within in a highly technological and global environment.
- To teach, conduct research and practice in service to the community through inter-professional collaboration.
- To create, promote, expand and validate scientific knowledge and evidence-based practice through interdisciplinary research.

VISION

The vision of the NWCNHS is to be globally recognized as the higher education destination organization that is innovative, inquiry-driven and technologically advanced; drawing diverse top-class faculty, students, staff and others for positive transformation of society with a focus on the health care needs of underserved populations.

"We are fueled by intellect; driven by innovation and caring."

GENERAL POLICIES AND INFORMATION

Upon acceptance in to the Doctor of Physical Therapy program, all students will be required to complete a criminal background check and a level II FBI fingerprint background check.

The Director of Clinical Education (DCE) will review these results. In the event that a flagged item appears on either report, the student will be required to meet with the Chair and Director of Clinical Education of the department. The student will be counseled and instructed that he or she will have to disclose this information to the state board upon application for the National Physical Therapy Exam, and provide any additional information requested by the state. The student will also have to acknowledge, in writing, that they are aware that the flagged item may result in the inability to sit for the NPTE for licensure.

Academic warning, probation and dismissal – Graduate School Policy

Warning

A graduate student whose cumulative graduate GPA falls below a 3.0 will be placed on warning, indicating academic difficulty. These students may or may not be placed for clinical experience. The final decision will be based on faculty recommendation and decided by department chair and DCE.

Probation

A graduate student on warning whose cumulative graduate GPA remains below 3.0 in the following semester will be placed on probation, indicating serious academic difficulty. The

students that are on probation would not be scheduled for clinical experience. This may delay the student's graduation.

The College or School of the student on probation may indicate the conditions, which must be met in order to continue enrollment.

Dismissal

A graduate student on probation whose cumulative and semester GPA fall below a 3.0 will be automatically dismissed from his or her program and the University by the Graduate School. A graduate student will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student.

Dismissal Appeal

A student has ten working days to appeal the dismissal decision. This appeal must be made in writing to the Dean of the University Graduate School. The dismissal from the University is for a minimum of one year. After one year, the student may apply for readmission to the University in the same or a different program, or register as a non-degree-seeking student. Dismissed students who are readmitted or who register as non-degree-seeking students are placed on academic probation.

Department Policy

In addition to the university-wide policy described above, a student will be dismissed from the Physical Therapy program if they receive:

- **a grade below a C in any course**

Students cannot graduate with a cumulative GPA of less than 3.0 in the Physical Therapy Curriculum.

Grading Criteria

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76

Below 74 is considered failing grade.

Incomplete Grade

An incomplete grade is a temporary designation given at the discretion of the instructor for work not completed because of a serious interruption not caused by the student's own negligence. An incomplete grade cannot be assigned to dissertation or thesis credits to indicate that the work is in progress.

All incomplete assignments, practicals, or other course requirements must be made up within the first 3 weeks of the following semester. Once completed, the faculty will review all course requirements and issue a final grade.

As per University policy, an incomplete automatically default to an F after two terms.

There is no extension of the two-term deadline, which includes summer term.

To complete the course, the student must consult with the instructor who will define the remaining requirements for successful completion.

Class Attendance/Participation Policy

In accordance with the FIU Attendance Policy stated in the Graduate Catalog and in the PT Student Handbook, students are expected to be punctual and attend all classes. The DPT program has a required attendance policy recognizing medical/health, family emergencies, inclement weather, or religious days as examples of justifiable excused absences. Travel, volunteering, and work are examples of unjustifiable and unexcused absences.

In order to receive an excused absence, students must contact the professor in advance of the class that will be missed; documentation may be required. Each unexcused absence may result in a loss of 5% of the total course grade. Three or more unexcused absences is grounds for course failure.

All students are expected to complete/participate in exams, practicals, assignments, class activities and presentations when these are part of a course. Failure to participate/present without approval from the course instructor is also grounds for course failure." Consistent attendance at scheduled classes and laboratory sessions are considered a prime indicator of mature and professional behavior and is expected of all students. Failure to follow the attendance policy is grounds for dismissal. If circumstances require a student to be absent, it is the student's responsibility to notify the faculty member in advance and ask to be excused. The student is held responsible for the material covered during that absence.

Any points (exams, quizzes, assignments, participation, etc.) associated with an **unexcused** absence, will not be eligible for makeup, and will be assigned a **zero**.

A student who must leave class before the scheduled ending time should request permission from the faculty member before the beginning of class. The student is held responsible for the material covered during the time the student is not there.

Punctuality is a demonstration of professional responsibility and the ability to fulfill a commitment on the part of the student. Arriving late to class or laboratory is disruptive and inconsiderate. If a circumstance requires a late arrival, the student should notify the faculty member in advance.

No lecture can be recorded without written consent from the faculty.

Note: All students must monitor University and College policies regarding the Covid-19 pandemic. Please be prepared to use PPE while on campus as per current guidelines.

Course failure

Students are not to schedule any vacations or absences during the designated finals week for the semester. Testing schedules will not be modified.

Absence

A student who finds it necessary to be excused from registration in a graduate degree program for three consecutive terms, or one term in the case of students subject to continuous enrollment, must formally request a leave of absence from the graduate program. Leave time

must be requested prior to the beginning of the anticipated leave time and must be approved by the program director or chairperson of the department, the dean of the appropriate school or college and the Dean of the University Graduate School.

Leave will generally be granted in cases involving personal hardship, medical concerns, or family need. Academic standing is not considered a reason for granting a leave

Leave of absence.

A leave of absence will not be granted for students currently enrolled with conditional status.

A graduate student who returns from a leave of absence may be required to make changes to their research committee and/or research plan due to changes that have occurred in their absence.

Professional Behavior

Students must demonstrate professional behavior that conforms to:

Standards of behavior listed in the FIU Student Code of Conduct

<https://regulations.fiu.edu/regulation=FIU-2501>

The APTA Code of Ethics www.apta.org/ethics

The State of Florida Physical Therapy Practice Act

<http://archive.flsenate.gov/Statutes/Index.cfm?StatuteYear=2013&Tab=statutes&Submenu=1>

Cheating and stealing are inexcusable actions that are detrimental to the learning process as well as inconsistent with the development of professional attitudes. Students are expected to establish their own policy for dealing with these actions (should they arise) that reflects professional responsibility and serves as a base for ethical behavior. Those policies are to affect the academic misconduct section of the University's Rights and Responsibilities of Students.

Students and faculty are expected to mutually respect the privacy and opinions of each other. Consideration for schedules and appointments as well as behavior that does not disrupt the learning process is considered important in the development of physical therapy students. Students are considered representatives of FIU when in classes conducted by guest lecturers, or on field trips and therefore are expected to dress and to behave with consideration for the image they project to the general community.

Student must inform the program director or designee in writing within **48 hours** of any charge, arrest and/or conviction of a criminal offense, has become the subject of any criminal proceedings if he/she is no longer considered a student in good standing at Florida International University. See Appendix II.

All new students will be required to complete the online sexual assault awareness and training program. Students who do not complete the training requirement will be impacted with a hold that will prevent them from enrolling subsequent semesters. This requirement was implemented to support our institution's responsibility and commitment to address the ongoing sexual assault crisis, provide the tools necessary to address pertinent issues, educate students about the reporting mechanisms and resources available, and set high expectations for the FIU community.

Disciplinary actions arising from a student's actions will be consistent with University policies and procedures

Summary of At-Risk Identifiers

- Accountability/External locus of control
- Feedback reception
- Zero to no class participation
- Combative
- Disrespectful
- Minimal or poor communication skills
- Identified at risk for failing at midterm

Professional Values and Abilities for DPT Students

1. **Effective Use of Time and Resources:** The ability to effectively complete individual and group assignments on time and in a cooperative manner, prepare appropriately for exams as needed to demonstrate competence, and manage class/lab dynamics, thereby garnering the maximum overall academic benefit from the most efficient investment of time and resources.
2. **Caring and Compassion:** 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.
3. **Commitment to Learning/Life Long Learning:** The drive and ability to identify needs and sources of learning; the motivation to continually seek new knowledge and understanding as needed to optimize service delivery and patient care.
4. **Duty and Responsibility:** The active acceptance, the ability to fulfill commitments, the ability to be accountable for actions and outcomes, for roles, obligations, and actions of the PTA student; including behaviors that positively influence patient/client outcomes, the learning environment, fellow students, the physical therapy profession, and the health needs of society.
5. **Use of Constructive Feedback:** The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. **Communication and Documentation Skills:** The ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for varied audiences and purposes and in a manner that is congruent with situational needs.
7. **Excellence, Confidence and Integrity:** Steadfast adherence to high ethical principles and professional standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do. The ability to understand personal limits, integrate good judgment and the patient/client perspective, embrace advancement, challenge mediocrity and work toward development of new knowledge.
8. **Interpersonal Skills and Cultural Competence:** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community; and adapts delivery of physical therapy services with consideration for patients' differences, values, ethnic diversity, preferences, and needs.
9. **Problem Solving /Critical Thinking:** The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. **Self-Assessment/ Self Reflection:** The ability to self-assess, self-correct, and self-direct; utilizes insight to identify strengths and limitations and to develop plans to improve knowledge, skills, and behaviors.

Dress Code and Appearance

Students are expected to appear **neat and clean** in all academic and professional related settings. Footwear must be worn at all times while in our classrooms and labs. Lab Dress: shorts, halters, and T-shirts are to be worn for structured lab activities when specified.

Professional dress is required for the clinic, professional activities, and in the classroom for presentations and when there is a guest speaker. For professional dress clothes must be neat and wrinkle free. "Khaki" style pants & polo shirt (**shirt MUST be tucked in**) with closed-toed walking shoes are considered appropriate professional dress. It is fine to wear the school department logo shirts and tennis shoes are okay as well, if they are neat and clean.

You should always remember that you are now representing the PT department, PT profession, your class and the health professions. Your physical appearance should reflect pride in who you are what you do and all that you represent. For example, you should not show up at the hospital or rehabilitation center wearing jeans, shorts, or a T-shirt. If you are not dressed appropriately, you will be asked to leave. Name tags should be worn at all academic and program sponsored professional activities outside of the classroom.

The following are minimal expectations of the personal appearance of a FIU DPT student, which will be met, at all times:

1. Hair– Students must have human-colored hair. Extreme looks such as multiple colors, extremes in bleaching, dyeing or tinting, or shaved eyebrows are not allowed. Beards, and/or moustaches, must be clean and trimmed. Hair should be clean and pulled back to not distract from lab/class/clinical performance.
2. Make-up– If worn, is to be conservative, and not detract from the attire, uniform, or work environment and must reflect a professional image.
3. Nails– Need to be smooth, of a minimal length, and clean. Artificial nails are an infection control risk and are not allowed to be worn, due to the hands-on care provided by students in classroom, lab, clinical, service, and community settings.
4. Scent– Aftershave, cologne, and perfume will be applied sparingly, as other's sensitivity to scents/odors must be considered at all times. Students' breath and clothing/lab coats must not smell of smoke.
5. Personal cleanliness– Daily attention to one's personal hygiene is an extremely important component of each student's overall image. Students will maintain a high level of personal hygiene.

Classroom Attire

Casual attire is permitted in the classroom, unless there is a guest lecture.

1. Casual attire includes: shorts, jeans, T-shirts, tank tops, sandals, etc... Modesty (undergarments and cleavage) must be protected. Pajamas are not permitted.
2. Content material such as printed graphics displayed on clothing shall be appropriate for the learning environment in that it shall not cause a distraction or be potentially offensive.

