



MARSHALL UNIVERSITY
College of Health Professions

Student Handbook
School of Physical Therapy



Revised 3/1/17

The Doctor of Physical Therapy Program at Marshall University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Table of Contents

Marshall University Vision and Mission Statement	3
College of Health Professions (COHP) Vision and Mission Statement	3
Graduate College Mission Statement.....	3
School of Physical Therapy Vision and Program Mission	4
DPT Program Goals and Outcomes:.....	4
GENERAL POLICIES	7
Consumer Information and Disclosures.....	7
Equal Opportunity Policy Statement	7
Safety	9
Annual Security and Fire Safety Report	9
Fire Evacuation Plan	10
Schedules	11
POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT	11
SCHOOL OF PHYSICAL THERAPY POLICIES	11
Academic and Professionalism Policies	11
Academic and Professionalism Standards Committee (APSC).....	11
Professional Behavior	11
Correcting Professional Behavior Deficiencies.....	13
Academic Dishonesty	14
Satisfactory Academic and Professional Progress.....	15
Correcting Academic Deficiencies.....	15
GRADING AND EVALUATION OF PERFORMANCE	16
Grading.....	16
Practical Examinations	17
Appeal of Final Grades	17
Academic Progression.....	18
Academic Requirements and Notification of Progress	18
Year End Promotion.....	18
Requirements for Graduation	18
Statement of Satisfactory Academic Progress	19
Academic and Professional Standards Committee.....	19
Year-end Promotion.....	20
Procedure for Remediation of Practical Examinations.....	21
Comprehensive Assessment Committee	21

Academic Dismissal.....	22
Disciplinary Action.....	22
Leave of Absence.....	22
Withdrawal.....	23
Readmission Process.....	23
STUDENT ATTENDANCE.....	23
General Attendance.....	23
Attendance for Examination and Testing.....	24
GENERAL SCHOOL OF PHYSICAL THERAPY POLICIES.....	24
ADA Accommodations:.....	27
Employment.....	28
Student Attire.....	28
Classroom and Seminar Room Computers.....	29
Laptop /Tablet Computer Use.....	29
Email Use.....	29
Use of Classroom During and Outside Scheduled Class Time.....	30
Clinical Research Laboratory.....	31
Complaints.....	31
Education Records: Rights of Parents and Students (FERPA).....	32
Technical Standards Policy *.....	33
APTA Code of Ethics for the Physical Therapist.....	367
Verification of Receipt of Student Handbook.....	41

Marshall University Vision and Mission Statement

Marshall University's Vision Statement (<http://www.marshall.edu/2020/>) posits that "Marshall University, an exemplar of excellence in teaching and learning, will continue to place its highest priority on providing outstanding undergraduate and graduate education, resulting in national recognition in academics and in scholarly, artistic, and creative achievement. Marshall's students will graduate well prepared for the responsibilities of life within a culturally diverse and globally interdependent society. Marshall will address the changing needs of the state and region and will return to the community and state an outstanding value for the resources invested in the university."

The mission statement (<http://www.marshall.edu/strategic/university-mission-statement/>) includes the commitment to provide affordable, high quality education, foster and encourage faculty, staff and student to perform community outreach and seek to enhance health care in the region, provide safe and secure work and learning environments, educate the citizenry, and adhere to the Marshall Creed and Statement of Ethics.

Faculty are expected to support the mission of the university by remaining current in their fields, by providing improved instruction through innovative curricula, by contributing to the body of knowledge and by helping students to engage in scholarly, artistic, and creative endeavors, and to develop the ability to navigate through a rapidly changing society. Staff and administration are expected to support the university and personnel in all these endeavors.

The University seeks to provide students with the opportunity to use knowledge, creativity and critical thinking skills to better their communities, to critically examine issues facing society in order to contribute to the betterment of society, to appreciate diversity, and to prepare themselves for graduate education in their chosen professions.

College of Health Professions (COHP) Vision and Mission Statement

The COHP Vision and Mission statements mirror those of the University, by being committed to offering quality undergraduate and graduate health professions education. The focus of the College of Health Professions is upon being interactive with the community, including rural and underserved areas, and responding to contemporary and future needs of society, and the health professions. (<http://www.marshall.edu/cohp/>)

Graduate College Mission Statement

The mission of the Graduate College of Marshall University is to provide quality educational opportunities at times and places convenient to students, employing alternative delivery systems and rich learning resources. The institution promotes excellence in instruction, research and public service in the interest of enhancing the intellectual, professional, and personal growth of students, faculty, and staff.

In support of its graduate mission, Marshall University values:

- excellence in teaching and advising;
- support services for students;
- expansion of knowledge through research and inquiry;
- interactive and collaborative relationship with the community;
- open access to quality educational opportunities;

- lifelong learning;
- cultural diversity;
- the continuous review of our programs and administrative processes;
- innovation and efficiency in the use of resources; and
- personal and institutional accountability.

School of Physical Therapy Vision and Program Mission

SOPT Vision

In congruence with the University, and the COHP and the Graduate College, and in answer to the needs of the community, it is our Vision to be a state-of-the-art physical therapy program that inspires the collaboration and promotion of clinical excellence, service to the community, and advancement of health care and the profession of physical therapy.

Program Mission:

Therefore, the mission of the Marshall University School of Physical Therapy is to provide quality contemporary physical therapy education; to support and empower graduates and educators to exemplify excellence in clinical practice, advocacy, scholarship, mentorship, leadership and professionalism; and to engage all stakeholders in employing evidence-based physical therapy that supports and reflects best practice.

