Nicole Wertheim College of Nursing & Health Sciences

FLORIDA INTERNATIONAL UNIVERSITY

DEPARTMENT OF PHYSICAL THERAPY

2025
Student Handbook
Guidelines and Procedures

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 2025.Formal complaints can be made through the CAPTE website. https://www.capteonline.org/faculty-and-program-resources/

Many of the guidelines 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 guidelines and procedures. Guidelines 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 guidelines and procedures of the most updated version of the handbook.

FACULTY

Dr. Erasmo Alvarez, Clinical Assistant Professor

Dr. Lauren Butler, Clinical Assistant Professor

Dr. David Capote, Clinical Assistant Professor

Dr. Inae Gadotti, Associate Professor

Dr. Annabel Nunez-Gaunaurd, Assistant Professor

Dr. Teresa Muñecas, Clinical Associate Professor, Assistant Chair

Dr. Lisa Roberts, Clinical Assistant Professor

Dr. Mark Rossi, Associate Professor, Department Chair

Dr. Amanda Thomas, Clinical Assistant Professor,

Dr. Edgar Vieira, Associate Professor

Dr. Maritza Villegas, Clinical Assistant Professor, Director of Clinical Education

STAFF

Ann Tackoor, Program Coordinator

Ingrid Aldana Capote, Program Coordinator, Clinical Education

OATH OF A PHYSICAL THERAPIST

Model Pledge

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

- Respect the rights and dignity of all individuals who seek my services or with whom I work.
- Act in a compassionate and trustworthy manner in all aspects of my services.
- Exercise sound professional judgment while abiding by legal and ethical requirements,
- Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession.
- Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior.
- Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.

Revised and Adopted February 2011 APTA Education Section

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 GUIDELINES AND INFORMATION

All University policies and procedures can be accessed through the following page: https://policies.fiu.edu/

Upon acceptance into 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.

Beginning July 1, 2025, all health care practitioners in the State of Florida must comply with background screening requirements when applying for initial licensure or renewing their license. https://flhealthsource.gov/background-screening/

Disability Resource Center

The Disability Resource Center (DRC) 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 DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus. You can always find it on their website: https://dasa.fiu.edu/all-departments/disability-resource-center/index.html

If a student has requested accommodations through the DRC office for a course, they are expected to take all exams at the DRC office. If the student chooses to waive all accommodations and test with the general class at the course designated time and location, an opt form must be completed and signed by the student and corresponding faculty member.

Please reference the clinical education section of the handbook in regard to accommodations during a clinical experience.

FIU One Stop
OneStop provides assistance with transcripts, enrollment verifications, adding and dropping courses, establishing residency, general financial aid questions, student case resolution and any other enrollment related questions.
Please refer to the website https://onestop.fiu.edu/

Advocacy and Professional Association Membership
Advocacy is the cornerstone of our profession. It is highly recommended that all students become member of the American Physical Therapy Association (APTA) and the Florida Physical Therapy Association (FPTA). The resources provided to members can further enhance your didactic preparation and clinical experiences. https://www.apta.org/for-students
Throughout the curriculum, the program will support and promote attendance to various regional, state and/or national professional conferences.
To receive any funding to support registration or travel costs, students must be registered members of the APTA and FPTA.

Grievance
NWCNHS Student Academic Grievance/Appeal Procedure

NWCNHS students have the right to grieve/appeal academic grading/course complaints/controversies and program progression/dismissal decisions. According to the FIU Student Policy (undergraduate and graduate) written guidelines:
The FIU Academic Grievance Procedure indicates that reasons for an academic grievance include "are defined as any complaint or controversy alleging: 1) arbitrary or capricious awarding of grades; 2) unprofessional conduct by a professor which adversely affects either a student's ability to satisfy academic expectations, whether in the classroom, the field, or a lab, or the student's actual performance; 3) Inappropriate or inadequate academic advising; 4) arbitrary dismissal from a … course or program; 5) Irregularities in the implementation of policies or procedures in grievance hearings". See here: https://dasa.fiu.edu/all-departments/academic-grievances/

For a grievance to proceed, it must be within the scope of this policy.
Students who wish to appeal MUST FIRST follow the NWCNHS academic grievance/appeal procedure as outlined below. The student must communicate first with the faculty member, then, if necessary, the chair, and if needed, with the Associate Dean of Academic Affairs, then the Dean/Dean's designee to settle the grievance informally via open and transparent processes of communication. After all levels of informal resolution have been exhausted, the student may proceed to file a formal academic grievance with the Faculty Fellow for Academic Integrity using the following link:
https://dasa.fiu.edu/all-departments/academic-grievances/

Please note that all of the submission timelines outlined below are based on "working days", which are defined as Monday through Friday from 9:00am/ET to 5:00pm/ET wherein the university is open. Days in which the university is closed are not working days. All parties involved should be mindful of informal grievance processes commencing on or around university closures, especially during winter recess.

- Step 1.

If a grade impacts the student's program progression for the subsequent semester and the student wishes to grieve, the student must begin the grievance process within three (3) working days after the grade is officially posted by communicating with the faculty member. Communicate with the course faculty member(s) about the grade or other controversies/course complaints within three (3) working days after grade is posted or controversy occurs.
Communication with the course faculty member may include email, text, in-person, or virtual meetings. The student must explain the nature (what is the reason) and condition (what are the facts to support the complaint/controversy) of the appeal.