Professional Attire

Professional attire is required for all clinical practicums, practical exams, guest lectures, and off-campus events, unless otherwise stated by faculty. Appropriate attire requirements for the learning or work environment include the following:

1. Professional attire includes: collared shirt, blouse, skirt/dress, dress pants, or khakis. Leggings are not allowed, unless worn under a dress or top that completely covers the student's derriere. No jeans, spandex, material that resembles denim, T-shirts, tank tops or short skirts (shorter than finger tips when arms are down) shall be worn. No cleavage is allowed to be revealed. Tops should be of appropriate length to allow for movement and positions such as reaching overhead and bending forward, and not revealing midriff. In some clinical experiences, it is expected that men wear ties or students wear a lab coat. Shoes shall be comfortable, with a low heel, and toes covered, no sandals.
2. Professional attire requirements may vary at different clinical centers. Students must follow the dress code policy of each designated facility. Student appearance must also comply with

clinical center dress codes. Appropriateness is at the discretion of the clinical instructor and facility.

3. Clinical facilities reserve the right to dismiss a student from a clinical experience based on unprofessional or inappropriate appearance, dress, and/or behavior.

a. Tattoos –Visible tattoos are not allowed, at any time, in which students are in professional attire. If a student has tattoo(s), it must be completely covered by clothing, a concealing item, such as a watch or bracelet, or concealed with makeup/tattoo cover-up.

b. **Jewelry/piercings** –Decorative jewelry is to be conservative and not detract from the attire or work environment, and must not pose a safety or infection risk.

i. Jewelry should be minimal.

ii. Covering body/facial piercings, including surgically implanted jewelry, is required, and may vary per clinical center policy, which may include concealing methods such as Band-Aids, clear spacers, retainers, or make-up.

iii. One small necklace that fits snug to neck, or is able to be tucked into a shirt, is allowed. Dangling necklaces are a safety risk.

4. Student nametags will be worn as directed by clinical center/FIU policy; nametags will be worn at chest height on the upper left or right side.

5. If clinical facilities require specific uniforms, these will be purchased by the student.

6. If a student shows up for any designated class or event, in which professional attire is required, and is dressed inappropriately, the faculty will direct the student to leave or change clothes to meet the required dress expectations. This will result in a deduction of participation points.

For practical exams, students **must** be in professional attire prior to entering the examination. Failure to be in full professional attire, by the assigned practical time, will constitute a failure of the exam due to unexcused absence/tardy.

Lab Attire

1. Lab attire is required for all lab experiences and skill demonstrations in which the student will play the role of a simulated patient, unless they are off campus in a clinical facility or otherwise specified by faculty. Students are expected to be prepared and dressed in lab attire by the start of class time. If a student shows up for any designated class, lab or off campus event, etc... and is dressed inappropriately, the faculty will direct the student to leave or change clothes to meet the required dress expectations. This will result in a deduction of participation points. Appropriate lab clothes include:

a. Men – gym shorts/pants and T-shirts

b. Women – gym shorts/pants and T-shirts, with a sports bra underneath

c. The body part to be addressed in the lab activity must be readily available for exposure/palpation.

d. For aquatic experiences, bathing suits will be required. For women, the midriff must be covered. For men, short style suits are appropriate.

2. Lab clothes must be kept clean.

3. Shoes must have enclosed heels and toes.

The Program Director, in consultation with the core faculty, will determine the thresholds of acceptable and non-acceptable in regard to attire in all settings.

Informed consent relative to participation in instructional activities.

Students are required to participate in lecture-demonstrations, laboratory classes, clinical observation, and participation in clinical treatments as part of their training to become physical

therapists. Many of these activities may pose more than a trivial risk to student's physical and/or mental health and comfort.

Students should expect to come into close physical contact with fellow students as well as wear clothing that maximizes exposure while maintaining modesty.

Faculty will obtain informed consent from students before they participate in any class-related activity associated with a reasonable risk of psychological and/or physical injury.

Beyond this, it is expected that students will:

- Make themselves aware of the indications and contraindications of each procedure being practiced
- Immediately stop any procedure that is causing a fellow student physical or psychological discomfort.
- Inform the supervising faculty member if they are unable to complete the laboratory procedure for any reason

Informed Consent relative to participation in research

Students who participate in research involving the use of human subjects must adhere to the letter and the spirit of University-wide regulations, including the requirement for obtaining informed consent from subjects.

Technology Requirements

Students will be expected to turn off all cell phones and electronic devices, not used for educational purposes, during class, lab, off-campus events, and all integrated clinical experiences.

Photography, video recording, and/or audio recording of class or lab will be performed by faculty as needed. No student will record any aspect of exams, class, or lab without explicit permission from the course faculty.

Health Insurance

FIU students are not required to have personal health insurance coverage. **However, DPT students are required to have personal health insurance coverage while on clinical experiences.** You are personally responsible for all of your health care expenses. As a student health care practitioner, exposure to infectious pathogens and injury are potential hazards. Neither the university nor any of the clinical facilities are responsible for any medical expenses that may occur while enrolled in this program. It is required to have appropriate insurance coverage in case of illness, accident or injury throughout the duration of all your clinical experiences.

Pregnancy

A student is expected to inform the program director immediately upon learning of pregnancy. Accommodations may be made to ensure student safety. Personal health information is confidential.

As with other absences, students who miss required class or clinical time due to their pregnancy will be required to complete all of their academic obligations at a later date. This may include work outside of regularly scheduled class time and the possibility that a course will need to be repeated.

A student who is unable to fulfill their obligations of completing a course due to pregnancy will be referred to the FIU policy and Leave of Absence policy to determine the appropriate plan of action.

Outside work

The Department of Physical Therapy recognizes that it is often required that students maintain part-time employment while obtaining their education. The faculty will try to accommodate these situations, but students are NOT permitted to allow outside employment obligations to interfere with their course work, lab obligations, off-campus events, or academic clinical responsibilities in any course.

Maintenance of Labs

Students have the main responsibility to see that the teaching labs are properly maintained. The labs are to be cleaned after each class. Therapeutic equipment is to be kept in proper order, and treatment plinths must be cleaned after each use. The room must be kept neat, chairs stacked and cleared, and no clutter. Class officers are asked to organize and oversee the maintenance of the labs.

Access to Teaching Labs

Safety is extremely important whenever you are in the department after regular business hours. Always be in groups of two or more. You should keep the outside doors to the labs locked.

Florida International University

Departments of Occupational Therapy, Physical Therapy and Communication Science and Disorders

STUDENT ACCESS TO LABORATORY SPACE

There is a need for students in the Departments of Occupational Therapy, Physical Therapy and Communication Science and Disorders to have access to clinical and research laboratory space on the 4th floor of AHC-3. This access is required to provide adequate time and facilities for students to prepare for practical exams and conduct research. Swipe locks have recently been installed to facilitate this process. The following guidelines for use have been approved by the Chairs of Occupational Therapy, Physical Therapy and Communication Science and Disorders.

PROCEDURES

1. Students will have access to labs Monday through Friday, 7:30am to 5:00pm.
2. Open lab times will be determined by semester based upon department teaching schedules. Department Chairs will notify class presidents of these open times no later than the end of the first week of each semester
3. Students may also gain access to labs Monday through Friday after 5:pm or Saturday , 7:30am to 5:00pm, by adhering to the following procedures:
 - a. Students will submit to chair the list of students names, ID, rooms, dates, days, times, for all room request.
 - b. The chair will seek approval from the associate dean.
 - c. Once approved, students will be notified by chair.
 - d. Access to teaching labs will be allowed to students in groups of no less than four
 - e. Lab doors must remain locked at all times.
4. The University and College of Nursing and Health Sciences will assume NO responsibility for loss or damage to any student property or personal injury during unsupervised use of laboratory space.
5. The use of specific equipment may require permission and/or supervision by individual faculty as determined on a case by case basis. Students must consult with the faculty member of record for the course in which the equipment was used for instruction.
6. Students may be denied temporary or permanent access to laboratory space for the following reasons:
 - a. University property is found to be damaged or missing. Students will be held responsible for damaged or missing equipment.
 - b. Laboratories are left in an untidy state and unwanted items remain following use
 - c. Evidence of food being consumed in lab
7. This lab access policy will be included in the Student Handbook of respective academic departments.

Physical Therapy –406, 410

Physical Therapy Curriculum

First Year

Fall (15 Credits)

PHT 5070	Principles of Diagnostic Imaging	1
PHT 5174	Analysis of Movement & Function	3
PHT 5174L	Analysis of Movement & Function Lab	1
PHT 5180	Musculoskeletal Diagnosis and Management I	3
PHT 5180L	Musculoskeletal Diagnosis and Management I Lab	1
PHT 5244C	Therapeutic Exercise	3
PHT 5523	Dimension of Professional Practice Seminar I	3

Spring (14 Credits)

PHT 5181	Musculoskeletal Diagnosis & Management I	3
PHT 5181L	Musculoskeletal Diagnosis & Management II Lab	1
PHT 5205	Clinical Skills	3
PHT 5205L	Clinical Skills Lab	1
PHT 5303	Pathophysiology of Disease	3
PHT 6353	Principles of Diagnostic & Pharmacology in PT	3

Summer (12 Credits)

PHT 5027	Clinical Education Seminar	1
PHT 5182	Musculoskeletal Diagnosis & Management III	3
PHT 5182L	Musculoskeletal Diagnosis & Management III Lab	1
PHT 6165	Applied Clinical Neuro Anatomy	3
PHT 6341	Diagnosis & Management of Disease	3
PHT 6341L	Diagnosis & Management of Disease Lab	1

Second Year

Fall (14 Credits)

PHT 5805	Clinical Experience I (8 weeks)	3
PHT 6125	Clinical Biomechanics	3
PHT 6163	Neuro Dx & Management I	3
PHT 6163L	Neuro Dx & Management I Lab	1
PHT 6625	PT Research	3
PHT 6905	Independent Study	1

Spring (12 credits)

PHT6164	Neurological Diagnosis & Management II	3
PHT 6164L	Neurological Diagnosis & Management II Lab	1
PHT 6381	Diagnosis & Management of Cardio-Pulmonary Systems	3
PHT 6381L	Diagnosis & Management of Cardio-Pulmonary Systems Lab 1	
PHT 6970	DPT Project I	3
PHT 6547	Case Management	1

Summer (14 Credits)

PHT 5373	Advanced Therapy Assessment of the Elderly	3
PHT 6127	Advanced Movement Analysis	3
PHT 6169	Neurological Diagnosis & Management III	3
PHT 6169L	Neurological Diagnosis & Management III Lab	1
PHT 6547	Case Management	1
PHT 6970	DPT Project II	3

Third Year

Fall (13 Credits)

PHT 5505C	PT Constructs in Health Wellness	3
PHT 6009	Differential Diagnosis in PT	3
PHT 6547	Case Management	1
PHT 6817	Clinical Experience II (8 weeks)	3
PHT 6970	DPT Project III	3

Spring (14 Credits)

PHT 5524	Dimensions of Professional Practice Seminar II	3
PHT 5960	Comprehensive Exam I (PEAT)	1
PHT 6325	Advanced Peds	3
PHT 6725	Extreme Eval Rehab	3
PHT 6827	Clinical Experience III (8 weeks)	3
PHT 6905	Independent Study	1

Summer (5 Credits)

PHT 6828	Clinical Experience II (10 weeks)	3
PHT 6905	Independent Study	1
PHT 6961	Comp Exam II (ScoreBuilders)	1

*****All courses must be taken in sequence*****

*****Students must pass a comprehensive exam at the end of the program in order to graduate*****

The above curriculum schedule is subject to change.