DPT Program Goals and Outcomes:

In keeping with the Vision and Mission, the goals of the DPT program are:

- To educate highly competent, self-reflective, autonomous practitioners, who are effective teachers, advocates for the patient, community, and profession, community partners and leaders, capable of treating diverse populations.
- To support and empower educators and graduates to collectively exemplify excellence in clinical practice, advocacy, mentorship, leadership and professionalism.
- To engage all stakeholders in the healthcare community to support evidence-based physical therapy by seeking to preserve, discover, synthesize, disseminate and apply knowledge that reflects best practice.

Given these goals our expected program outcomes for students and educators are as follows:

Our students/graduates will:

Outcome 1: Function as autonomous practitioners responsive to the entire scope of physical therapy practice by:

- A. Demonstrating professional behaviors
- B. Committing to evidence-based practice by applying clinical reasoning and evidence in patient care, and by acquiring/applying research skills necessary for discovery, assessment, application and/or dissemination of new knowledge.
- C. Adhering to the core professional values and established ethical and legal guidelines for practice and research

- D. Becoming an advocate for patients, the community and the profession.
- E. Accepting responsibility for personal and professional growth/advancement by participating in professional activities, research, continuing education.

Outcome 2: Use principles of evidence-based practice, critical thinking and clinical reasoning to solve clinical problems and safely and effectively manage patients/clients by:

- A. Utilizing current knowledge, theory, clinical judgment and patient's values and perspective in patient management and clinical practice.
- B. Demonstrating ability to effectively screen patient's need for further examination and determining if referral to another therapist or another health care practitioner is required.
- C. Performing an examination/evaluation using evidence-based tests and measurements, and functional assessments
- D. Correctly recording/interpreting data obtained to determine a diagnosis and prognosis with which to effectively guide patient management
- E. Establishing a treatment plans and realistic goals reflective of critical inquiry and sound clinical decision making strategies, and distinguished by advocacy, trust, respect, and an appreciation for individual difference
- F. Performing PT interventions, including educational interventions and prevention and wellness programs in a competent manner; then utilizing appropriate outcome measures, monitor and modifying plans and goals, as necessary
- G. Collect and analyze data utilizing appropriate outcome measures to assess treatment effectiveness and patients' response to treatment.
- H. Carry out all practices in a safe manner that follows legal, professional standards, and ethical guidelines.

Outcome 3: Become effective communicators and teachers of patients, families, peers, community and students by:

- A. Demonstrating effective communication including effective listening and verbal/ non-verbal skills to accurately interpret communication and communicate with other health professionals and patients in the provision of health care services.
- B. Developing reading/ writing skills to support/facilitate clear and concise professional communication/documentation of evaluation data, and evidence-based rationale for treatment decisions, plans and the delivery of services.
- C. Communicating in a culturally sensitive manner with patients, families/caregivers and other health professionals
- D. Delivering professional presentations and writing professional papers.

Outcome 4: Participate in the design, delivery, management and promotion of physical therapy services by:

- A. Participating in the organization/management of equipment, space, and finances for optimal delivery of physical therapy services.
- B. Adhering to reimbursement guidelines and regulations, and implements risk-management strategies and quality improvement plans for the delivery of physical therapy services

- C. Directing, managing and supervising personnel in the delivery of Physical Therapy services.
- D. Consultation/Promotion: e.g. ability to provide appropriate consultation services to patients/clients, business groups, schools, agencies and organizations, etc., the MU PT program, and/or the profession of physical therapy.

Our program will accomplish the following:

Outcome 1: Graduate 85% of students entering the program each year.

Outcome 2: Report that 85% of students taking the National Physical Therapy Examination pass on the first attempt;

Outcome 3: Report that 95% of students who seek employment will be employed as a physical therapist 6 months after passing the licensure exam.

Outcome 4: In an annual survey, report that 80% of clinical instructors (CIs) responding to a Marshall Clinical Education Survey rate our students' clinical performance at or above students from other programs.

Outcome 5: In an annual survey, report that 80% of respondents to the Marshall University PT Program Graduating Student Survey and Employers Survey our program at an average of level 4 or above on survey questions related to perception of how well the program prepared our students.

Our educators will:

Outcome 1: Demonstrate excellence in preparation and delivery of quality PT education by:

- A. Designing course curriculum content that supports contemporary, evidence based practice
- B. Demonstrating positive peer and student evaluations of teaching
- C. Engaging and mentoring clinical faculty in teaching within our didactic curriculum

Outcome 2: Demonstrate contemporary expertise in clinical practice by:

- A. Engaging in clinical practice, continuing clinical education and or clinical research

Outcome 3: Demonstrate quality mentorship, leadership and professionalism by:

- A. Engaging in faculty development activities related to achieving tenure and/or academic doctoral degrees
- B. Assuming leadership roles in school, college, university, community and/or professional committees.
- C. Creating and participating in service-learning initiatives and community outreach events along with program students

Outcome 4: Encourage "best practice" through engagement in the preservation, discover, synthesis, dissemination and/or application of knowledge to said practice by:

- A. Developing and sustaining scholarship agendas
- B. Serving as mentors to clinicians and students to encourage evidence based practice and development of scholarly activities/clinical research endeavors.

GENERAL POLICIES

Consumer Information and Disclosures

In order to help consumers make well-informed decisions about postsecondary education, federal regulations require higher education institutions to disclose certain information. To assist in locating this information, Marshall University has created a Consumer Information and Disclosures launching point at <http://www.marshall.edu/disclosures/>. Among others, the following specific reports are available from the Marshall University Consumer Information and Disclosures web site: student financial aid information, drug and alcohol abuse prevention program information, retention rates, and graduation rates. Prospective students may request printed copies of any report at no charge by calling the Office of University Communications at 304-696-7153.