These meetings must be documented – time, place, with whom, and the outcome. It is highly recommended that the faculty member responds with an email or other written communication (i.e., through the PSN/ HighPoint system) to the student that summarizes the nature of the meeting, grievance, and outcome (i.e., is the grade staying the same, changing) and the student acknowledges receipt within (2) working days.
A student who is dismissed from a program and files a grievance will NOT be allowed to enroll in courses until the grievance process is completed.

- Step 2.

If unresolved at the faculty level, the student has seven (7) working days from notification from the faculty member to proceed with the appeal to the level of the department chair/director (or designee) if the student desires. The appeal must be in writing and include the nature (reason) and condition (set of factors with data) of the grievance, and a summary of previous efforts to resolve it. The written appeal must be addressed to the department chair/director. Electronic submission of the grievance will be accepted. The student must include a current address and telephone contact number(s). An appointment to meet with the department chair/director may be made.

- Step 3.

After the student submits the written appeal and meets with the chair/director of the program, a written response to the student from the Chair or their designee will occur within seven (7) working days of the notification or meeting. The notification to the student can be via email. If a student has not received a response within ten (10) working days of the submitted appeal, the student MUST contact the office of the Chair/director to follow up on the grievance.

- Step 4.

If the complaint is still unresolved the student has seven (7) working days from receipt of the letter from the chair/director of the program to proceed with the appeal to the level of the Associate Dean of Academic Affairs (or designee) if the student desires. A written document must include the nature and condition of the grievance, plus a summary of previous efforts to resolve it. The written appeal must be addressed to the Associate Dean of Academic Affairs and signed and date-stamped by program staff upon receipt (the date of receipt of the e-mail would be the date stamp). An appointment to meet with the Associate Dean may be made.
NOTE: For a clinical course or clinical progression complaint/controversy, the student appeals to the Faculty Assembly Student Affairs Committee following the same process as stated above in 4. The level of appeals for a clinical course or clinical progression complaint/controversy is first (#1)—faculty member; second (#2)—Chair, Faculty Assembly

Student Affairs Committee; third (#3)—Associate Dean of Academic Affairs; and fourth (#4)—Dean.

- Step 5.

After the student submits the written appeal and meets with the Associate Dean of Academic Affairs, a written response to the student via email from the administrator or their designee will occur within seven (7) working days of the date-stamped appeal. If a student has not received an email within ten
(10) working days of the submitted appeal, the student MUST contact the office of the Associate Dean to follow up on the grievance.

- Step 6.

If the grievance remains unresolved the student has seven (7) working days from the date on the letter to proceed with the appeal to the level of the Dean (or designee) if the student desires. The document must include the nature and condition of the grievance, plus a summary of previous efforts to resolve it. The written appeal must be addressed to the Dean; a hard copy or email must be signed by the student
and be date-stamped by program staff upon receipt (the date of receipt of the e-mail would be the date stamp). An appointment to meet with the Dean may be made.

- Step 7.

After the student submits the written appeal and meets with the Dean, a written response to the student via email from the Dean or their designee will occur within seven (7) working days after the date-stamped appeal. If a student has not received an email within ten (10) working days of the submitted appeal, the student MUST contact the office of the Dean to follow up on the process.

- Step 8.

Following the College process, if the grievance remains unresolved and the student wants to file a formal grievance the student must use the appropriate form (linked below for undergraduate or graduate) and follow the process and timeline to continue at the University level.

The following links and forms are for Formal Grievances.

Undergraduate formal grievance form: https://dasa.fiu.edu/all-departments/academic-grievances/_assets/docs/undergraduate-formal-academic-grievance-form.pdf

Graduate formal grievance form: https://dasa.fiu.edu/all-departments/academic-grievances/_assets/docs/graduate-formal-academic-grievance-form.pdf

Academic warning, probation, and dismissal – Graduate School Guideline

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 the 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 to continue enrollment.

Dismissal
A graduate student on probation who's 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 Guidelines
In addition to the university-wide guidelines 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**

A GRADE OF C (74) OR BETTER IS REQUIRED TO PASS EVERY COURSE

A GRADE OF B (84) OR BETTER IS REQUIRED TO PASS EVERY LAB PRACTICALS. Should a student score below 84% on a practical exam on his/her first attempt, he/she will be allowed to retake a practical exam and score a **maximum** score of 84. In the event that the student cannot score 84, they will be allowed a second makeup in which the **maximum** score is a 74. Any student that is unable to achieve a score of 74 will fail that practical exam.

The guideline to retake lab practicals can only be used by a student twice (2x) throughout the entire DPT curriculum.

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.

Testing
Students are **REQUIRED** to use a privacy screen filter for laptops and tablets for exam days. **All** hats off (in bag), **all** watches off (in bag), **all** headphones off (in bag), and **all** cell phones removed (in bag). All accessories (water bottles, sweaters must be worn, lunchboxes, etc.) must be placed at the front of the room out of reach of test takers. Students will be arranged in assigned seating by the professor for exams and if spacing permits, will be seated in every other seat.