Estimated Additional Expenses Associated with the Physical Therapy Curriculum

Throughout the physical therapy curriculum, students will encounter additional expenses unrelated to tuition and books. To keep students informed and to assist with financial management, the following tentative list has been compiled. Specific required items and associated expenses may change at any given time without notice.

<u>Items</u>	<u>Approximate Cost</u>
Name tag	\$20
FIU Polos	Varies

As part of your welcome packet, each student will received an APTA student kit that Includes:

- Large goniometer
- Small goniometer
- Reflex hammer
- Blood pressure kit
- Gait Belt
- Tape measure

Clinical Education Requirements-More information will be provided at a later date and during Clinical Education Seminar. Prices below are estimates, and may vary at time when ordered.

- CPR \$50
- HIV/DV/Medical Errors \$60
- Basic Background Check \$60
- Basic Drug Screen \$40
- Employment Verification \$30
- Fingerprinting \$90
- Health Insurance Varies depending on policy
- PPD (TB test)* \$20 (annually)
- Physical Exam Personal MD – varies (annually)
- FIU Health Center Fees
 - Physical Exam for Experience Fee* \$25
 - Phlebotomy Fee* \$10
 - No Show Fee* \$10
- Immunizations
 - Titers for Varicella/Rubella/Rubeola* \$60
 - Mumps Titer \$65
 - Hepatitis B Surface Antibody* \$20
 - Varicella Vaccine* \$90 each dose

Tetanus (Tdap)*	\$40
MMR Vaccine*	\$60
Hepatitis B Vaccines*	\$70 each dose

*Based upon the most current FIU Health Center pricing <http://studentaffairs.fiu.edu/wellness/student-health/services-and-fees/index.php>

** Prices will vary and are subject to change **

Student Parking

All currently enrolled students will pay a Parking & Transportation Access Fee each semester. It will appear on the Student Fee Schedule and cannot be waived. The Parking & Transportation Access Fee entitles students to park in designated parking spaces on campus.

<https://parking.fiu.edu/permits/students/>

These fees will be assessed as follows:

▶	Fall Semester	\$89
▶	Spring Semester	\$89
▶	Summer Semester A, B, or C	\$83

DPT Project

You have multiple semesters of DPT project and Independent Study courses. You will be assigned to a faculty member to assist in their research. Please remember that there is no assigned classroom time for this course, but this is worth 3 credits, therefore you are expected to spend up to 9h/week on DPT Project-related activities, so please work closely with your faculty mentor to make sure you are available when requested.

Some of the DPT Projects will be selected for oral or poster presentation during the Research Day event in the 3rd year during the Summer term.

Graduation

Students must apply for graduation in accordance with University-wide procedures. The Chair, or his or her designee, will support the application if the student shows evidence of the ability to complete their program of studies by the graduation date applied for.

Integrative/Comprehensive Exam Policy and Procedure

In an effort to improve student academic performance (and the first time pass rate) a policy has been established which clearly outlines procedures the department will follow to:

- Identify students at risk
- Install remediation plans
- Provide integrative exams during the first two years of the curriculum
- Provide comprehensive exams and practice licensing exams during the third year of the program.

An integrative exam is defined as one that utilizes a case study approach involving questions from multiple course final exams. The integrative exam serves as the final exam for each course and should contribute at least 40% to the final grade. Students earning a **composite** score of less than 74% on the integrative exam will be expected to participate in remediation sessions. Students will have an integrative exam at the end of the Fall and Spring semester of their first year and at the end of the Spring and Summer semester of their second year.

A comprehensive exam is one developed by an entity outside of the University and prepares the student for the licensure exam. Students will take comprehensive exams in the Fall, Spring, and Summer semesters of their final year. The first and final comprehensive exams are preceded by a refresher course. Attendance is mandatory as stipulated in the clinical education syllabi for PHT 6817, 6827, and 6828. Students who do not achieve an average score of 60% on the second and third comprehensive exam (PEAT 1 and PEAT 2) will be required to establish a plan of study in preparation for the fourth and final comprehensive examination at the end of their final semester. This plan of study will be based on areas of weakness identified by the PEAT summary.

Students must achieve a score of 72% to pass the final comprehensive exam. Students who pass the exam on first attempt will receive an A for the 1 credit course/exam. Students are allowed to retake the final comprehensive examination on one occasion only. If students pass the exam on the second attempt, the grade given will be a B. Students who do not pass the final comprehensive exam will not be permitted to graduate on time and be required to attend remediation sessions during the fall semester in preparation for the January licensing exam.

Created/Implemented: 4/1/14

CLINICAL EDUCATION Policies and Procedures

ADA Requirements

The Department makes every effort to comply with the letter and spirit of the Americans with Disabilities Act.

Students with disabilities are encouraged to work with FIU's Disability Resource Center (<http://drc.fiu.edu/>) to develop a request for reasonable accommodations that would allow for successful completion of the Clinical Education component of their program. A separate request must be made for each experience.

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

We encourage students to give consent to share their request with potential clinical instructors several months before beginning an experience, and we will encourage clinical instructors to provide the requested accommodations. However, clinical instructors are affiliated with, but not employed by, FIU, and we cannot require that they comply with the request.

Therefore, we cannot guarantee that students with disabilities will be able to complete the clinical experience program in a timely manner.

Scheduling and Attendance

Beginning and ending dates for experiences are set by the FIU Director of Clinical Education (DCE) in consultation with clinical experience sites' Site Coordinator of Clinical Education (SCCE).

The daily and hourly schedule is completely at the discretion of the SCCE or clinical instructor, and may not coincide with the University schedule.

Attendance

100% attendance is mandatory during the clinical experience, and students will abide by the facility's schedule.

Illness: rescheduling of missed days due to illness is REQUIRED for greater than 2 days of illness, and recommended for two or less. The final decision is at the discretion of the CI. If the student requires 2 or more days off during the experience for an emergency, arrangements must be cleared through the DCE first. Additional documentation may be requested to return to the experience.

Excused absences of up to 2 days will be made up at the discretion of the CI. Any decisions to allow a student a day off for a special event in exchange for an additional or weekend day are at the discretion of the CI.

Excused absences of greater than 2 days may result in an Incomplete "I" grade. A remedial assignment including additional experience service, or some other type of make-up assignment,

based on the discretion of the SCCE, CI, Faculty Supervisor and the DCE. In case of conflict between the SCCE, CI, Faculty Supervisor and the DCE, the opinion of the DCE will prevail.

Unavoidable absences will be handled on an individual basis with the SCCE, CI, Faculty Supervisor and the DCE, and the student. A remedial assignment including additional experience service, or some other type of make-up assignment, based on the discretion of the SCCE, CI, Faculty Supervisor and the DCE. In case of conflict between the SCCE, CI, Faculty Supervisor and the DCE, the opinion of the DCE will prevail.

Any unexcused absence and/or tardiness are sufficient cause for a Failing grade. Unresolved absences will result in a Failing grade for the course

Please be advised that FIU students are working within the time frame of the clinic (including holidays) students are to abide by the clinics work schedule. FIU does not expect the clinic to change schedules to accommodate a student's schedule.

Supervision

Students must be supervised by a licensed physical therapist at all times when in contact with patients/clients. A PTA cannot supervise a DPT student at any point throughout their clinical experiences.

Non-academic requirements prior to beginning a clinical experience

Students must meet the non-academic requirements of the NWCNHS prior to beginning an experience. Requirement details and the deadline to submit proof of the requirements will be announced by the DCE prior to the experience or on as needed basis. Deadlines for submission will be set by the DCE.

The requirements include, but are not limited to:

- An annual physical examination by a qualified healthcare practitioner (RN/ARNO/Physician/PA)
- Laboratory tests for communicable diseases
- Immunization for selected diseases or declination form authorized by a qualified health care practitioner
- Health insurance
- Current CPR certification
- Completion of the minimum education re: HIV/AIDS as mandated by the State of Florida Physical Therapy Practice Act
- Completion of the minimum education re: Bloodborne pathogens as mandated by the State of Florida Physical Therapy Practice Act
- Completion of the minimum education re: medical errors as mandated by the State of Florida Physical Therapy Practice Act
- Completion of domestic violence certification
- Completion of HIPAA certification
- A background check that documents a history of moral, ethical, and legal behavior.
- Laboratory screening for evidence of illicit drug use.
- An employment history verification
- Other tests or evaluations as required by an experience site.

FIU uses American DataBank/COMPLIO to complete and track all the requirements - accessible at the following website: <https://fiu.complio.com/>. Students will be advised by the DCE when they

need to enroll in the COMPLIO system. All costs associated with compliance requirements are the students' responsibility.

Student Malpractice Insurance

FIU carries professional liability protection for specified medical professions. This policy insures all physical therapy students of the State of Florida, State University System. The limits of coverage are \$1,000,000 - 3,000,000 (each person limit and total limit).

FIU also carries International liability insurance for students doing clinical experiences abroad.

Assignment of Clinical Experience

Each student, over the three, 8-week, and one, 10-week, full time clinical experiences must have at least one experience in the each of the following settings:

- Musculoskeletal experience (Outpatient Orthopedic setting)
- Inpatient Experience (Acute or Neuro-rehab setting)
- Elective setting

The 34 weeks (12 credit hours) of experiences are interspersed throughout the span of your tenure in the DPT program as follows:

Experience 1 will occur in the fall of the second year, after students complete the necessary sequence in musculoskeletal disorders. For this clinical experience, students must stay within the South Florida, Tri-County area.

Experience 2 will occur in the fall of the third year, after students complete all the courses prior to advanced courses. Students can go in preferred geographic region with faculty approval. Students can go to any clinical setting with the exception of pediatrics.

Experiences 3 and 4 will occur in the spring and summer semesters of their final year. The students will be prepared to perform as **competent DPT students in any clinical setting**.

Students should be given the opportunity to work with a diverse group of patients with respect to age, gender, ethnicity, race, national origin, socio-economic status, primary diagnosis, and severity of disability.

Students are not allowed to select experience sites in which they have been employed or are well known by the staff, or where family members are employed.

Students are assigned to experience by the DCE.

Assignments will be based on

- *student preferences,*
- *the objectives of the experiences, and*
- *the resources available to the department.*

A lottery will be used to assign the experience placement.

Changes in assignments may be required due to circumstances beyond the control of the DCE, who will make reassignments based on the objectives of the experience, and in consultation with the student.

Assignment to, and timely completion of, clinical experience courses is partially dependent upon circumstances beyond the control of the department. Every effort will be made to avoid disruption of the student's plan of studies and minimize additional costs, but this cannot be guaranteed.

At this time, there are no requirements to travel out of the local area, but this is subject to change. The program will make every effort to assign experiences within Miami-Dade, Broward, and West Palm Beach counties, but cannot guarantee that this will be possible. Students who are unable to travel outside of these counties may not complete their experience-coursework in a timely manner.

Out of Tri-County area affiliation approval for experiences 2 – 4 will be at the discretion of the DCE and faculty based on the student's professional behaviors, academic standing and previous clinical performance at the time of the request. The student will be notified by the DCE if their request for an out of Tri-County area affiliation has been granted.

Transportation, Housing and Financial Responsibility

FIU has no resources to assist students with housing or travel costs associated with experiences. Obtaining these resources is the responsibility of the student.

Dress Code

Specific guidelines for dress and personal appearance are at the discretion of the assigned facility. At minimum, students are expected to wear a nametag identifying them as an FIU PT student, slacks, closed shoes, and shirt with collar.