Equal Opportunity Policy Statement

All SOPT faculty and students must be aware of our responsibility for **preserving the privacy, dignity, and safety of all people**, including patients, patients' families or care givers, students, faculty, and support staff who are involved in the program in any way. Involvement in the program includes in classrooms, laboratories, clinical education, patient care, research, and administrative activities.

It is the policy of Marshall University to provide equal education and employment opportunities for prospective and current members of its student body, faculty and staff on the basis of individual qualifications and merit.

In order to insure genuine equal opportunities for all:

- (1) Marshall University prohibits discrimination based on race, color, sex, sexual orientation, religion, age, national origin, veteran status, or disabilities.
- (2) Marshall University will, whenever appropriate, take affirmative actions to employ, advance in employment and otherwise treat without discrimination qualified women, minorities, individuals with disabilities, disabled veterans and veterans of the Vietnam era.
- (3) Marshall University will not affiliate with nor grant recognition to any individual, group or organization having policies or practices that discriminate on the basis of race, color, sex, sexual orientation, religion, age, national origin, veteran status or disabilities.

All employees and contractors of the University are required to comply with this policy in the exercise of their functions. Anyone who believes that s/he has been denied the benefits of this policy should contact the Office of Equity Programs for appropriate action.

Any requests for information on the implementation of this policy should be addressed to:

Office of Equity Programs
207 Old Main
Marshall University
Huntington, WV 25755
(304) 696-2592

Equal Opportunity/Affirmative Action policies of Marshall University are stated in the Marshall University Student Handbook: <http://www.marshall.edu/eoaa/files/2013/10/EEO-Policy.pdf>

Nondiscrimination policies of the Marshall University are stated in the *Student Handbook: Student Standards: STANDARD 3: MARSHALL UNIVERSITY STUDENTS AND STUDENT GROUPS RESPECT AND HONOR THE HUMAN RIGHTS AND DIGNITY OF OTHER PERSONS, GROUPS AND ORGANIZATIONS.*

The *Marshall Student Handbook* further identifies mechanisms for filing an inquiry or complaint regarding equal opportunity, as well as addresses and phone numbers of the Office of Equity Programs. This office also answers questions regarding equal opportunity at the College of Health Professions. Policies regarding reasonable accommodation for persons with a disability and policies protecting against sexual harassment also are outlined in the *Marshall Student Handbook*.

The School of Physical Therapy Academic Policies are published in subsequent sections of this *Manual*. The *Marshall Student Handbook* outlines the academic policies in sections entitled “*Grading and Evaluation of Performance*,” “*Graduate Professional Scholastic Requirements*,” and “*Provisions for Academic Progression*.” Furthermore, the *Marshall Student Handbook* describes policies for Leave of Absence, Withdrawals, and Dismissals. The COHP “*Statement of Satisfactory Academic Progress*” and “*Student Academic Appeals*” are outlined in the *Marshall Student Handbook*. Policies and procedures for Academic Conduct are specified in the *Marshall Student Handbook POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*.

Evaluation and retention of students are provided in an equitable manner. Policies and procedures regarding due process in the handling of student concerns and/or complaints of the program and of the Health Sciences Center are outlined in the *Marshall Student Handbook*. In addition, the *Marshall Student Handbook POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT* explicitly outlines complete descriptions of academic misconduct and the consequences for such misconduct including due process for students. Similarly, the mechanisms for appealing decisions also are described in detail in the *Marshall Student Handbook*. The *Marshall Student Handbook* identifies mechanisms for filing an inquiry or complaint regarding equal opportunity or discrimination at Marshall University. The University has specific procedures that protect the rights of students including leaves of absence, dismissal, and academic misconduct and the policies are outlined for complaints regarding dismissals due to unprofessional conduct of any kind (*Marshall Student Handbook*). Receipts of complaints are rare but any complaint received is forwarded to the proper University channel in accordance with established policies. Any complaint regarding research is forwarded to the Institutional Review Board (IRB) following specific IRB policy.

Program faculty members are responsible for ensuring that each student remains qualified based on his/her academic and clinical achievements as well as the student’s professionalism. In order to monitor the appropriateness of each student’s progression through the program, student’s faculty advisor regularly reviews the students’ performance. Any concerns are reported to the SOPT Academic and Professionalism Standards Committee which reviews academic, professional and clinical performance at the end of each semester and at year end. Mid-term warnings are distributed to students who earn a grade below 70% on one or more individual mid-term examinations. These students are directed to meet with the course director or faculty member responsible for that instructional unit.

Any student in academic difficulty shall take the responsibility to request counseling by his/her SOPT faculty adviser and/or the instructor(s) of the course(s) in which the difficulty occurs. Documentation of meetings of this nature is maintained in the individual student’s file. A student in jeopardy of not remaining in compliance with the academic policies is notified in writing with a recommendation for the student to schedule a meeting with his/her faculty adviser to establish a plan to address any weaknesses.

Furthermore, objectives and requirements for satisfactory completion of each course in the curriculum are provided in writing in the course syllabus which is distributed at the beginning of the semester.

Criteria for successful completion of all clinical education courses are well delineated with the expectations and requirements of each clinical education course. All policies are applied equitably to ensure nondiscrimination by the School and College of Health Professions according to the regulations.

Safety

Marshall University provides for the safety of faculty, staff, students, and patients through policies, procedures, and education. The University has appointed committees with the responsibilities of ensuring that the rights of all employees and students are protected. Other committees ensure that employees and students adhere to safety policies. The *Marshall Student Handbook delineates* in detail the policies and procedures that protect the rights of students including leaves of absence, dismissal, and academic misconduct. Specific policies are outlined for complaints regarding dismissals due to unprofessional conduct of any kind (*Marshall Student Handbook*). Likewise, specific procedures are outlined for student academic appeals of final grades in the *Marshall Student Handbook*.