The following two web-based platforms *may* be used to proctor student exams:
1. Respondus LockDown Browser
http://ecampus.fiu.edu/students-respondus.html
LockDown Browser is a custom browser preventing students from going to other URLs, switching applications, taking screenshots, copying questions or printing during an assessment.
If an instructor has created an assessment using LockDown Browser, students **will not** be able to access the assessment with a standard web browser.
Students may use a personal computer to complete the assessment requiring LockDown Browser, however **our FIU licensed copy must be used**. In addition, LockDown Browser is available in various computer labs across campus.
Lockdown Browser Installer

Instruction guideline regarding Make-up for Exams, Assignments, or Performance Measures
All written assignments (if any) must be turned in on or before the deadline. Illness on the due date or computer failures are insufficient reasons to not have the assignment completed on the assigned date. Students should regularly create backup files. Students should make every effort to be present during the scheduled exam time. Make-up exams may be offered for an excused absence. However, a 5% reduction for the test/quiz/practicum grade may be applied to the makeup exam depending on circumstance.

Midterm Warning
At the mid-term progress deadline for the current term, the Panther Success Network will be notified of any students with a mid-term grade of less than 74%. Students will receive an email from the Panther Success Network outlining the responsibilities. It is important that all students receiving these email notifications set up a meeting time with the course instructor to discuss course progress.

Course Drop/Withdrawal
If a student chooses to drop or withdraw from a course without faculty consent, they will fail the course and/or be withdrawn from the DPT program.
Please consult the FIU Catalog for the guideline on withdrawing from a course:
http://catalog.fiu.edu

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 guidelines, an incomplete automatically default to an F after two terms. There is no extension of the two-term deadline, which includes the 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 Guidelines
In accordance with the FIU Attendance guidelines 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 guideline 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; further documentation may be required. 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**.

In the Department of Physical Therapy each unexcused absence may result in ***a loss of 5% of the total grade*** in a given course. If a student has 3 or more **unexcused** absences in a course, they will fail the course.

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 guideline is grounds for dismissal.

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. Every episode of tardiness counts towards attendance and will result in a ***1% decrease (1 point) in your total grade.*** Extenuating circumstances of tardiness will be

evaluated by the faculty member. For example, oversleeping and traffic are not extenuating circumstances.

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

Up to 5% of the final course grade may be reduced for not meeting professional behavior expectations as described throughout the student handbook.

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

Leave of 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.

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.

The State of Florida Physical Therapy Practice Act
http://archive.flsenate.gov/Statutes/Index.cfm?StatuteYear=2013&Tab=statutes&Submenu=1

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 students new to FIU 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 in 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.

Sexual Harassment
Harassment in any form will not be tolerated. For information on sexual harassment, please visit: http://regulations.fiu.edu/regulation. Disciplinary actions arising from a student's actions will be consistent with university guidelines 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/Lifelong 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.

Academic Conduct
The professor abides and endorses the university's guideline on academic honesty and integrity. Any student violating the academic honor code will receive a grade of "F." Please review at the following address: https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/

Academic guidelines Section 2.44. As a faculty, we promise to do our best to assist you with any problems with sensitivity and courtesy.

Code of Academic Integrity
Student Conduct and Academic Integrity reflects the values articulated in the Student Code of Standards. To view Student Conduct and Honor Code, please visit:
https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/

FIU is committed to the following core values:
Responsibility, Truth, Freedom, Respect, and Excellence.
It is the Responsibility of all students, faculty and administration to conduct all academic and scholarly activities in Truth, which means the honest pursuit, generation, dissemination and application of knowledge. Freedom of thought and expression allows us to show concern and act on issues related to academic integrity with Respect for the diversity and dignity of all individuals. Together these core values form the foundation for academic integrity at FIU, which brings Excellence in intellectual, personal and operational endeavors.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University.

FIU Pledge
As a student of this university:
I will be honest in my academic endeavors.
I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another's cheating.

FIU Academic Misconduct Violations
Academic Dishonesty
Failing to comply with examination policies or the instructions of an examination proctor. In general, by any act or omission not specifically mentioned in the Code and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the stated policies concerning academic integrity.

Bribery
The offering of money or any item or service to a member of the faculty, staff, administration, Student or any other person in order to commit academic misconduct.

Cheating
The unauthorized access or use of any materials, information, study aids, automated tools, or assistance from another person on any academic assignment or exercise. Assisting another

Student in the unauthorized access or use of any materials, information, study aids, or automated tools. Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.

Commercial Use
The selling of course material to another person, Student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, tests, quizzes, labs, instruction sheets, homework, study guides and handouts.

Complicity
The planning or acting with one or more fellow Students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records
The tampering with or altering in any way of any academic record used or maintained by the University.

Misrepresentation
Providing false or misleading information to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another. To misrepresent or in other ways interfere with the investigation of a charge of academic misconduct. Falsifying, altering, or misrepresenting any information within the student's own course work to gain academic advantage for oneself or another.

Multiple Submission
Submitting the same or substantially the same academic work (including oral presentations) for credit more than once. Multiple submissions shall not include situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Plagiarism
The submission of any work authored by another person or automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form. Assisting another Student in the submission of any work authored by another person or automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.

Use of Artificial Intelligence (AI)
Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. Ethics still matter and plagiarism is a serious offense.

Failure to adhere to the guidelines stated above may result in one of the following:

- Expulsion: Permanent separation of the student from the University, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.

- Suspension: Temporary separation of the student from the University for a specific period of time.