Communication

Communication between the student, the SCCE, CI, Faculty Supervisor and DCE are the responsibility of the student.

Students should communicate information about their experience during the first week, the approximate mid-point, and the final week of each experience.

Specific forms and/or instructions for this purpose may be distributed by the DCE, and completed by deadlines as distributed.

Student must inform the program director or designee in writing within **48 hours** of any charge or conviction of a criminal offense, has become the subject of any criminal proceedings if he/she is no longer considered a student in good standing at Florida International University.

Failure to follow instructions relative to communication is reasonable cause for a failing grade.

Academic Requirements to Begin an Experience

Students must ensure that their registration for an experience is complete before entering the clinic.

FIU's Graduate School's Policies and Procedures will be followed in determining if a student is meets the academic requirements to enroll in a professional course.

Complete all prerequisites with a grade of "C" or better for the level of experience they will be starting (or a grade of "P" in any prerequisite clinical experience).

Enroll in required co-requisite courses

Demonstrate professional behavior that conforms to

- The APTA Code of Ethics, www.apta.org/ethics,
- Standards of professionalism as defined by the APTA <http://www.apta.org/Professionalism/>,
- Use social media outlined by APTA https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandrdsConductSocialMedia.pdf and in the Florida International University Student Handbook,
- The physical therapy licensure requirements of the State of Florida <http://floridasphysicaltherapy.gov/>

Grading

All clinical experiences will be graded as Pass / Fail by the DCE/Supervising Faculty.

Specific criteria to receive a grade of "P" will be outlined in the syllabus for each clinical affiliation. An Incomplete "I" grade will only be given in accordance with the FIU's Graduate School's Policies and Procedures. The principal instrument for grading the **in-clinic portion** of the experience is the online *Physical Therapist Clinical Performance Instrument (CPI)*, 2006. https://cpi2.amsapps.com/user_session/new

Early Termination of an Experience by the DCE

The SCCE, CI, Supervising Faculty or DCE may terminate an experience at any time, and assign a Failing "F" or an Incomplete "I" grade if there is evidence of inadequate performance, including unprofessional work place behavior (as described by the *CPI*), poor skill performance, inadequate clinical judgment, and/or any behavior that puts a patient, colleague or the student him- or her-self at risk. The decision of the DCE is final.

Refer to the college clinical grievance procedures if there are any concerns.

There is no credit for partial time served in an experience that must be terminated due to inadequate performance.

Facility policies & procedures

It is the student's responsibility to obtain and/or inquire about the facilities "Policies and Procedures". The student is expected to adhere to all policies and procedures of the clinical facility. Failure to comply with facility policies and procedures may result in early termination of an experience and a Failing grade.

Establishment and maintenance of Affiliation Agreements

The DCE has the overall responsibility for establishing and maintaining affiliation (experience) agreements.

There must be an updated, signed affiliation agreement between a clinical education site and the University prior to a student beginning an experience at that site.

Termination of Affiliation Agreements

The DCE shall take action to terminate an affiliation agreement if there no longer exists a mutually beneficial relationship with a clinical facility, the DCE will terminate the affiliation agreement. The clinical facility will be informed of the intent to terminate the agreement and will be provided with the rationale for the decision in writing.

A clinical facility may request termination of the affiliation agreement. The guidelines for termination of an agreement by a facility are outlined in the individual affiliation agreement.

Confidentiality of Student Records

Confidentiality of information and records relating to student experience and performance in clinical experience courses shall be maintained in adherence to the same rules that govern any other student records.

International Experiences

If affiliation agreements are in place, students may complete one of the four clinical Experience courses in another country. International affiliation approval will be at the discretion of the DCE and faculty based on student's performance at the time of the request. Policies and Procedures related to International Clinical Education Experiences from the Office of Education Abroad for FIU will be followed. (<http://educationabroad.fiu.edu/>).

In-service/Project Presentation

Each student is required to complete an in-service or project during two out of the four full-time clinical education courses. If a facility requires the completion of an in service even if the student has met the 2/4 requirement for FIU, they must follow the decision of the CI/facility. Details will be in the individual course syllabi.

Assignments and Paperwork Requirement

Failure to submit documentation by the stated due date cited in Clinical Education syllabi is cause for a **Failing grade**.

Physical Therapy Students with Communicable Diseases

Physical therapy students with communicable diseases or conditions have an ethical obligation to abstain from specific professional activities over which they cannot sustain an acceptable level of risk of transmission to the patient. Failure to exercise precautions recommended by Centers for Disease Control and Prevention, the Occupational Health and Safety Administration, or other authoritative body is cause for a failing grade and/or dismissal from the program.

Covid-19

We will all follow University and College guidelines on the Covid-19 pandemic. See: https://www.fiu.edu/coronavirus/?utm_source=mainpage&utm_medium=banner&utm_campaign=yellow-banner#1

Incident Reporting Policies

NWCNHS Physical Clinical Incident Policy

A record will be maintained of any clinical incident that occurs in conjunction with Nicole Wertheim College of Nursing and Health Sciences educational experiences if:

- (1) There is harm to a client or student and/or
- (2) There is an event for which the clinical agency requires a written report

Provide the DCE with a copy of any incident reports (if available) that are completed. In the event that a copy of incident report is not available for the student to provide to the DCE, the student must document the incident and include the date, time, location and details to the best of their knowledge and submit this information to the DCE. If the student receives any document notifying the student of a compensable event, the student must furnish a copy of the document to the DCE.

Students are responsible for the management and costs incurred if they are injured during a Clinical Experience. They must follow the procedures requested by the facility and contact the DCE as soon as possible. Absences will be handled as stated in Section 2 and may require documented proof of ability to return to the clinical affiliation.

If a student is injured during the experience timeframe, but not at the facility, absences will be handled as stated in Section 2 and may require documented proof of ability to return to the clinical affiliation.

Neither the clinical site nor FIU has any responsibility for the injury.

Immediately notify the SCCE and/or CI of the incident.

Immediately notify the DCE of the incident.

NWCNHS Blood-Borne Pathogens Exposure Policy

A record will be maintained of any clinical incident that occurs in conjunction with Nicole Wertheim College of Nursing and Health Sciences educational experiences if:

- (1) Exposure to any communicable disease including blood borne pathogens, which may be hazardous to patients, students, healthcare providers and or clinical faculty and /or
- (2) There is an exposure for which the clinical agency requires a written report

At any time during a clinical experience when a faculty member is made aware of an incident involving actual or potential harm to a client or student, the faculty member should take the following steps:

- (1) Intervene to reduce or prevent harm.
- (2) Confirm with the student that the incident has been reported in accordance with the clinical agency's policy.
- (3) Report the incident to her/his Department Chair/Director/Designee and fill out an Exposure Incident Investigation form within 48 hours of the incident. Any incident involving serious harm to either a client or a student should be reported immediately to the Department Chair/Director.
- (4) Students exposed to blood borne pathogens or a communicable disease will follow the respective FIU Blood borne Exposure Policy and Procedure for all CNHS Faculty. Immediate assessment and reporting of the incident per the outlined plan is essential.

Immediately notify the SCCE and/or CI of the incident.

Immediately notify the DCE of the incident.

Go to the link and complete the form for FIU's Biohazard safety office:

<https://webforms.fiu.edu/view.php?id=992783>

FIU University Health Services

The mission of University Health Services is to provide access to quality health care to the University and to encourage healthy lifestyles through health promotion, education, mentorship and research. The clinical and health educational services complement the academic mission of the institution by working with University faculty, departments, and community agencies to expand access to health - related resources. We strive to be proactive based on the changing needs of our community. <http://healthservices.fiu.edu/index.html>

FIU Counseling and Psychological Services Center

The center provides a variety of psychological services in response to student's needs in a warm and caring environment. Services foster the student's academic potential by enhancing personal development and emotional well-being.

<http://counselingservices.fiu.edu/>

NWCNHS Student Services

Directors, Advisors and Staff of the Office of Student Services in the College of Nursing and Health Sciences are here to help you! The goal is to help you achieve academic and personal success while attending FIU. The office is a one stop resource for information regarding NWCNHS courses, extra-curricular activities, university services, and academic policies. <http://cnhs.fiu.edu/student-resources/index.html>

Campus Safety

The police department takes a community-oriented approach. They strive to maintain an environment where everyone feels safe and secure. This requires a cooperative and collaborative effort between all members of the university community. As seen throughout the University, they too value diversity and strive to treat everyone with respect and dignity. The police department is committed to providing fair and impartial law enforcement service.

<http://police.fiu.edu/>

NWCNHS Computer Services

NWCNHS IT provide technology services to faculty and staff such as computing equipment setup, software installations, website photography & video recording, hardware repairs, printer installations, computer repairs, SharePoint access, virus removal, classroom audio visual assistance, video conferencing assistance, building card access, digital displays content, website updates, document scanning & storage, computer lab reservations and many other services. <http://cnhs.fiu.edu/tektown/>

Doctor of Physical Therapy Student Association

PTSA is a dynamic, non-profit organization dedicated to educate fellow FIU students and the public about Physical Therapy as a health care profession. Our endeavor is to provide elective services to the community, maintain a liaison between the members, physical therapy department and the FIU community and promote affiliation with the APTA.

Appendix I

NWCNHS Student Clearance Procedures Criminal Background Checks and Drugs Testing

To be approved for privilege of placement in clinical facilities, students must complete and pass criminal background checks and drug testing conducted in accordance with NWCNHS requirements. Students may be required to undergo more than one criminal background check and/or drug test. Criminal background checks and drug testing information will be released to the Office of the NWCNHS Associate Dean for Academic Affairs or designee. The Associate Dean or designee will review the results of the NWCNHS student's criminal background checks and/or drug test. If a student's criminal background check and/or drug test is flagged it may result in non-approval for assignment to clinical facilities and may prevent the student from completing the program and/or from attaining the appropriate licensing/certification.

Students must disclose all arrest, charges, or convictions before admission to the NWCNHS and during program progression. Students must inform the program director or designee in writing of being convicted of or charged a criminal offense or a subject of any criminal proceeding within 48 hours of its occurrence or pending criminal conviction.

Clinical agencies and professional licensing/certification boards may required students/applicants to provide background checks and/or drug test results directly to them.

Expenses associated with background checks and drug testing is the responsibility of the student.

Students must sign and submit to the program director or designee the NWCNHS Consent and Release and Attestation forms.

Students' criminal background and drug testing information will be place in secure, locked files within the Office of the Associate Dean or designee. Only the NWCNHS Associate Dean and her/his designees who assist in the review procedure will have access to the information.

Given a positive background check, the flagged incident will be reviewed by program director designee and/or Associate Dean. The student may be asked to provide additional information regarding the incident prior to a decision being made. This clearance decision will be made based on a number of factors, to include but not limited to: agency requirements, date of conviction, nature of conviction, number of similar convictions, the relationship the conviction bears to professional and ethical duties and responsibilities in clinical facilities, completion of debt to society, and successful efforts in rehabilitation. If a student cannot be placed in one or more clinical agencies, that student may not progress in the program and, thus, the student will be dismissed from the program.

If a drug test is positive, the student will be given one additional opportunity to take a drug test within five days of receipt of the initial positive test. Students must report ALL medications being taken on the drug test form. The student will not be allowed to attend a clinical site unless the second drug test result is negative or cleared. If the second drug test is positive the student will be dismissed from the program.