Annual Security and Fire Safety Report

Marshall University is committed to assisting all members of the University community in providing for their own safety and security. The Annual Security and Fire Safety report is available at www.marshall.edu/disclosures/securityreport. A printed copy of the report is available by calling the Marshall University Police Department at 304-696-4357.

The report contains information regarding campus security and personal safety including topics such as: crime prevention, university police law enforcement authority, crime reporting policies, fire safety polices, disciplinary procedures and other matters of importance related to security on campus. The report also contains information about fire statistics in MU Residence Halls and crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by MU; and on public property within, or immediately adjacent to and accessible from the campus. This information is required by law and is provided by Marshall University.

In addition, because the School of Physical Therapy is located on the campus of St. Mary's Center for Education, the St. Mary's Campus security policies also apply to the faculty, staff, students, and visitors to the SOPT. **St. Mary's Campus security can be reached by dialing 304-526-1649.**

“POLICY: All students at any CFE school must be updated annually on fire and safety guidelines of the medical center.

SAFETY REGULATIONS:

1. Report any unsafe condition(s) to the department head.
2. Report any foreign material on the floor or remove it to prevent someone from falling or tripping.
3. Walk, do not run. Keep to the right and use caution at intersecting corridors.
4. Know the location of the fire extinguishers, fire alarms and the proper procedure for calling a fire code.
5. Know what to do in the case of a fire:
 - * **R**escue patients and others to safety
 - * **A**larm (know the proper procedure)

*Contain the fire (close all doors)

*Extinguish a small fire (know the location of the fire extinguishers) or evacuate if a large fire

6. Be careful when opening doors. Observe through the glass window if present.
7. Report all injuries to yourself or patient, no matter how slight.
8. No horseplay or practical jokes will be tolerated.
9. When in doubt about what should be done, ask the department head or clinical instructor.
10. Only authorized personnel will be allowed to use radiation producing equipment.
11. All personnel who remain in the radiographic room must stay behind the lead barrier or wear an apron (refer to the Radiation Protection Policy concerning students holding patients during exposures).
12. SOMI students must wear film badges at all times (unless you are undergoing a radiographic exam as a patient).
13. Smoking is not permitted in the Medical Center.
14. Students will complete safety orientations at each clinical site as needed.
15. Students must adhere to SMMC annual educational updates.

Fire Evacuation Plan

The designated fire drill code for St. Mary's Medical Center is "**Code RED, location. Code RED, location.**"

If the fire is not in your area:

- close all doors for containment
- turn off electrical equipment and appliances
- keep patients in your area
- remain in your assigned area
- prepare for further instructions, including evacuation if needed.

If the fire is in your area:

- remove any patients in danger
- activate the alarm
- notify the telephone operator of the exact location and extent of the fire
- turn off all electrical appliances and equipment
- close all doors
- isolate and extinguish the fire if not excessive

Pull the extinguisher pin

Aim the extinguisher nozzle toward the base of the fire

Squeeze the handle to activate the extinguisher

Sweep the extinguisher across the base of the fire

- if smoke is present, use wet linens around doors

The entire St. Mary's Center for Education Student Handbook may be found at: <http://www.st-marys.org/assets/pdfs/2014/shb-fall-2014-spring-2015.pdf>

Schedules

The academic calendar for the School may be different from that published in the *Catalog* and so is provided to students by the School Chair prior to the start of each semester. All courses in each semester are prerequisite for the following semester and for continued enrollment.

POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT

The policies of Marshall University are presented in the *Graduate Catalog* and the *Marshall Student Handbook POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*. Students are expected to be familiar with this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements.

SCHOOL OF PHYSICAL THERAPY POLICIES

Academic and Professionalism Policies

In many courses, a portion of the student's grade is termed professional behavior or class participation. Criteria used to determine this grade include class attendance, student attitude, contribution to creating a learning atmosphere in the course, submitting written assignments on time, quality of discussion concerning topics contained in outside readings or other assignments, proper attire, and interpersonal relationships with faculty members and classmates. This portion of the student's grade also includes professionalism.

Academic and Professionalism Standards Committee (APSC)

It is the responsibility of the APSC to set the overall academic and professionalism progress standards and policy statements for the Marshall University School of Physical Therapy. The APSC reviews student performance and makes decisions related to academic deficiencies, promotions and unprofessional behaviors. It reviews the academic and professional progress of all students and decides appropriate action for students earning one or more academic and/or professional deficiencies. Deficiencies are cumulative and are not category dependent.

The Committee develops guidelines for the evaluation of all aspects of student progress and success and/or failure. Included topics are examinations, cheating, promotion and dismissal, professionalism, incomplete courses and regulations relating to departure from scheduled work. The Committee shall review the progress of all students and determine appropriate action. The Committee consists of 3 core faculty appointed by the Chair, and terms for faculty are three years with members eligible for reappointment. Terms are not limited. The meetings are closed, except for invitees. All deliberations are confidential.

Professional Behavior

Students represent the Marshall University School of Physical Therapy and are expected to uphold the standards of professionalism to internal and external stakeholders. Physical therapy students are expected to attempt to do that which is right in all of their dealings with fellow students, faculty, other health care professions, and patients. They are expected to promote the highest possible standard of behavior and moral conduct by adhering to the following Core Values of the Code of Ethics by American Board of Physical Therapy. These standards include: Altruism, Accountability, Compassion, Integrity, Excellence, Professional Duty, Honor and Dignity.