Office of Student Conduct and Conflict Resolution Civility Statement
FIU prides itself as a community of diverse backgrounds: ethnic, racial, religious, cultural, social, political, economic, gender, sexual orientation, age, and ability. The University encourages, supports and appreciates these differences, and discourages all forms of prejudice, bias, bigotry, discrimination, and intimidation in the process of learning. Civility is an essential component of the core values of FIU and that includes classroom behavior, whether in-person or online. FIU believes in fostering a supportive, safe, and caring environment conducive to learning. When both faculty and students model civility in the classroom, it contributes to the growth of individuals and their role as concerned and enlightened citizens. All opinions and experiences, despite how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. Students are encouraged to comment, question, or critique an idea, but never to attack an individual.

Please consider that sarcasm and humor can be misconstrued in online interactions as well as in-person ones, and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

Students are discouraged from checking text messages, social media, playing games on a computer/phone, or carrying on conversations while the instructor is lecturing or a classmate is presenting. This statement is provided as part of FIU's Civility Initiative, for more information visit the Student Conduct & Conflict Resolution website at conduct.fiu.edu.

Dress Code and Appearance
Students are expected to appear **neat and clean** in all academic and professional related settings. Footwear must be always worn 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 fingertips 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 guidelines 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 guideline, 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 guideline; 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 regarding 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.

All students must purchase a privacy screen for their computers. It must be used during all exams requiring a laptop.

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 and Leave of Absence guideline 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.

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 student's names, ID, rooms, dates, days, times, for all room requests.
   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 <u>groups of no less than four</u>
   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 guideline will be included in the Student Handbook of respective academic departments.

Physical Therapy –406, 410

Doctor of Physical Therapy Program 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 5244C	Principles of Therapeutic Exercise	3
PHT 5523	Dimensions of Professional Practice Seminar I	3
PHT 5180	Musculoskeletal Diagnosis & Management I	3
PHT 5180L	Musculoskeletal Diagnosis & Management I Lab	1

Spring (14 Credits)

PHT 5181	Musculoskeletal Diagnosis & Management II	3
PHT 5181L	Musculoskeletal Diagnosis & Management II Lab	1
PHT 5205	Clinical Skills	3
PHT 5205L	Clinical Skills Lab	1
PHT 5303	Principles of Pathophysiology in Physical Therapy	3
PHT 6353	Principles of Diagnostics and 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 Neuroanatomy	3
PHT 6341	Diagnosis and Management of Disease	3
PHT 6341L	Diagnosis and Management of Disease Lab	1

Second Year

Fall (14 Credits)

PHT 5805	Clinical Internship I (8 weeks)	3
PHT 6125	Clinical Biomechanics	3
PHT 6163	Neurorehabilitation Diagnosis & Management I	3
PHT 6163L	Neurorehabilitation Diagnosis & Management I Lab	1
PHT 6905	Independent Study	1
PHT 6625	Advanced PT Clinical Research Methodologies and Design	3

Spring (12 credits)

PHT6164	Neurorehabilitation Diagnosis & Management II	3
PHT 6164L	Neurorehabilitation Diagnosis & Management II Lab	1
PHT 6381	Diagnosis & Management of Cardiopulmonary Systems	3
PHT 6381L	Diagnosis & Management of Cardiopulmonary Systems Lab	1
PHT 6970C	DPT Project I	3
PHT 6547C	Case Management in Physical Therapy I	1

Summer (14 Credits)

PHT 5373	Advanced Therapy Assessment of the Elderly	3
PHT 6169	Neurological Diagnosis & Management III	3
PHT 6169L	Neurological Diagnosis & Management III Lab	1
PHT 6127	Advanced Pathological Movement Analysis	3
PHT 6972C	DPT Project II	3
PHT 6548C	Case Management in Physical Therapy II	1

Third Year

Fall (13 Credits)

PHT 5505C	Physical Therapy Constructs in Health and Wellness	3
PHT 6009	Differential Diagnosis in Physical Therapy	3
PHT 6817	Clinical Internship II (8 weeks)	3
PHT 6973C	DPT Project III	3
PHT 6549C	Case Management in Physical Therapy III	1

Spring (14 Credits)

PHT 6725	Extremity Evaluation & Rehabilitation	3
PHT 6325	Advanced Clinical Pediatric Physical Therapy	3
PHT 5524	Dimensions of Professional Practice Seminar II	3
PHT 6827	Clinical Experience III (8 weeks)	3
PHT 6905	Independent Study	1
PHT 5960	Comprehensive Exam I (PEAT)	1

Summer (5 Credits)

PHT 6828	Clinical Internship IV (10 weeks)	3
PHT 6905	Independent Study	1
PHT 6961	Comprehensive 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.

Items	Approximate Cost
Name tag	$20
FIU Polos	Varies

As part of your welcome packet, each student will receive 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 later and during Clinical Education Seminar. Prices below are estimates and may vary at time when ordered.

Note: All prices listed are approximate and subject to change.

• Complio Compliance Tracking Package	$65
• CPR	$75
• HIV/DV/Medical Errors	$60
• Basic Background Check	$60
• Basic Drug Screen	$40
• Employment Verification	$30
• Fingerprinting	$90
• Health Insurance	Varies depending on guidelines.
• 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.