NWCNHS: Guidelines for Background Check Evaluation

Offenses directly related to being “unsuited” for direct patient care include but are not limited to:

1. Violent Crime
2. Criminal sexual conduct I the third degree
3. Assault and battery of a high and aggravated nature
4. Unlawful neglect of a child or helpless person by a legal custodian
5. Child, elder and/or spouse abuse
6. Abuse or physical or mental injury to client or patient
7. Lewdness or indecent exposure
8. Possession, sale, and/or distribution of illegal substances
9. Administering or attempting to administer poison
10. Unlawful and malicious tampering with a human drug product or food
11. Any fraudulent practices including but not limited to Medicare/Medicaid fraud or perjury
12. A criminal offense similar in nature to above listed crimes committed in another jurisdiction or under federal law.

Suggested time limitations (from date of conviction to date of background check) for selected crimes related to the above offenses oar any related to patient care when making decisions:

Felony: 10 years

Gross misdemeanor: 5 years

Misdemeanor: 5 years

Based on circumstances related to the offense, the background check may be cleared upon NWCNHS Associate Dean's/Committee's/or Dean's approval.

(Suggested by Steven Milam, J.D., School of Medicine, University of Washington;

Congruent with Florida Board of Nursing guidelines, 2007)

Guidelines for Drug Test Clearance

The Drug Test will include screening for: amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, methadone, opiates, phencyclidine, and propoxyphene.

There may be instances when a student has been prescribed medications that include some of the above controlled substances, for example: Benzodiazepines may be prescribed for seizures disorders and are found in antidepressant medication. Amphetamines can be found in ADD or ADHD medication and weight loss products. Barbiturates may be found in medications for sleeplessness, anxiety, tension and seizure disorders. Propoxyphene is found in pain medication. Medical Marijuana for various conditions.

If any of the above substances are found and the student did not identify they were taking medications with these products in them on the form submitted at the time of the drug test, the student **MUST** submit an explanation from a physician and submit to another drug test. No placements will be approved without a physician's explanation **and** passing on the subsequent screening. Any positive results will delay overall placements.

Grievance

If a student wished to appeal the final clearance decision made by the program director, the following appeal process will be implemented.

1. A student **MUST** make a written appeal to the Chair of the NWCNHS Student Affairs Committee **within 10 working days** of program director's decision. The written appeal should include the nature and condition of the grievance and a summary of effort to resolve the issue identified. ***The written appeal must be a hard copy signed by the student grievant and date stamped and signed by recipient.*** E-mail is not acceptable.
Within **ten working days** of the receipt of the written appeal, the NWCNHS Student Affairs Committee will meet to hear the student's appeal. At the discretion of the committee, the student may be asked to meet the committee.
2. At least 75% of the committee in favor of the student is needed to reverse the initial decision made by the program director .The NWCNHS Student Affairs Committee will provide a written decision to the student (via certified mail to the address on record) and program director of the appropriate program **within 10 working days** of the meeting.
3. A student may make a written appeal to the Associate Dean for Academic Affairs of the NWCNHS **within 10 working days** of the receipt of the written decision. ***The written appeal must be a hard copy signed by the student grievant and date-stamped and signed by recipient.*** E-mail notification is not acceptable. Within ten working days of receipt of the written appeal, the Associate Dean for Academic Affairs will meet with the student in an attempt to resolve the grievance. The Associate Dean for Academic Affairs will provide a written decision to the student (via certified mail to address on record) and program director of the appropriate program within **ten working days** after this meeting.
4. A student may make a written appeal to the Dean of the NWCNHS **within 10 working days** of the receipt of the written decision. ***The written appeal must be a hard copy signed by the student grievant and date-stamped and signed by recipient*** E-mail notification is not acceptable. Within twenty working days of receipt of the written appeal, the Dean will meet with the student in an attempt to resolve the grievance. The Dean will provide a written decision to the student (via certified mail to address on record) and program director of the appropriate program within **ten working days** after this meeting. **The Dean's decision is final.**

(Adapted from: Department of Nursing, School of Health and Human Services, University of New Hampshire and University of Wisconsin-Milwaukee Risk Management Program)

Appendix II State Guidelines for Licensure Applicants

Senate Bill 1986

Important Notice for Initial Licensure Applicants and Renewals:

Section 456.0635, Florida Statutes

Important Notice for Initial Licensure Applicants and Renewals:

Effective July 1, 2012, Section 456.0635, Florida Statutes, provides that health care boards or the department shall refuse to issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant:

1. Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under Chapter 409, F.S., (relating to social and economic assistance), Chapter 817, F.S., (relating to fraudulent practices), Chapter 893, F.S., (relating to drug abuse prevention and control) or a similar felony offense(s) in another state or jurisdiction unless the candidate or applicant has successfully completed a drug court program for that felony and provides proof that the plea has been withdrawn or the charges have been dismissed.

Any such conviction or plea shall exclude the applicant or candidate from licensure, examination, certification, or registration, unless the sentence and any subsequent period of probation for such conviction or plea ended:

For the felonies of the first or second degree, more than 15 years from the date of the plea, sentence and completion of any subsequent probation;

For the felonies of the third degree, more than 10 years from the date of the plea, sentence and completion of any subsequent probation;

For the felonies of the third degree under Section 893.13(6)(a), F.S., more than 5 years from the date of the plea, sentence and completion of any subsequent probation;

2. Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under 21 U.S.C. ss. 801-970 (relating to controlled substances) or 42 U.S.C. ss. 1395-1396 (relating to public health, welfare, Medicare and Medicaid issues), unless the sentence and any subsequent period of probation for such conviction or pleas ended more than 15 years prior to the date of the application;

3. Has been terminated for cause from the Florida Medicaid program pursuant to s. 409.913, F.S., unless the candidate or applicant has been in good standing with the Florida Medicaid program for the most recent 5 years;

4. Has been terminated for cause, pursuant to the appeals procedures established by the state or from any other state Medicaid program, unless the candidate or applicant has been in good standing with a state Medicaid program for the most recent 5 years and the termination occurred at least 20 years before the date of the application;

5. Is currently listed on the United States Department of Health and Human Services Office of Inspector General's List of Excluded Individuals and Entities.

NOTE: This section does not apply to candidates or applicants for initial licensure or certification who were enrolled in an educational or training program on or before July 1, 2009, which was recognized by a board or, if there is no board, recognized by the department, and who applied for licensure after July 1, 2012.

Additional renewal questions for Renewing Practitioners required after July 1, 2012.

Additional renewal questions for Renewing Facilities required after July 1, 2012

Additional questions for Initial Practitioner Applicants required after July 1, 2012

Additional questions for Initial Facility Applicants required after July 1, 2012

Reference: Florida Department of Health, <http://www.floridahealth.gov/licensing-and-regulation/latest-laws/index.html>

Appendix III Required Forms



Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

Consent and Release Authorization Form

I authorize and instruct The Florida International University Board of Trustees, by and on behalf of Florida International University (hereinafter "Florida International University"), and clinical facilities and training sites, whether in or outside the State of Florida, to receive criminal background check, drug testing, and/or health reports on me in conjunction with my status as a student requesting placement in various clinical facilities and training sites. It is my responsibility to keep the clinical requirements current for each semester. I should keep all original documents and be prepared to show them each semester if requested by the assigned health care facility. It is possible that participation at a particular facility will necessitate additional screening or that additional screening may be required during the course of the program (which may incur an additional cost at that time). If I do not comply within the program's or facility's requested time period for additional screening, I understand I will be removed from the clinical site/classroom, earn a failing grade, and may be dismissed from the program.

I hereby authorize Florida International University to release the criminal background check, drug testing, and/or health reports to clinical facilities and training sites to which I am assigned for clinical education. I understand that any statements that I have placed in my records commenting on contested information contained in the records listed above will be released along with the records to which they relate. I confirm that this consent and authorization is given by me solely in connection with my pursuit of educational programs and not for any employment purpose.

I hereby authorize the clinical facilities and training sites to share any information they have regarding my participation in the clinical training program at their site in connection with the applicable Affiliation Agreement with Florida International University. This information may include, but is not limited to, any of my student records as defined under the Family Education Rights and Privacy Act, to the extent applicable. As such, I hereby release the applicable clinical facility(ies) and training site(s), and their respective officers, employees, agents, contractors, and other representatives, from any liability or damage in connection with their release of the information noted in this Consent and Release Authorization Form to The Florida International University.

I understand agencies may refuse me access to clients/patients based on information contained in the reports and that their criteria may differ from the criteria of the Nicole Wertheim College of Nursing and Health Sciences.

I release the Nicole Wertheim College of Nursing and Health Sciences, Florida International University, the Florida International University Board of Trustees, the Board of Governors, the State of Florida, and their trustees, officers, directors, employees and agents from any liability or damage in connection with the release of criminal background check, drug testing and/or health information.

I understand that I have the right to respond in writing to the information and to pursue an appeal of a negative decision made by the Dean of the Nicole Wertheim College of Nursing and Health Sciences or her/his designee.

As a condition of participating in the Program, I shall abide by the terms of this statement and notify the University of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 894, Florida Statutes, or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than 48 hours after such conviction.

Student Signature

Student Name (Print)

Date

Panther Number

Phone Number

Email

Check Program

BSN
OT

BSN-DNP
PT

CRNA
CSD

RN-BSN
AT

FEP-MSN
HSA



Attestation Form

I _____ attest to the following (select one of the following):

_____ I have not been charged with, or convicted of, a criminal offense nor have I become the subject of any criminal proceedings in any manner whatsoever.

_____ I have disclosed in writing to the program director or designee any charges or convictions that I have been the subject of, and any instance in which I have been the subject of any criminal proceeding.

Furthermore, I attest that I am a student in good standing at Florida International University. I understand that I must inform the program director or designee in writing within 48 hours if at any time I am convicted/charged with a criminal offense, have become the subject of any criminal proceedings or if I am no longer considered a student in good standing at Florida International University.

I understand agencies may refuse my access to clients/patients based on information contained in my background screening reports or my status as a student at Florida International University. Agencies criteria for students may differ from the criteria of the Nicole Wertheim College of Nursing and Health Sciences.

I release Florida International University, the Florida International University Board of Trustees, the Board of Governors, the State of Florida, and their trustees, officers, directors, employees and agents from any liability or damage in connection with the release of criminal background check.

If at any time during the course of my participation in a NWCNHS program I am either arrested, charged, or convicted, I must disclose such an event to the program director or designee in writing regardless of the nature or the seriousness of the offense for which I am arrested, charged, or convicted no later than 48 hours after such an event. Failure to do so may result in my dismissal from the program.

Student Signature

Department/Program of Study

Student Name (Print)

Panther Number

Date



Student Health Care Coverage

All students enrolled in the DPT program must carry personal health care insurance to cover medical costs in case of illness, accident, or injury while on clinical experiences. Students are at risk for exposure to infectious diseases when affiliating in hospitals and clinics. Students are at risk for injury when performing patient transfers, performing sharp wound/burn debridement, and in other patient care activities.

Students enrolled at FIU are not considered employees of the University so health care coverage by the University is not provided for students in class, labs, or in the clinic.

Please complete the information below:

____ I have been advised of the importance of and necessity for personal health care insurance.

____ I am covered under (check one):

____ Parent’s policy ____ Spouse’s Policy ____ Individual Policy

Name of insurance company: _____

Name of agent or agency: _____

Telephone number: _____

Policy number: _____

Group number or name: _____

Expiration date: _____

If not presently covered:

____ I understand that I am personally responsible for all health care expenses while enrolled in the DPT program and that I will obtain health insurance for all clinical experiences.