[http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf#search=%22Code of Ethics%22](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf#search=%22Code%20of%20Ethics%22)

The student is encouraged to see himself or herself as a perpetual learner and to respect the professional aspirations of the other class members. Each student is expected to participate and assist in creating a learning atmosphere in all classroom and clinical settings.

Students are expected to act in a professional manner at all times. Although professionalism is difficult to define, it includes such things as honesty, integrity, respect of others, being helpful and courteous in the classroom and clinic, prompt attendance at all scheduled classes and meetings, behaving in the appropriate and necessary manner which is consistent with a clinical/academic setting. In other words, it is behavior which reflects your view of yourself and your profession.

Students MUST maintain a professional attitude at all times, including, above all honesty and integrity. Students must also demonstrate respect for others at all times, including during classes, labs, clinics, etc. Failure to do so will result in disciplinary action, which may include dishonorable dismissal from the program. Students must also uphold the CODE of ETHICS and the GUIDE for PROFESSIONAL CONDUCT of the American Physical Therapy Association. Professional conduct in the classroom, clinic, and citizenship as a student of Marshall University's School of Physical Therapy is of utmost importance.

Professional conduct offenses may fall into one of two categories, which may not be mutually exclusive:

1. Major offense:

May include but are not limited to:

- Abuse of power such as sexual harassment and/or physical violence
- Misrepresentation including but not limited to lying, cheating and commission of fraud
- Conduct unbecoming of a student physical therapist that jeopardizes the public perception of the School of Physical Therapy and Marshall University
- Breach of confidentiality
- Arriving to class or clinic under the influence of drugs and/or alcohol or other substances that impair clinical reasoning

2. Minor Offenses:

May include but are not limited to:

- Minor disruption in class setting
- Improper language to a person of authority, including but not limited to displays of superiority and self-importance and failure to accept and utilize constructive feedback
- Lack of conscientiousness including but not limited to failure to arrive on time and prepared for class and/or clinical duties
- Unexcused absence*
- Improper attire**
- Failure to report any condition/situation which might compromise one's ability to participate fully in a classroom or clinical environment

*Please see the policy on absence in this handbook.

** Please see the policy on attire in this handbook.

Students are considered in good professional standing if they are rated as Meeting or Exceeding Expectations by their faculty and course/internship directors.

Students will be provided with feedback regarding their professional standing during the annual completion of the Professional Behaviors Profile, twice during each clinical internship, and whenever deemed necessary by faculty and/or the APSC. Students who are rated as “Not Meeting Expectations” will be asked to meet with their advisor to review the concern. Students who are rated as Not Meeting Expectations multiple times and who do not show active efforts to utilize feedback to improve performance will be referred by the advisor to the APSC for further action.

Correcting Professional Behavior Deficiencies

MUSOPT follows a progressive disciplinary procedure for addressing deficiencies. Initially, if a student or faculty member identifies a professional behavior offense, the violation will be discussed with the student and with the student's advisor by the faculty member noting or responding to the report of an infraction. If the student's advisor is also the faculty member reporting the infraction, then a second faculty member will be present for this initial discussion.

Actions which may be taken by the faculty involved in the disciplinary discussion include the following:

- If the two attending faculty members determine that no violation has been committed, then no remediation or documentation of the discussion will be required.
- If the two attending faculty members determine that a violation has been committed but agree that the violation was minor in nature, an anecdotal letter will be reviewed with the student and placed in their file. After the first incident, the student will be placed on probation for one academic year (summer to spring). Please see the policy on promotion in this handbook.
- Should the student refuse to sign the anecdotal report or, after signing the report, it is still aggrieved, the incident will be referred to the APSC for further consideration.
- If after investigation by the APSC it is determined that the anecdotal letter was appropriate, yet the student continues to refuse to sign the report, the APSC may recommend further disciplinary action to the Department Chair that could include suspension or dismissal from the School of Physical Therapy.
- A second minor professional behavior incident will result in the actions outlined in the four preceding bullets in this section.
- A third minor professional behavior incident will result in a referral to the APSC as a major offense.
- For a major professional incident or an accumulation of three minor incidents the APSC shall review the incident and make recommendations to the School Chair regarding disciplinary action which may include sanctions up to suspension or dismissal from the School of Physical Therapy.

- The School Chair may either accept or overturn the recommendation of the APSC, and subsequently inform the student.
- A student may formally appeal the School Chair's decision to the Dean of the College of Health Professions within 3 University business days. Students should refer to the appeals process in the University Graduate handbook.

Academic Dishonesty

Academic exercise is defined as: An assignment, either graded or not graded, that is given in an academic course or one that must be completed toward the completion of degree or certification requirements. An assignment includes, but is not limited to, the following academic exercises: exam, quiz, homework assignment, log, paper, oral presentation, lab assignment, data gathering exercise and analysis, practicum and creative work of any kind.

Academic Dishonesty, which includes but is not limited to the following actions, is prohibited and is considered a violation of Academic and Professionalism Standards:

- The unauthorized use or distribution of any materials to other students for the purpose of assisting academic or clinical performance (i.e.: notes, sources of information, study aids, technologies or tools) before, during, or after an academic exercise;
- The unauthorized assistance of a person other than the Course Director or his/her designee during an academic exercise;
- The unauthorized viewing of another person's work during an academic exercise;
- The unauthorized securing of all or part of assignments or examinations, in advance of submission by the Course Director or his/her appropriate designee;
- The unauthorized invention or alteration of any information, citation, data, or means of verification in an academic exercise, official correspondence or university record;
- The submission as one's own work of any material or idea wholly or in part created by another. This work is, but not limited to, oral, written, and graphical material and both published and unpublished work. It is the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism;
- Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited;
- Helping or attempting to help someone commit an act of academic dishonesty.