Comprehensive Exam Guidelines and Procedures

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

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

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 spring and summer semesters of their final year. The final comprehensive exam is preceded by a refresher course. Attendance is mandatory as stipulated in the syllabi for PHT 5960 and 6961. Students who do not achieve an average score of 60% on the first and second comprehensive exams (PEAT 1 and PEAT 2) will be required to establish a plan of study in preparation for the third 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 their 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.

Revised: 7/2023

Clinical Education

Guidelines & Procedures

Clinical education is the process in physical therapy education where the student is given opportunities in a clinical setting to apply the knowledge, practice the clinical skills and develop professional behaviors with the healthcare team. Specifically, clinical experience follows completion of a specific portion of the didactic education.

Our clinical education model can best be described as combining integrated and summative approaches. It is one that intersperses three, 8-week experiences within the didactic component of the curriculum, and then culminates with one, 10-week experience at the end of the program.

The locus of control, accountability, and decision-making authority are shared with the academic program and the clinical education site.

Students must work with patients of all ages and a variety of clinical conditions to provide them with the entry-level knowledge and skills they need in the general practice of physical therapy.

The FIU Physical Therapy clinical education program seeks to:

1. Provide experiences that require the student to: (1) manage resources (time, space, and equipment), (2) incorporate an understanding of economic factors and healthcare guidelines and (3) adhere to ethical and legal standards with consideration of factors in the delivery of physical therapy services.
2. Provide supervised learning experiences where students have the opportunity to deliver efficient patient practice specific to a given clinical setting (e.g., efficiency, cost, time, and goal achievement). This will occur in an environment that allows for the design and implementation of effective learning experiences and fosters the integration, synthesis, and transformation of student's knowledge, skills, and attitudes.
3. Provide opportunities for students to apply the role of the physical therapist through a variety of diagnostic categories and within a cross-section of practice environments in the management of diverse patient population (age, gender, culture, etc.) throughout the continuum of care (i.e., longitudinal care) and in independent and collaborative practice. The experiences provided to the student will occur in environments that value education and will be organized, sequential and integrated ranging from introductory to entry-level performance as determined by the learning needs of the student, the requirements of the education program, and the resources of the clinical program.
4. Recruit (develop) individuals who can model reflective practice and motivate and mentor others to model such behavior.
5. Be facilitated and guided by using adult learning principles including active learning, flexibility in teaching/learning opportunities, and mentoring.
6. Provide experiences that require the student to screen, perform an examination, provide an evaluation to determine diagnosis and prognosis with expected outcomes, design a plan of care, and perform interventions.
7. Be structured to achieve intended outcomes based on identified objectives and expectations.
8. Provide opportunities for seeing increasingly complex patients under appropriate

supervision (related to the needs of the learner).

9. Provide experiences that require the student to educate others, provide consultation, participate in activities addressing quality, and delegate to and supervise others with a varied skill mix.
10. Recruit (develop) individuals who can model reflective practice and motivate and mentor others to model such behavior.
11. Provide experiences that require the student to demonstrate a commitment to patients, clinical facilities, and the profession.
12. Provide experiences that require the student to use feedback and self-assessment to develop a plan for professional development and lifelong learning.
13. Provide experiences that require the student to apply principles of logic and evidence-based practice to patient care.
14. Provide opportunities for experience and practice in administration, education, consultation, and research.
15. Provide ongoing opportunities for students to apply learned knowledge, skills, and attitudes.
16. Reflect current and evolving practice and guided experience in responding to incorporating culture and adapting to a changing healthcare environment.
17. Provide ongoing assessment of the learner, the clinical site, and academic preparation integrating feedback from multiple sources to include the Director of Clinical Education (DCE), Site Coordinator for Clinical Education (SCCE), Clinical Instructor (CI), students, academic faculty and others.
18. The assessment should be based on systematic progression toward competency and will sequentially measure that progression toward competency.
19. The student will need to be provided with valid, meaningful, timely, objective, and measurable assessment of student performance.
20. Provide experiences that require the student to demonstrate professional behaviors and sensitivity to diversity to communicate with a variety of individuals and produce documentation related to patient care.
21. Provide experiences that require the student to apply principles of logic and evidence-based practice to patient care.
22. Provide the student with opportunities to develop patient care skills, assessment and treatment techniques, and professional communication habits in a variety of practice settings. As well as to provide practice guidelines that assures that clinical interventions are based on theory, evidence, and critical inquiry.

These expectations are discussed with and given to students in the FIU Physical Therapy program during the Clinical Education Seminar, PHT 5027, which takes place prior to the first clinical experience. Students are advised to include these expectations in their communication with the facility and clinical instructor.

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 (DRC) 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.

If you foresee the need for accommodations during your clinical experience, please contact the department's Director of Clinical Education and FIU Disability Resource Center office to facilitate the process.
https://studentaffairs.fiu.edu/get-support/disability-resource-center/index.php

The Disability Resource Center (DRC) staff are available to collaborate with you in achieving your next academic milestone. The DRC can assist in your planning by meeting with you and reviewing which accommodations you are eligible for and if they are available in the various environments you will encounter during this phase of your training. **It is important to note that the accommodations which you were previously qualified and eligible for, and received in the classroom setting, will be reviewed and subject to change due to the training and preparation requirements of the applied knowledge educational environment.** Please note you will still be able to use your accommodations in any non-applied knowledge experiences as you typically would during this phase of your education.