I certify that the above information is true. I am required to notify the Chair of the Department of Physical Therapy and the Director of Clinical Education should my health insurance change;

Print Name: _____

Signature: _____ Date: _____



INFORMATION RELEASE FORM

Florida International University – Department of Physical Therapy

The Department of Physical Therapy receives requests from members of the medical community and/or fellow students with respect to employment and contact information. Federal law protects your right to privacy; The Department of Physical Therapy cannot release your name and/or contact information without your permission (*unless otherwise specified by federal regulations*).

NAME: _____

EMAIL: _____

PHONE #: _____

I give permission to the Department of Physical Therapy to release my name, address, email and phone number to other students or medical community members that inquire about my whereabouts. In turn, the Department of Physical Therapy may use the above information at their sole discretion for academic, cultural, and financial purposes. I understand I am not obligated to respond to any of these requests. Such decisions are solely my responsibility.

Student Signature

Date



Photo Release Form

I hereby grant permission to Florida International University, Department of Physical Therapy to use my photograph on its World Wide Web site or in other official university printed publications without further consideration, and I acknowledge the university's right to crop or treat the photograph at its discretion. I also acknowledge that the university may choose not to use my photo at this time, but may do so at its own discretion at a later date.

I also understand that once my image is posted on FIU's website, the image can be downloaded by any computer user on or off campus. Therefore, I agree to indemnify and hold harmless from any claims the following:

- Board of Governors, State University System of Florida
- State of Florida
- All Employees, Florida International University

FIU reserves the right to discontinue use of photos without notice.

Name: _____

Date: _____

Address: _____

Phone #: _____

Signature: _____



Informed Consent/ Lab Release Form

Student to Act as Simulated Patient

I understand that, as part of the academic and clinical education process, I am required to participate in various classes as a simulated patient.

Instructors and other students will have opportunities to demonstrate and practice those skills learned in various classes on my person. These skills include, but are not limited to, a variety of: mobility exercises, therapeutic exercises, testing, and measurements, and physical agents.

I understand that there is some risk of injury resulting from my participation in these skill training classes. I further understand that the College cannot ensure that other students will properly apply skills learned in class nor can the College be held responsible for any pre-existing conditions or injuries that may make me susceptible to injury. If I have any pre-existing conditions or injuries that may make me susceptible to injury from skills training, I will report such conditions or injuries to my instructor, or, if appropriate, to the Disability Resource Center.

In the unlikely event that I become injured it must immediately be reported to the instructor in class. If necessary, appropriate medical intervention and payment for those services are solely my responsibility.

All Physical Therapy students are required to provide their own comprehensive medical insurance coverage.

Student Name: _____

Student Signature: _____

Date: _____



**DEPARTMENT OF PHYSICAL THERAPY
TECHNICAL PERFORMANCE STANDARDS**

Technical standards in any job or profession delineate the basic behaviors, skills and attitudes that the student must have to be successful in their program of study as well as in practice. There may be some minor variations from program to program, but a thorough and comprehensive assessment of the skills needed has resulted in the list to follow. This list, then, defines and describes the skill necessary and examples of the behaviors needed to accomplish the skill in question. These behaviors encompass all of the domains of learning: cognitive, psychomotor and affective. Behaviors that help to prepare the student for direct access, expansion of the scope of practice are taken from the APTA adopted document entitled: **Professional Behaviors for the 21st Century**.

The following performance standards are expected of each student. Readiness to practice successfully requires regular and ongoing evaluation of these standards. Students will be expected to self-assess and incorporate feedback from faculty and clinicians with the knowledge that time and focus are required for perfection of these skills. Failure to demonstrate competency may put a student in jeopardy of failure and can result in dismissal from the program.

Performance	Standard	Examples of Necessary Activities (not all inclusive)
VISUAL	Discriminate numbers and findings associated with diagnostic instruments and tests.	Discriminate findings on x-rays and other image tests.
		Read and interpret written and illustrated material.
		Observe skin integrity.
		Observe a patient accurately from a distance.
MOTOR	Demonstrate sufficient strength, balance, coordination and freedom of movement to be able to participate in all classroom and clinic activities and provide safe and effective examinations and interventions.	Stand and walk independently while providing care during training and patient simulation.
		Climb stairs and negotiate uneven terrains/ramps during training and patient care simulations
		Provide resistance to all parts of the body.
		Lift and carry heavy objects.
		Guard, move and transfer during patient care simulations.
TACTILE	Possess sufficient fine motor skills to be able to manipulate small objects	Effectively use palpation, compression, retraction, resistance, auscultation, percussion, and other diagnostic +/- treatment maneuvers
	Demonstrate sufficient fine motor and gross motor coordination skills to be able to provide safe and effective examinations and interventions	Measure range of motion at any joint.
	Demonstrate sufficient strength and endurance to tolerate physically demanding workloads sustained over the course of a typical work or school day.	Demonstrates full attention during daily class lectures/laboratories and clinic experiences.
	Demonstrate sufficient spatial awareness to be able to perform gross motor movements with partners and patients.	Performs manual muscle testing of any muscle

AUDITORY	Demonstrate sufficient auditory, sense to respond to patient/client needs in a busy classroom or clinical environment.	Practice kinesiological techniques with partner during lab session with other students present and working.
SAFETY	Utilize sufficient judgment to ensure safe encounters with peers and patients.	Recognize and respond appropriately to emergency situations.

Performance	Standard	Examples of Necessary Activities (not all inclusive)
COMMUNICATION	The student shall read, write, speak, listen and use media and technology to communicate effectively.	Communicate with patients, family members, physicians, and other health care providers appropriately, effectively and efficiently in non-verbal, verbal and written English.
	Interact with others appropriately and as needed, for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.	Maintains confidentiality of information regarding the physical therapist/patient relationship
		Effectively use and provide feedback for improving personal interaction.
		Refrain from speaking when others are speaking.
CRITICAL THINKING	Acquire, comprehend, interpret, apply, synthesize and evaluate information.	Comprehend three-dimensional spatial relationships of anatomic structures.
		Distinguish the relevant from the irrelevant and demonstrate tolerance for ambiguity.
	Integrate these abilities to identify, resolve and prevent problems and make appropriate decisions	Assess the suitability, accuracy and reliability of information.
		Uses evidence consistently to support professional decisions.
PROBLEM SOLVING	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes	Recognizes problems and states problems clearly
		Uses technology to search for and locate resources
		Considers consequences of possible solutions
RESPONSIBILITY	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community.	Maintains professional demeanor in all interactions
		Respects differences in personality, lifestyle and learning styles during interactions with all persons
		Establishes trust
	The ability to be accountable for the outcomes of personal and professional actions.	Demonstrates punctuality
		Assumes responsibility for actions
		Displays awareness of and sensitivity to diverse populations

Performance	Standard	Examples of Necessary Activities (not all inclusive)
PROFESSIONALISM	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth and development of the Physical Therapy profession.	Maintain personal appearance and hygiene conducive to classroom and clinical settings
		Abides by all aspects of the academic program's honor code and the APTA Code of Ethics
		Demonstrates awareness of state licensure regulations
		Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input.
Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.	Demonstrates active listening skills and assesses own performance
		Actively seeks feedback from appropriate sources
		Maintains two-way communication without defensiveness.
Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.	Comes prepared for the day's activities/responsibilities.
		Determines when and how much help/assistance is needed.
		Utilizes effective methods of searching for evidence for practice decisions.
Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families and members of the health care team.	Recognizes own stressors and recognizes distress or problems in others
		Actively employs stress management techniques
		Maintains balance between professional and personal life
Commitment to Learning	The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.	Prioritizes information needs
		Accepts that there may be more than one answer to a problem
		Reads articles critically and understands limits of application to professional practice

By my signature, I verify that I have received and read the material presented at Student Orientation, including the Physical Therapy Program's Technical Performance Standards. I acknowledge my responsibility to meet these minimum performance standards as required in this program.

Printed Name _____

Signature _____

Date _____

Form A

Florida Department of Law Enforcement
Criminal Justice Information Services Division/User Services Bureau



VECHS WAIVER AGREEMENT AND STATEMENT
Volunteer & Employee Criminal History System (VECHS)
for Criminal History Record Checks
under the National Child Protection Act of 1993, as amended,
and Section 943.0542, Florida Statutes

Pursuant to the National Child Protection Act of 1993, as amended, and section 943.0542, Florida Statutes, this form must be completed and signed by every current or prospective employee, volunteer, and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (*enter Name of Qualified Entity*) FLORIDA INTERNATIONAL UNIVERSITY to submit a set of my fingerprints and this form to the Florida Department of Law Enforcement for the purpose of accessing and reviewing Florida and national criminal history records that may pertain to me. I understand that I would be able to receive any national criminal history record that may pertain to me directly from the FBI, pursuant to 28 CFR Sections 16.30-16.34, and that I could then freely disclose any such information to whomever I chose. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended, and Section 943.0542, Florida Statutes.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

A national criminal history background check on me has previously been requested by:

(Name and Address of Previous Qualified Entity) (Year of Request)

I ___ have OR ___ have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:

I ___ do OR ___ do not authorize you to release my criminal history records, if any, to other qualified entities.

I am a current or prospective (check one): Employee Volunteer Contractor/Vendor

Signature: _____ Date: _____

Printed Name: _____

Address: _____

Date of Birth: _____

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: TERESA MUNECAS

Address: 11200 SW 8 ST. AHC3-425A

Telephone: 305-348-1978 Fax: 305-348-1979

FDLE Assigned Qualified Entity Number: E13010002 / V130010002

ORIGINAL - MUST BE RETAINED BY QUALIFIED ENTITY

Appendix V Clinical Education Requirements Checklist



Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

Instructions for Entering your Requirements:

Please note:

- Enter your immunization information based on the checklist below, and on documentation collected from your healthcare provider.
- 📄 Remember to 'submit' when entering information.
- 📄 Submit official documentation and any required forms from Florida International University, by:
 - Uploading digital documentation into your Complio Account by clicking "Upload Documents" tab.

Need Assistance? Contact American DataBank at 1-800-200-0853.

Varicella One Time

You must have a Varicella Surface Antibody IGG Titer.

Immune (Positive)	Submit IGG labwork printout for an Immune (Positive) titer.
Not Immune (Negative or Equivocal)	Submit labwork printout for titer, AND submit proof of two (2) Varicella Vaccinations given at any time (before or after the titer). The vaccinations must be at least 28 days apart.

Measles (Rubeola) and Rubella One Time

You must have Measles **and** Rubella Surface Antibody IGG Titers.

Immune (Positive)	Submit IGG labwork printout for an Immune (Positive) for both titers.
Not Immune (Negative or Equivocal)	Submit labwork printout for titers, AND submit proof of two (2) MMR Vaccinations given at any time (before or after the titer). The vaccinations must be given after 12 months of age, and be at least 28 days apart. It is <u>recommended</u> that any student with a negative titer, who has already received 2 MMR vaccinations, receive a booster dose of MMR.

Mumps One Time

You must have either A **OR** B.

A	Submit IGG labwork for an Immune (Positive) Mumps Surface Antibody Titer. If your titer is not-immune (negative or equivocal), complete option B.
B	Submit proof of two (2) MMR Vaccinations, given after 12 months of age, and at least 28 days apart.

Tetanus, Diphtheria, Pertussis (Tdap) Every Ten Years

You must submit proof of a Tdap (Tetanus Diphtheria and Pertussis) vaccination, given within the last 10 years. If it has been more than 10 years since your Tdap shot, you must provide documentation of a Td.

Checklist for Immunization Requirements (Continued...)

Hepatitis B One Time

You must have a Hepatitis B Surface Antibody IGG Titer.