Accusations of academic dishonesty or violation of Components of Professionalism should be reported directly to the Course Director, advisor, APSC, or School Chair. Upon receipt of an accusation, the Course Director and/or the APSC is charged with joint investigation. All reports will be held in confidence.

Should a Course Director or his/her designee observe a student in violation of this policy, the Course Director will place an anecdotal report in the student file and may impose: a lower or failing project/paper/test grade, a lower final grade or failure of the course/internship.

Should additional action be warranted, a petition may be filed by the Course Director with the APSC. The petitioner may recommend additional sanctions. The APSC will review the petition and shall refer it to the Program Chair. The School Chair may also jointly originate the petition. Upon review of the petition, the APSC and Chair may impose, but not be limited to, academic probation, academic suspension or dismissal from the School of Physical Therapy.

In cases where an offense is particularly flagrant, or where there are other aggravating circumstances, additional non-academic sanctions may be pursued through the APSC. Non-academic sanctions may include, but not limited to: denial of graduate assistantships, conference funding, choice of elective courses, selection for competitive clinical internships, eligibility for student awards and leadership positions.

The Physical Therapy School will maintain a record of any academic dishonesty and violations of professionalism incidents within each student file.

Appeals regarding sanctions imposed by the APSC will be processed in accordance with the Appeals Policy of the SOPT and Graduate College.

Satisfactory Academic and Professional Progress

Students are expected to make continuous and successful academic and professional progress toward graduation requirements, as reviewed annually by the APSC (first, second year students) and the advisor of third year students. The concept of satisfactory progress mandates monitoring of a student's academic and professional performance as defined by the policy on Year-end Promotion.

The APSC reserves the right to review academic and professional progress of any student at any time. Failure to maintain satisfactory academic and/or professional progress will result in additional review and possible action by the APSC. Failure to make "satisfactory academic or professional progress" as defined by the APSC may result in immediate dismissal and/or other action. Students are expected to adhere to all standards of conduct policies and procedures as set forth by the School of Physical Therapy and/or the Marshall University Board of Governors. These standards apply to each student's entire academic and professional record at the School of Physical Therapy irrespective of leave status.

Correcting Academic Deficiencies

For remediable deficiencies, students are referred to the APSC and placed on academic probation. The advisor and student will then determine an academic plan for the student which will be submitted to the APSC for approval and may include, but not be limited to one or more of the following actions:

- Reflect on a personal improvement plan to demonstrate the ability to increase the student GPA to 3.0 or above
- Meet with advisor and/or course director as determined by the APSC
- The APSC may advise the student regarding additional university resources such as: evaluation from a learning specialist, participation in a skill development program(s) or medical evaluation/treatment.

Failure to successfully remediate academic deficiencies will result in further sanctions by the APSC. Should an attempt at correcting a deficiency be unsuccessful, the student may be dismissed from the School of Physical Therapy.

GRADING AND EVALUATION OF PERFORMANCE

Grading

In each course in the curriculum, the student's performance is evaluated by a variety of assessment tools as indicated in each course syllabus. The final grade is submitted to the Office of the Registrar, according to the published schedule for grade submission. The single final grade to be assigned to a student on completion of the course work should be determined by considering all important attributes of that student's performance in the course.

Faculty are responsible for grading course materials in each respective course and determining the final grade to be assigned according to the Graduate College grading system, (A, B, C, F, W, I, and Pass/Fail).

According to the *Marshall University Graduate Student Grade Information and Regulations*:

Grades of *A* and *B* indicate satisfactory graduate work.

A grade of "*C*" is not considered satisfactory graduate work. See Requirements for Graduation below.

A grade of "*F*" indicates failure in a course, and will lead to dismissal from the MUSOPT.

An "*I*" grade (Incomplete) is given to students who do not complete course requirements because of illness or for some other valid reason. The *I* grade is not considered in determining the Grade Point Average. The student has the responsibility of completing the work within the period defined by the instructor, not to exceed twelve calendar months from date of receipt of the incomplete. If the work is completed satisfactorily, one of the four passing marks will be awarded. If the work is unsatisfactory or the student fails to complete the work within the twelve-month period, an *F* or failing grade will be recorded. All grades remain on the student's permanent record as originally submitted by the course instructor. Any grade change is added to the permanent record.

"*Pass*"/"*Fail*" courses are courses are designated for CR (credit)/NC (no credit) grading.

"*Pass*" and "*Fail*" are not considered in determining the Grade Point Average.

A NC grade may lead to suspension or dismissal from the MUSOPT.

Letter grades are assigned strictly on the basis of the following distribution:

89.50 - 100%	A
79.50 - 89.49%	B
69.50 - 79.49%	C
≤69.49%	F

The SOPT grading policy and procedure follows the stipulations outlined in the *Marshall University Graduate Student Grade Information and Regulations* in the *Graduate Catalog* and further outlined in the *SOPT Student Handbook* and as reviewed in *Orientation* upon matriculation in the DPT Program:

1. A failing grade of either a "Fail" or "NC" in a course results in automatic dismissal from the program. The student's academic record will be reviewed by the APSC who will consider possible conditions of reinstatement to the program on an individual case basis.
2. A minimum cumulative GPA of 3.0 is required for continued successful progression towards graduation.