Students are entitled to accommodations in the clinical setting but not to the point where they fundamentally alter the program or standards of practice. A student's right to accommodations does not allow for a patient's right to health care to be compromised. A patient's health and safety is paramount. Anything that compromises health and safety would be considered an unreasonable accommodation.

Timeline & Recommendations:
The first step in determining which accommodations you qualify for is making an appointment with your DRC Access Consultant **the semester before you start the site selection process** with your academic department. During this phase, we begin creating a working plan for identifying site placement procedures and the requisite documentation for ADA accommodations. **Recognizing sites vary in their location, setting, and capacity to provide different types of accommodations, this is a time-sensitive process that must happen PRIOR to site-selection decisions.**

Meeting with the DRC:
Please call 305-348-3532 to schedule an appointment with a DRC Access Consultant.
We will review any pertinent supporting medical documentation from a licensed health care provider, and if needed, discuss your registration with the DRC and advise you on securing a workplace accommodations letter.
If you are already registered with the DRC we will work to expedite the process to the next step in which you will be requesting a letter from a licensed healthcare provider demonstrating your eligibility for ADA **workplace** accommodations and what they are. Some examples of workplace accommodations include, but are not limited to driving restrictions, carrying restrictions, rest breaks, use of specific equipment (I.e. specific clothing, technology, or medical equipment), and more.
Once you have secured this letter, schedule an appointment with your DRC Access Consultant to discuss your accommodations, DRC's recommendations and begin the coordination of accommodations and their implementation with your academic department.
Please remember **accommodations are not retroactive**. We highly recommend engaging in this process as soon as possible, preferably before the site selection process begins with your academic department, to ensure accommodations will be available at the site you intend to complete your field experience.

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.

International Students
International students must schedule a meeting with the Director of Clinical Education in the first semester of the DPT program.
There are certain criteria and requirements that must be completed for international students to enroll and complete clinical experiences within the DPT curriculum.
International students must complete their clinical experiences within the South Florida area.

For additional support please contact:
FIU Global Mobility - Office of International Student & Scholar Services
MMC SASC 230 | Ph: (305) 348-2421 | isss@fiu.edu

Scheduling and Attendance
Beginning and ending dates for experiences are set by the DCE in consultation with the clinical sites' SCCE.

The daily and hourly schedule is completely at the discretion of the SCCE or clinical instructor and may or may not coincide with the FIU's Academic Calendar schedule. All students must complete a minimum of 35 hours per week to meet accreditation requirements.

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

Illness or emergency: Contact your CI and Faculty supervisor to notify them of the situation. If your CI requests the student to make up any days missed, the student should make all reasonable attempts to do so.
Additional documentation may be requested to return to the experience.
If the student requires 2 or more days off during the experience due to an illness or emergency, arrangements must be cleared through the DCE first.

Students are required to complete a **minimum of 35 hours per week** to meet accreditation requirements. If days missed cannot be made up in the same week, additional supplemental assignments must be completed to support the clinical experience. Supplemental assignments can include a case study, Inservice preparation, facility project support, or a CI, SCCE, and/or DCE approved assignment. This must be documented on the Clinical Hours Completed Form.

Unavoidable absences will be handled on an individual basis with the SCCE, CI, Faculty Supervisor and the DCE, and the student.

Any decision to allow a student a day off for a special event in exchange for an additional or weekend day is at the discretion of the CI.

Any absences greater than 2 days may result in an **Incomplete or Failing grade** if the student is unable to complete required days missed or complete a remedial assignment. A remedial assignment can include additional experience weeks, or other type of make-up assignment, and

will be 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 and be a cause for a delay in graduation.

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

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

Religious Observance Accommodations
Requests for specific accommodations to adhere to religious observances must be relayed to the DCE once the student is notified of clinical placement for the designated clinical experience course.
Please notify the DCE and FIU's Office of Civil Rights Compliance and Accessibility (CRCA). Once notified, additional documentation maybe requested and provided to the facility to communicate requested accommodations.

Supervision
As stated by the APTA House of Delegates, 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 guideline 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.

Students must always be supervised by a licensed physical therapist when in contact with patients/clients.

A PTA cannot supervise a DPT student at any point throughout their clinical experiences.

Compliance requirements for all clinical experiences
Students must meet the compliance requirements of the CNHS prior to beginning a clinical 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)

- Updated physical exams are required after any changes in medical status or medical leave
- Laboratory tests for communicable diseases
- Immunization for selected diseases or declination form authorized by a qualified health care practitioner
- Health insurance (required throughout the entire clinical experience)
- Current/valid 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.

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.

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. In these cases, criminal background checks and drug testing information may 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.

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 require 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.

Beginning July 1, 2025, all health care practitioners in the state of Florida must comply with background screening requirements when applying for initial licensure or renewing their license.

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. If possible an alternate plan of study will be considered or the student may be dismissed.

If a drug test is positive, the student will be given one additional opportunity to take a drug test <u>within five days</u> of receipt of the initial positive test. Students must report ALL medications being taken on the drug test form. The student will <u>not</u> 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.

Marijuana is still federally illegal, as a result, American Data Bank is still legally obligated to flag those reports and notate on the report that the student disclosed that they have a medical marijuana card during their positive MRO interview.

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 or any related to patient care when making decisions:

Felony: 10 years
Gross misdemeanor: 5 years
Misdemeanor: 5 years

All incidents will be reported to the Student Conduct and Academic Integrity office to determine progression in the program.
https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/

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 and 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.