Immune (Positive)	Submit labwork printout for titer.
Not Immune (Negative or Equivocal)	Submit labwork printout for titer, AND sign and submit a Hepatitis B Declination Form. It is recommended that you repeat the 3-shot series for Hepatitis B.
Declination	If you have not completed the Hep B 3-Shot Series prior to the start of the Clinical Portion of your program, you <u>must</u> sign and submit the Hepatitis B Declination Form. It is highly <i>recommended</i> that you complete the 3-shot Hepatitis B Shot Series.

PPD (Tuberculosis Skin Test) Annually

You must complete one of the two options below. Your PPD must be valid for the ***entire duration*** of your clinical experience.

PPD Negative	First Time	Have a 2-Step PPD, which is two TB Tests within 1 week to 12 months of each other.
	Renewal	Have one TB Test every 12 months. If your TB Tests are more than 12 months apart, you must have an additional test at least 7 days after the first.
PPD Positive	First Time	Submit proof of a Positive TB Skin Test (from any time), and lab results for a Negative Chest X-Ray (given within the last 5 years).
	Renewal	Lab results for a Negative Chest X-Ray, due every 5 years. Every year without a new Chest X-Ray, you must submit a TB Clearance from your Primary Care Provider.

Health History and Physical Examination Form Annually

You must submit a copy of a physical exam signed by your Healthcare Provider. Submit any official form signed and dated by your healthcare provider which shows the result of your physical examination.

Influenza Shot Annually

You are required to receive a seasonal flu shot. You will need to present the name of the facility providing the vaccine, the manufacturer of the vaccine, lot number of the vaccine, expiration date of the vaccine, and provide the site of the injection in order to meet this requirement.

CPR Every Two Years

You are required to have a current American Heart Association BLS for Healthcare Providers CPR Certification. Please submit a front and back signed copy of your card or certificate. Your CPR must be valid for the ***entire duration*** of your clinical experience

Health Insurance Every Year

You must have current Major Medical Health Insurance Coverage, which must include hospitalization coverage. Please submit a copy of the front and back of your Health Insurance Card, or other documentation of your current coverage. **This must be sent every year, even if the coverage does not change.** You are encouraged to discuss coverage with your provider, so that you understand what they will cover if you are injured while in a school activity. You and your insurance provider will be responsible for your healthcare expenses after any incident during school activities, including (but not limited to) bloodborne pathogen exposure. Your health insurance must be valid for the ***entire duration*** of your clinical experience.

Checklist for Immunization Requirements (Continued...)

<input type="checkbox"/>	Performance Standards Form You are required to download, print, and complete the Performance Standards Form. Once completed, you must upload a copy of BOTH pages.	One Time
<input type="checkbox"/>	Consent and Release Form You are required to download, print, and submit a copy of the completed Consent and Release form. Once completed, you must upload a copy of the form.	One Time
<input type="checkbox"/>	Student Attestation You are required to download, print, and submit a copy of the completed Student Attestation form. Once completed, please upload a copy of this form.	One Time
<input type="checkbox"/>	Complio Background Check You are required to complete a criminal background check through the complio website which can be found by visiting https://fiu.complio.com/ . Complio will enter the completion date and upload a copy of your results.	Annually
<input type="checkbox"/>	Complio Drug Screen You are required to complete a drug screen through the complio website which can be found by visiting https://fiu.complio.com/ . Complio will enter the completion date and upload a copy of your results.	Annually
<input type="checkbox"/>	American DataBank Employment History You are required to have your 7 year employment history verified through Complio. Please order by visiting https://fiu.complio.com/ . Complio will enter the completion date and upload a copy of your results. If you have never been employed please complete the employment waiver and upload the form.	One Time
<input type="checkbox"/>	Additional Forms <ul style="list-style-type: none">• Medical Errors Certificate of Completion- One Time• Domestic Violence Certificate- One Time• HIPAA Training Certificate- One Time• HIV/AIDS Training Certificate- One Time• Blood Borne Pathogen Certification- One Time	One Time

Resources for Courses: Please see your syllabus for more information.

APTA Learning Center

www.learningcenter.apta.org/home.aspx
www.care2learn.com/default.aspx
www.consultantsforthefuture.com
www.cheapceus.com/user/online_courses/2

Appendix V Professionalism



STUDENT PHYSICAL THERAPIST PROVISION OF SERVICES HOD P06-00-18-30 [Amended HOD 06-96-20-33; HOD 06-95-20-11] [Previously titled: Position on the Provision of Physical Therapy and Physiotherapy Services by Student Physical Therapists) [Position]

Student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with the American Physical Therapy Association policy and applicable state laws and regulations, are qualified to provide services only under the direction and direct supervision of the physical therapist, who is responsible for patient/client management. Direct supervision means the physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit that is defined in the *Guide to Physical Therapist Practice*, as all encounters with a patient/client in a 24-hour period. Telecommunications does not meet the requirement of direct supervision.

Relationship to Vision 2020: Professionalism; (Practice Department, ext 3176)
[Document updated: 12/14/2009]

Explanation of Reference Numbers:

BOD P00-00-00-00 stands for Board of Directors/**month**/**year**/**page**/**vote** in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Nicole Wertheim College of Nursing and Health Sciences
Ethos

I will honor and respect NWCNHS's heritage of innovation, excellence, diversity, cultural competence and compassion. I will continuously build on this heritage. Complacency is not part of our culture.

I am committed to the success of the NWCNHS, my teammates, and myself. I am humble, hardworking and compassionate. I will learn from past challenges or past setbacks and seek future success.

I am outcomes driven. I will undertake all of my responsibilities with the utmost of honesty and integrity. I will approach every task with passion, responsibility, creativity, teamwork and innovation. We succeed as a collaborative team.

Mediocrity and selfishness are not part of my fabric and my education is never complete – there is no finish line. I encourage a flexible approach to accomplish milestones but I am inflexible in the stellar nature of my execution. The promotion and delivery of safe, quality, compassionate and evidence-based care is my ultimate goal. Interprofessional teamwork and respect for one another and the services and the care we deliver to others are paramount.

I will positively contribute to our culture and community. I embody teamwork and leadership. I am in control of my environment because I own my actions. I am accountable for myself and for mentoring others.

I will be kind and welcoming to others. I believe it is a privilege to be a member of the NWCNHS community and this honor must be earned every day through my actions and deeds.

I am fueled by intellect; driven by innovation and caring.

Professional Behaviors for the 21st Century

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant experience

Intermediate Level – behaviors consistent with a learner after the first significant experience

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Background Information

In 1991 the faculty of the University of Wisconsin-Madison, Physical Therapy Educational Program identified the original Physical Therapy - Specific *Generic Abilities*. Since that time these abilities have been used by academic programs to facilitate the development, measurement and assessment of professional behaviors of students during both the didactic and clinical phases of the programs of study. Since the initial study was conducted, the profession of Physical Therapy and the curricula of the educational programs have undergone significant changes that mirror the changes in healthcare and the academy. These changes include managed care, expansion in the scope of physical therapist practice, increased patient direct access to physical therapists, evidenced-based practice, clinical specialization in physical therapy and the American Physical Therapy Association's Vision 2020 supporting doctors of physical therapy.

Today's physical therapy practitioner functions on a more autonomous level in the delivery of patient care which places a higher demand for professional development on the new graduates of the physical therapy educational programs. Most recently (2008-2009), the research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA completed a research project that built on the work of other researchers to analyze the PT-Specific *Generic Abilities* in relation to the changing landscape of physical therapist practice and in relation to generational differences of the "Millennial" or "Y" Generation (born 1980-2000). These are the graduates of the classes of 2004 and beyond who will shape clinical practice in the 21st century.

The research project was twofold and consisted of 1) a research survey which identified and rank ordered professional behaviors expected of the newly licensed physical therapist upon employment (2008); and 2) 10 small work groups that took the 10 identified behaviors (statistically determined) and wrote/revised behavior definitions, behavioral criteria and placement within developmental levels (Beginning, Intermediate, Entry Level and Post Entry Level) (2009). Interestingly the 10 statistically significant behaviors identified were identical to the original 10 *Generic Abilities*, however, the rank orders of the behaviors changed. Participants in the research survey included Center Coordinators of Clinical Education (CCCE's) and Clinical Instructors (CI's) from all regions of the United States.

Participants in the small work groups included Directors of Clinical Education (DCE's), Academic Faculty, CCCE's and CI's from all regions of the United States.

This resulting document, **Professional Behaviors**, is the culmination of this research project. The definitions of each professional behavior have been revised along with the behavioral criteria for each developmental level. The 'developing level' was changed to the 'intermediate level' and the title of the document has been changed from *Generic Abilities* to **Professional Behaviors**. The title of this important document was changed to differentiate it from the original *Generic Abilities* and to better reflect the intent of assessing professional behaviors deemed critical for professional growth and development in physical therapy education and practice.

Preamble

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the **Professional Behaviors** Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. This **Professional Behaviors** Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each **Professional Behavior** is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the **Professional Behavior** they represent. Each developmental level builds on the previous level such that the tool represents growth over time in physical therapy education and practice.

It is critical that students, academic and clinical faculty utilize the **Professional Behaviors** Assessment Tool in the context of physical therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their physical therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other, and thus must be used in the appropriate context to be effective.

Opportunities to reflect on each **Professional Behavior** through self assessment, and through peer and instructor assessment is critical for progress toward entry level performance in the classroom and clinic. A learner does not need to possess each behavioral criteria identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority in order to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Academic and clinical facilities may decide to add or delete behavioral criteria based on the needs of their specific setting. Formal opportunities to reflect and discuss with an academic and/or clinical instructor is key to the tool's use, and ultimately professional growth of the learner. The **Professional Behaviors** Assessment Tool allows the learner to build and strengthen their third leg with skills in the affective domain to augment the cognitive and psychomotor domains.

Professional Behaviors

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Beginning Level:

- ❖ Raises relevant questions
- ❖ Considers all available information
- ❖ Articulates ideas
- ❖ Understands the scientific method
- ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- ❖ Recognizes holes in knowledge base
- ❖ Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- ❖ Feels challenged to examine ideas
- ❖ Critically analyzes the literature and applies it to patient management
- ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses
- ❖ Critiques hypotheses and ideas at a level consistent with knowledge base
- ❖ Acknowledges presence of contradictions

Entry Level:

- ❖ Distinguishes relevant from irrelevant patient data
- ❖ Readily formulates and critiques alternative hypotheses and ideas
- ❖ Infers applicability of information across populations
- ❖ Exhibits openness to contradictory ideas
- ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ❖ Justifies solutions selected

Post-Entry Level:

- ❖ Develops new knowledge through research, professional writing and/or professional presentations
- ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- ❖ Weighs information value based on source and level of evidence
- ❖ Identifies complex patterns of associations
- ❖ Distinguishes when to think intuitively vs. analytically
- ❖ Recognizes own biases and suspends judgmental thinking
- ❖ Challenges others to think critically

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Beginning Level:

- ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ❖ Recognizes impact of non-verbal communication in self and others
- ❖ Recognizes the verbal and non-verbal characteristics that portray confidence
- ❖ Utilizes electronic communication appropriately

Intermediate Level:

- ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ❖ Restates, reflects and clarifies message(s)
- ❖ Communicates collaboratively with both individuals and groups
- ❖ Collects necessary information from all pertinent individuals in the patient/client management process
- ❖ Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ❖ Maintains open and constructive communication
- ❖ Utilizes communication technology effectively and efficiently

Post Entry Level:

- ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ❖ Effectively delivers messages capable of influencing patients, the community and society
- ❖ Provides education locally, regionally and/or nationally
- ❖ Mediates conflict

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Beginning Level:

- ❖ Recognizes problems
- ❖ States problems clearly
- ❖ Describes known solutions to problems
- ❖ Identifies resources needed to develop solutions
- ❖ Uses technology to search for and locate resources
- ❖ Identifies possible solutions and probable outcomes

Intermediate Level:

- ❖ Prioritizes problems
- ❖ Identifies contributors to problems
- ❖ Consults with others to clarify problems
- ❖ Appropriately seeks input or guidance
- ❖ Prioritizes resources (analysis and critique of resources)
- ❖ Considers consequences of possible solutions

Entry Level:

- ❖ Independently locates, prioritizes and uses resources to solve problems
- ❖ Accepts responsibility for implementing solutions
- ❖ Implements solutions
- ❖ Reassesses solutions
- ❖ Evaluates outcomes
- ❖ Modifies solutions based on the outcome and current evidence
- ❖ Evaluates generalizability of current evidence to a particular problem

Post Entry Level:

- ❖ Weighs advantages and disadvantages of a solution to a problem
- ❖ Participates in outcome studies
- ❖ Participates in formal quality assessment in work environment
- ❖ Seeks solutions to community health-related problems
- ❖ Considers second and third order effects of solutions chosen

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Beginning Level:

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions
- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Entry Level:

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions
- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ❖ Establishes mentor relationships
- ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for patients
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

Intermediate Level:

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting
- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

Entry Level:

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post Entry Level:

- ❖ Recognizes role as a leader
- ❖ Encourages and displays leadership
- ❖ Facilitates program development and modification
- ❖ Promotes clinical training for students and coworkers
- ❖ Monitors and adapts to changes in the health care system
- ❖ Promotes service to the community

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

Beginning Level:

- ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- ❖ Demonstrates awareness of state licensure regulations
- ❖ Projects professional image
- ❖ Attends professional meetings
- ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:

- ❖ Identifies positive professional role models within the academic and clinical settings
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ❖ Discusses societal expectations of the profession

Entry Level:

- ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- ❖ Discusses role of physical therapy within the healthcare system and in population health
- ❖ Demonstrates leadership in collaboration with both individuals and groups

Post Entry Level:

- ❖ Actively promotes and advocates for the profession
- ❖ Pursues leadership roles
- ❖ Supports research
- ❖ Participates in program development
- ❖ Participates in education of the community
- ❖ Demonstrates the ability to practice effectively in multiple settings
- ❖ Acts as a clinical instructor
- ❖ Advocates for the patient, the community and society

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:

- ❖ Demonstrates active listening skills
- ❖ Assesses own performance
- ❖ Actively seeks feedback from appropriate sources
- ❖ Demonstrates receptive behavior and positive attitude toward feedback
- ❖ Incorporates specific feedback into behaviors
- ❖ Maintains two-way communication without defensiveness

Intermediate Level:

- ❖ Critiques own performance accurately
- ❖ Responds effectively to constructive feedback
- ❖ Utilizes feedback when establishing professional and patient related goals
- ❖ Develops and implements a plan of action in response to feedback
- ❖ Provides constructive and timely feedback

Entry Level:

- ❖ Independently engages in a continual process of self evaluation of skills, knowledge and abilities
- ❖ Seeks feedback from patients/clients and peers/mentors
- ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ❖ Uses multiple approaches when responding to feedback
- ❖ Reconciles differences with sensitivity
- ❖ Modifies feedback given to patients/clients according to their learning styles

Post Entry Level:

- ❖ Engages in non-judgmental, constructive problem-solving discussions
- ❖ Acts as conduit for feedback between multiple sources
- ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- ❖ Utilizes feedback when analyzing and updating professional goals

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level:

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- ❖ Applies best evidence considering available resources and constraints
- ❖ Organizes and prioritizes effectively
- ❖ Prioritizes multiple demands and situations that arise on a given day
- ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Beginning Level:

- ❖ Recognizes own stressors
- ❖ Recognizes distress or problems in others
- ❖ Seeks assistance as needed
- ❖ Maintains professional demeanor in all situations

Intermediate Level:

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stressors

Entry Level:

- ❖ Demonstrates appropriate affective responses in all situations
- ❖ Responds calmly to urgent situations with reflection and debriefing as needed
- ❖ Prioritizes multiple commitments
- ❖ Reconciles inconsistencies within professional, personal and work/life environments
- ❖ Demonstrates ability to defuse potential stressors with self and others

Post Entry Level:

- ❖ Recognizes when problems are unsolvable
- ❖ Assists others in recognizing and managing stressors
- ❖ Demonstrates preventative approach to stress management
- ❖ Establishes support networks for self and others
- ❖ Offers solutions to the reduction of stress
- ❖ Models work/life balance through health/wellness behaviors in professional and personal life

10. Commitment to Learning – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Beginning Level:

- ❖ Prioritizes information needs
- ❖ Analyzes and subdivides large questions into components
- ❖ Identifies own learning needs based on previous experiences
- ❖ Welcomes and/or seeks new learning opportunities
- ❖ Seeks out professional literature
- ❖ Plans and presents an in-service, research or cases studies

Intermediate Level:

- ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- ❖ Applies new information and re-evaluates performance
- ❖ Accepts that there may be more than one answer to a problem
- ❖ Recognizes the need to and is able to verify solutions to problems
- ❖ Reads articles critically and understands limits of application to professional practice

Entry Level:

- ❖ Respectfully questions conventional wisdom
- ❖ Formulates and re-evaluates position based on available evidence
- ❖ Demonstrates confidence in sharing new knowledge with all staff levels
- ❖ Modifies programs and treatments based on newly-learned skills and considerations
- ❖ Consults with other health professionals and physical therapists for treatment ideas

Post Entry Level:

- ❖ Acts as a mentor not only to other PT's, but to other health professionals
- ❖ Utilizes mentors who have knowledge available to them
- ❖ Continues to seek and review relevant literature
- ❖ Works towards clinical specialty certifications
- ❖ Seeks specialty training
- ❖ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- ❖ Pursues participation in clinical education as an educational opportunity



Last Updated: 07/27/12 Contact: nationalgovernance@apta.org

PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES BOD P05-04-02-03 [Amended BOD 08-03-04-10]

Core Values	Definition	Sample Indicators
Accountability	Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including selfregulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.	<ol style="list-style-type: none"> 1. Responding to patient's/client's goals and needs. 2. Seeking and responding to feedback from multiple sources. 3. Acknowledging and accepting consequences of his/her actions. 4. Assuming responsibility for learning and change. 5. Adhering to code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activities. 6. Communicating accurately to others (payers, patients/clients, other health care providers) about professional actions. 7. Participating in the achievement of health goals of patients/clients and society. 8. Seeking continuous improvement in quality of care. 9. Maintaining membership in APTA and other organizations. 10. Educating students in a manner that facilitates the pursuit of learning.

Altruism	Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self interest.	<ol style="list-style-type: none"> 1. Placing patient's/client's needs above the physical therapists. 2. Providing pro-bono services. 3. Providing physical therapy services to underserved and underrepresented populations. 4. Providing patient/client services that go beyond expected standards of practice. 5. Completing patient/client care and professional responsibility prior to personal needs.
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Core Values	Definition	Sample Indicators
Compassion/ Caring	<p>Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.</p> <p>Caring is the concern, empathy, and consideration for the needs and values of others.</p>	<ol style="list-style-type: none"> 1. Understanding the socio-cultural, economic, and psychological influences on the individual's life in their environment. 2. Understanding an individual's perspective. 3. Being an advocate for patient's/client's needs. 4. Communicating effectively, both verbally and nonverbally, with others taking into consideration individual differences in learning styles, language, and cognitive abilities, etc. 5. Designing patient/client programs/interventions that are congruent with patient/client needs. 6. Empowering patients/clients to achieve the highest level of function possible and to exercise self-determination in their care. 7. Focusing on achieving the greatest well-being and the highest potential for a patient/client. 8. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases. 9. Embracing the patient's/client's emotional and psychological aspects of care.

		<p>10. Attending to the patient's/client's personal needs and comforts.</p> <p>11. Demonstrating respect for others and considers others as unique and of value.</p>
Excellence	Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.	<p>1. Demonstrating investment in the profession of physical therapy.</p> <p>2. Internalizing the importance of using multiple sources of evidence to support professional practice and decisions.</p> <p>3. Participating in integrative and collaborative practice to promote high quality health and educational outcomes.</p> <p>4. Conveying intellectual humility in professional and interpersonal situations.</p> <p>5. Demonstrating high levels of knowledge and skill in all aspects of the profession.</p> <p>6. Using evidence consistently to support professional decisions.</p> <p>7. Demonstrating a tolerance for ambiguity.</p>

Core Values	Definition	Sample Indicators
		<p>8. Pursuing new evidence to expand knowledge.</p> <p>9. Engaging in acquisition of new knowledge throughout one's professional career.</p> <p>10. Sharing one's knowledge with others.</p> <p>11. Contributing to the development and shaping of excellence in all professional roles.</p>

<p>Integrity</p>	<p>Integrity is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.</p>	<ol style="list-style-type: none"> 1. Abiding by the rules, regulations, and laws applicable to the profession. 2. Adhering to the highest standards of the profession (practice, ethics, reimbursement, Institutional Review Board [IRB], honor code, etc). 3. Articulating and internalizing stated ideals and professional values. 4. Using power (including avoidance of use of unearned privilege) judiciously. 5. Resolving dilemmas with respect to a consistent set of core values. 6. Being trustworthy. 7. Taking responsibility to be an integral part in the continuing management of patients/clients. 8. Knowing one's limitations and acting accordingly. 9. Confronting harassment and bias among ourselves and others. 10. Recognizing the limits of one's expertise and making referrals appropriately. 11. Choosing employment situations that are congruent with practice values and professional ethical standards. 12. Acting on the basis of professional values even when the results of the behavior may place oneself at risk.
<p>Professional Duty</p>	<p>Professional duty is the commitment to meeting one's obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society.</p>	<ol style="list-style-type: none"> 1. Demonstrating beneficence by providing "optimal care". 2. Facilitating each individual's achievement of goals for function, health, and wellness. 3. Preserving the safety, security and confidentiality of individuals in all professional contexts.

Core Values	Definition	Sample Indicators
		<ol style="list-style-type: none"> 4. Involved in professional activities beyond the practice setting. 5. Promoting the profession of physical therapy. 6. Mentoring others to realize their potential. 7. Taking pride in one's profession.
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.	<ol style="list-style-type: none"> 1. Advocating for the health and wellness needs of society including access to health care and physical therapy services. 2. Promoting cultural competence within the profession and the larger public. 3. Promoting social policy that effect function, health, and wellness needs of patients/clients. 4. Ensuring that existing social policy is in the best interest of the patient/client. 5. Advocating for changes in laws, regulations, standards, and guidelines that affect physical therapist service provision. 6. Promoting community volunteerism. 7. Participating in political activism. 8. Participating in achievement of societal health goals. 9. Understanding of current community wide, nationwide and worldwide issues and how they impact society's health and well-being and the delivery of physical therapy. 10. Providing leadership in the community. 11. Participating in collaborative relationships with other health practitioners and the public at large. 12. Ensuring the blending of social justice and economic efficiency of services. 13.

Florida International University

Department of Physical Therapy

Doctor of Physical Therapy Student Handbook

Acknowledgement



By my signature, I verify that I have received and read the material presented at Student Orientation, including the Physical Therapy Program's Technical Performance Standards and the student handbook. I acknowledge my responsibility to meet these minimum performance standards as required in this program.

Printed Name _____

Signature _____

Date _____