Provisions for academic progression are further outlined in the *Graduate Catalog and SOPT Student Handbook* and as reviewed in *Orientation* upon matriculation in the DPT Program and include, but are not limited to the following details regarding Academic Probation:

1. A student whose grade point average falls below 3.0 will be placed on academic probation by the APSC and the Graduate College.
2. Following notification of probation and prior to subsequent registration, students will be counseled by their advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.
3. If a student is unable to achieve a Good Academic Standing (3.0) after one semester, the student will have an opportunity to discuss their situation with the APSC. The APSC will then make a recommendation to the department chair. The recommendation could be: grant a second semester of probation, suspension, or dismissal from the MUSOPT.
4. The chair may either overturn or agree with the recommendation of the APSC, and will subsequently inform the student of the final decision.
5. If the student disagrees with the chair's decision, the student may appeal the decision in writing to the Dean of the Graduate College within 3 University business days after notification of dismissal.
6. In the event a student is placed on probation in the last graded semester before their final internship, and is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the final internship (PT 793) and referred to the APSC for further action.

The MUSOPT APSC is responsible for determining candidacy for Academic Probation. Students may be placed on probation no more than two semesters during the entire DPT curriculum. The APSC will make decisions regarding any disciplinary or remediation action based on the student's academic, professional and clinical performance.

Practical Examinations

At the conclusion of practical examinations, any video files are to be submitted to *Ensemble* or other predetermined electronic storage space for faculty access by a designee appointed in advance. These files are available for review by faculty graders. Graders are to score the practical examination according to the grading rubric supplied by the case author. Score sheets shared with each individual student and a paper copy is placed in their academic file. If the grade is non-passing, the faculty member will arrange with the student a remediation attempt. If the remediation is still below passing, the faculty member will notify the APSC of the outcome in order for the committee to initiate action.

Appeal of Final Grades

Students may appeal final grades by following the Grades Appeals policy and procedures outlined in the Graduate Catalog (p. 55-58), <http://www.marshall.edu/graduate/graduate-student-appeals-process/>

The APSC is considered the School level committee responsible for review of grade appeals. Please see the *Graduate Catalog* under ACADEMIC RIGHTS AND RESPONSIBILITIES OF STUDENTS: ACADEMIC APPEALS for the full description of the procedure. The APSC, after receiving the written appeal from the student will meet to review the circumstances of the case and will make a recommendation to the chair, who will notify the student in writing regarding the decision. As stated in the *Graduate Catalog*, should the issue not be resolved at School level, either the student or instructor may appeal in writing to the Dean of the Graduate College within ten (10) days of receipt of the APSC decision.

The Chair of the APSC will report any actions to the faculty at the following SOPT faculty meeting.

Academic Progression

The doctoral student of physical therapy will find that the expectations, requirements and responsibilities of the clinical graduate program far exceed those of undergraduate school. The following sections outline some of the students' academic responsibilities and the process by which students are evaluated and the curricular objectives carried out.

Academic Requirements and Notification of Progress

The APSC meets at the end each semester to review each student's academic, clinical and professional performance in the curriculum as determined by examinations, faculty and staff reports, and other available means of appraisal. In addition, during the summer semester of each year, the committee will complete a year-end assessment of each student's performance. During this meeting, the Committee makes a determination to promote or not promote a student to the next academic year, and utilizing recommendations of the Clinical Education Committee, will decide if they should recommend that the individual student proceed to clinical rotations. Following this meeting, the students are notified of their promotion status in a written letter from the APSC.

Prior to graduation, an ad-hoc Comprehensive Assessment Committee will evaluate each student's academic, clinical, and professional performance and make recommendations to the core faculty as to if the Doctor of Physical Therapy degree should be conferred.

Year End Promotion

All of the following criteria must be met satisfactorily for a student enrolled in the School of Physical Therapy to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all didactic and clinical course work and requirements specified for the academic level.
2. Fulfilling all requirements established by the faculty of each course within the academic year.
3. Satisfactory completion of that year's required component parts of the Student Portfolio (as determined by the student's academic advisor).
4. Approval for promotion by the APSC.

Requirements for Graduation

1. Satisfactory completion of all course work and requirements specified in the curriculum with a final cumulative GPA of 3.0 or greater.
2. Approval by the Comprehensive Assessment Committee, and recommendation by the SOPT for conferring of the degree, Doctor of Physical Therapy.
3. Satisfactory status concerning obligations to Marshall University.

Federation of State Boards of Physical Therapy – National Physical Therapy Examination

The “Board Exam” or National Physical Therapy Examination (NPTE) is overseen by the Federation of State Boards of Physical Therapy (FSBPT). To be eligible to sit for the NPTE, Program Directors must verify that students have completed all DPT program requirements and graduated or will graduate on a specified date. Some jurisdictions (States) allow students to take the NPTE before graduation; however, Program Directors must verify that the student is in good standing and likely to graduate as planned. Programs are under no requirement to verify students to take the NPTE before graduation. It is the policy of the MU SOPT that expected graduates in their 3rd year who have demonstrated readiness to take the NPTE early may be granted the privilege of sitting for the NPTE early (i.e. max 6 weeks before graduation). To be eligible to sit for the NPTE before graduation, students must achieve the necessary “cut-score” on the mock NPTE exam given in the fall of the 3rd year. The cut-score is determined by the full faculty based on program data and national averages for the mock exam. Only those students who achieve the cut-score will be verified by the Program Director to take the exam early. No student will be verified in the FSBPT system until late February (prior to the early test date deadline), so as to ensure that the student is progressing adequately in clinical rotation and likely to graduate as expected. The Program Director will ensure clinical education progress with the DCE prior to FSBPT verification. Students wishing to take the NPTE early should work diligently to achieve the cut-score on the mock examination.