Student Malpractice Insurance
FIU carries professional liability protection for specified medical professions. This guideline 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 interning abroad.

Assignment of Clinical Experiences
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 to a 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. As a result, students cannot go to the same facility and setting twice throughout their four required clinical experiences.

Students should not request to be placed in facilities where they are currently employed or have previously been employed or have family/friends working within the same facility and setting.
Students are required to report employment and personal relationships that may conflict with this guideline. Consequently, students may be denied assignment to a clinical experience site when: a) student is or has been employed by a clinical experience site or completed extensive volunteering; b) student has a personal relationship with a therapist at the site.

Failure to comply with this guideline will be considered a breach of honesty, and a violation of the PT Code of Ethics.

Students are assigned to clinical experiences 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 approval 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 or if he/she has become the subject of any criminal proceedings, and if he/she is no longer considered a student in good standing at Florida International University.

Failure to follow instructions relative to communication is a reasonable cause for a failing grade and/or dismissal from the program.

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 Guidelines and Procedures will be followed in determining if a student is meeting 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 Guidelines and Procedures.

The principal instrument for grading the in-clinic portion of the experience is the online Physical Therapist *Clinical Performance Instrument* (CPI) 3.0.

At the conclusion of a clinical experience, grading decisions made by the faculty supervisor and/or DCE, will also consider:

- clinical setting,
- experience with patients or clients in that setting,
- relative weighting or importance of each performance criterion,
- expectations for the clinical experience,
- progression of performance from midterm to final evaluations,
- level of experience within the didactic and clinical components,
- whether or not —significant concerns box was checked,
- and the congruence between the CI's narrative midterm and final comments related to the performance dimensions and the ratings provided.

The DCE or Faculty Supervisor will give the final grade based on the criteria mentioned above and in conjunction with the Student's Clinical Instructor's CPI assessment.

Early Termination of an Experience
DCE, Supervising Faculty, Site Coordinator of Clinical Education (SCCE), and/or Clinical Instructor (CI) may terminate an experience at any time, and assign a non-passing grade of a Failing "F" or an Incomplete "I" grade.

Termination will occur if there is evidence of inadequate performance, including unprofessional workplace behavior, poor skill performance, inadequate clinical judgment, and/or any behavior that puts a patient, colleague or the student him- or her-self at risk. There is no credit for partial time served in an experience that must be terminated due to inadequate performance. The decision of the DCE is final.

The student will not be relocated and the clinical experience will be made up at the end of the program or upon completion of all courses. This will delay graduation for the student.

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

Facility Guidelines & 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 guidelines and procedures of the clinical facility. Failure to comply with facility guidelines 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 internship and performance in clinical experience courses shall be maintained in adherence to the same rules that govern any other student records.

International Clinical 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. Guidelines 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.

Incident Reporting Guidelines

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

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

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.

Injuries to the student
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.

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 guidelines. 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
DPTSA is a dynamic, non-profit organization dedicated to educating 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.
All officers of the organization shall possess (at the time of election and during their term) at least the minimum requirements regarding enrollment hours, GPA, academic and disciplinary standing, and financial and disciplinary holds to serve in a leadership position, as stated in the most recent version of the FIU student handbook. It is recommended that Executive board members maintain an overall GPA of 3.4 or above to serve. Upon election of the executive board, the elected president will

submit the names of the elected executive board members to the department chair for faculty review of GPA, professional behavior, and engagement. Final approval will come from the faculty." Officers who do not meet these requirements during their term shall be resigned or removed.

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

Required Forms

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	**Panther Number**
_____	_____
Student Name (Print)	**Phone Number**
_____	_____
Date	**Email**

Check Program

BSN ☐ BSN-DNP ☐ CRNA ☐ RN-BSN ☐ FEP-MSN ☐
OT ☐ PT ☐ CSD ☐ AT ☐ HSA ☐

Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

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

Rev 2/2014

Nicole Wertheim College of Nursing & Health Sciences
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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**

Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

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: _____

Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

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 +/or 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

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Initial

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.
		Assess the suitability, accuracy and reliability of information.
	Integrate these abilities to identify, resolve and prevent problems and make appropriate decisions	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
REPONSIBILITY	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

_____
Initial

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

VECHS APPLICANT WAIVER AGREEMENT AND STATEMENT

For Criminal History Record Checks

This form shall be completed and signed by every current or prospective employee, contractor/vendor, or volunteer.

I hereby authorize (enter Name of Qualified Entity): _____ to submit a set of my fingerprints and this form to the Florida Department of Law Enforcement (FDLE) for the purpose of accessing and reviewing state and national criminal history records that may pertain to me to determine eligibility for employment. 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.

Authorized agencies are allowed to release a copy of the state and national criminal record information to a person who requests a copy of his or her own record if the identification of the record was based on submission of the person's fingerprints. Therefore, if you wish to review your record, you may request a copy of your record from the screening agency. After you have reviewed the criminal history record, if you believe the Florida information is incomplete or inaccurate, you may conduct a personal review as provided in s. 943.056, F.S., Title 28, CFR, Section 16.30-34 and Rule 11C- 8.001, F.A.C. by calling FDLE at (850) 410-7898. If you believe the national information is in error, you may contact the FBI at (304) 625-2000.

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:_____ DOB: _____

Address: _____

ORIGINAL- MUST BE RETAINED BY QUALIFIED ENTITY

NCPA 003 Revised 12/2023

APPLICANT NOTIFICATION AND ACKNOWLEDGEMENT

This form shall be completed and signed by every applicant for background screening purposes.

I hereby authorize the Florida Department of Law Enforcement (FDLE) to process a set of my fingerprints for the purpose of accessing and reviewing Florida and national criminal history records that may pertain to me to determine eligibility for employment.

I understand the following:

- My fingerprints may be retained at FDLE and the Federal Bureau of Investigation (FBI) for the purpose of providing notice of any subsequent arrests.
- FDLE will use local, state, and national law enforcement databases to conduct the criminal justice employment check.
- Upon request, FDLE may provide a copy of my criminal history record to me.
- A copy of any national criminal history record that may pertain to me can be obtained directly from the FBI.
- I am entitled to challenge the accuracy and completeness of any information contained in any such criminal history record pursuant to F.S. 943.056 and Title 28, CFR, Section 16.30-34.
- I may obtain a prompt determination as to the validity of my challenge before a final decision is made regarding my status as an employee, volunteer, contractor, or subcontractor if it is the sole factor precluding my employment or unescorted access to the secure facility.

Signature:_____ Date:_____

Printed Name:_____ Date of Birth:_____

FDLE OEI-044

Appendix V Clinical Education Requirements Checklist

Clinical Requirements Checklist

DO NOT ENTER ANY INFORMATION AT THIS TIME

THIS IS JUST FOR A REFERENCE

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 lab work printout for an Immune (Positive) titer.
Not Immune (Negative or Equivocal)	Submit lab work 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 lab work printout for an Immune (Positive) for both titers.
Not Immune (Negative or Equivocal)	Submit lab work 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 *recommended* 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 a Mumps Surface Antibody IGG Titer.

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

A	Submit IGG lab work printout for titers 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 you do not have any record of Tdap vaccination, you will need to be vaccinated against Tdap.

☐ Hepatitis B

One Time

You must have a Hepatitis B Surface Antibody IGG Titer.

Immune (Positive)	Submit lab work printout for titer.
Not Immune (Negative or Equivocal)	Submit lab work 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 must sign and submit the Hepatitis B Declination Form. It is highly ***recommended*** 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.

☐ 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

Annually

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.

☐ Consent and Release Form

One Time

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.

☐ Student Attestation

One Time

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.

☐ 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.

☐ **Criminal Background Check** **One Time**
(one time, unless otherwise indicated by facility.) **To be completed next summer**.
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.

☐ **10-panel Drug Screen**
(one time, unless otherwise indicated by facility.) **One Time**
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.

☐ **American DataBank Employment History** **One Time**
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.

☐ **Performance Standards Form** **One Time**
You are required to download, print, and complete the Performance Standards Form. Once completed, you must upload a copy of BOTH pages.

☐ **Covid- 19 Vaccine and Attestation** **One Time**
You must submit documentation of either two-dose series, single-dose series, or a declination of the vaccine. You must complete the Covid Attestation requirement.

Additional Requirements/Certifications **One Time**

☐ Medical Errors Certificate of Completion
☐ Domestic Violence Certificate
☐ HIV/AIDS Training Certificate (Comprehensive course)
☐ Covid Attestation

Free on FIU Website: https://develop.fiu.edu/

☐ Blood Borne Pathogen Awareness
☐ HIPAA Basics
☐ Infection Control Essentials Every Action Counts -Infection Control for Ambulatory Care (Upload the same certificate for both requirements)
☐ Needlestick Prevention
☐ Personal Protective Equipment (PPE): Healthcare Settings
☐ Safe Management of Biohazardous Waste

Free on APTA Website: https://learningcenter.apta.org/ (Search for CPI; select PT-CPI/Web Assessment)

☐ APTA CPI Clinical Performance Instrument (CPI) Certification
https://learningcenter.apta.org/products/apta-cpi-30-pt-student-training

Resources for Courses:

APTA Learning Center	https://learningcenter.apta.org/ (Search for CPI; select PT-CPI/Web Assessment)
Care2Learn	www.care2learn.com/default.aspx
Consultants for the Future	www.consultantsforthefuture.com
Cheap CEUs	www.cheapceus.com/user/online_courses/2

FPTA www.fpta.org/displaycommon.cfm?an=1&subarticlenbr=63

******Requirements are subject to change based on contract guidelines. ******

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 posses 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 self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.	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.	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.

Core Values	Definition	Sample Indicators
Compassion/ Caring	Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.	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. 10. Attending to the patient's/client's personal needs and comforts. 11. Demonstrating respect for others and considers others as unique and of value.

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.	1. Demonstrating investment in the profession of physical therapy. 2. Internalizing the importance of using multiple sources of evidence to support professional practice and decisions. 3. Participating in integrative and collaborative practice to promote high quality health and educational outcomes. 4. Conveying intellectual humility in professional and interpersonal situations. 5. Demonstrating high levels of knowledge and skill in all aspects of the profession. 6. Using evidence consistently to support professional decisions. 7. Demonstrating a tolerance for ambiguity.

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

Integrity	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.	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.

Professional Duty	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.	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**
		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.	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.

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 all requirements reviewed and described in this handbook and throughout the program curriculum.

Printed Name_____

Signature_____

Date_____