Statement of Satisfactory Academic Progress

A student who is allowed to continue enrollment in the School of Physical Therapy is considered making satisfactory academic progress. The APSC meets at the end of the summer semester and early in the spring semester and review the qualitative and quantitative academic progress of each student. A student not satisfactorily completing all course requirements will go through a full review by the APSC and a decision will be made regarding possible disciplinary or remedial actions that will be taken.

Academic and Professional Standards Committee

The Academic and Professional Standards Committee (APSC) performs full scale reviews of the performance of students enrolled in the School of Physical Therapy. The committee will be appointed by the School Chair and will consist of at least three Core Physical Therapy faculty members. The Committee may elect a Chairperson, or the SOPT Chair will assign a chairperson of the committee. The APSC will meet at least once a semester but may call additional meetings any time throughout the year if deemed necessary by the APSC or SOPT faculty and/or Chair. During these meetings, the APSC may vote and make recommendations on current enrollment status of any student in the respective year.

During the summer meeting, the APSC reviews the student records of all students in the program and discusses the performance of individual students in all three domains (academic, clinical, and professional). The committee will summarize each student’s performance and potential for promoting to the next academic year given current performance levels. If a student’s performance is considered to be marginal or below minimal course standards, the student’s faculty advisor and/or a member of the APSC may arrange for a personal conference with the student involved to discuss deficiencies observed and to suggest corrective measures to be taken. In each committee, a majority vote (2/3) is required in order to promote a student to the next academic year or to recommend graduation. These rulings are then furthered to the SOPT Chair for final approval.

The APSC has the responsibility for final action relating to student promotions. They also have an obligation to conduct a comprehensive review of the records of students who have acquired

deficiencies, using all pertinent data available from any appropriate source, such as student files. In order to assure that the committee has adequate information for making a proper decision, it may seek comments from a student's faculty advisor or any other faculty member.

In reaching a decision on action to be taken in connection with a student who has incurred deficiencies, the committee shall give due consideration to the nature, extent, and significance of the deficiencies manifested. It shall take into account the relationship of the activity and time required for completion of the measures for removal of deficiency specified by the SOPT or faculty involved. It shall also evaluate the influence of other factors which relate to the best interest of the student and the SOPT.

Potential Actions of the APSC:

1. Promotion with no deficiencies noted.
2. Promotion after removal of all deficiencies as specified.
3. Permission to repeat the year taking only those courses in which deficiencies occurred.
4. Permission to repeat the year taking the entire course work of that year.
5. Dismissal for failure to meet the requirements in a satisfactory manner.
6. Special procedure which may be indicated in exceptional cases.

Year-end Promotion

The three potential categories of promotion, based on performance, are:

1. Promotion with Accolades
2. Promotion
3. Promotion with Remediation

The level of promotion is dependent upon a student's composite performance across four major areas of performance. These areas are 1) Academic, 2) Practical/Clinical performance, 3) Professional conduct, and 4) Consistency of performance. The committee will perform a comprehensive review of each student file in order to determine which classification the student will receive. The definitions of each of the categories are listed below.

1. **Promotion with Accolades:** To receive this distinction all three requirements MUST be met:
 - a. The student maintains an overall GPA of $\geq 3.75/4.00$:
 - b. The student has had NO professional issues in his/her file within the academic year.
 - c. The student completed all laboratory practical examinations and/or clinical rotations with the minimum passing score on a first attempt within the academic year.
2. **Promotion:** To receive this distinction all three requirements MUST be met:
 - a. The student maintains a minimum GPA of $3.00/4.00$.
 - b. The student has had NO professional issues in his/her file within the academic year.
 - c. The student completed all laboratory practical examinations and/or clinical rotations with the minimum passing score on a first attempt within the academic year.

3. **Promotion with Remediation:** To receive this distinction one, or more, of the following statements apply:
 - a. The student does not meet the minimum GPA of 3.00/4.00, but is actively on, or is eligible for academic probation.
 - b. An active professional issue was opened in the student's file within the academic year.
 - c. The student required remediation to pass one or more laboratory practical examinations and/or clinical rotations.

Promotion with Remediation

If the APSC renders a decision of "Promotion with Remediation", this is indicative of deficiencies (academic, clinical or professional) on the part of the student. All academic deficiencies must be removed before a student is eligible for promotion. This requires additional work or some corrective action on the part of the student. Permission to remove a deficiency is granted the student by the APSC. The manner in which a deficiency may be removed and the length of time to be allowed for the removal is to be specified by the APSC. The student may be allowed to continue in the program as usual while remediating the identified deficiencies and continue to promote regularly contingent upon satisfactory remediation of these deficiencies.

Procedure for Remediation of Practical Examinations

Any student who scores less than 70% overall, or otherwise indicated on individual sections of an exam rubric, or less than a 4/5 on the safety component of the grading rubric is considered to have failed the practical exam. The student will be afforded the opportunity to remediate their deficiencies and retake the practical exam.

In some cases, remediation may postpone progression to practicum courses in a clinical affiliate by up to 2 months. The student may miss a scheduled section rotation in the clinical affiliate. The missed rotation(s) will be scheduled at the end of all other rotations, therefore, graduation may be postponed by one semester or longer. See the Clinical Education Student Handbook for specific details.

If a student is eligible for remediation, a grade of "I" may be assigned and a memorandum is sent by the course instructor to Student Affairs stating the approximate course completion date. If the course is successfully remediated, the "I" grade will be changed to the correct grade; if the student does not successfully remediate the course or is subsequently deemed ineligible for remediation (makes a second non passing grade), the "I" grade will be changed to an F or NC and referred to the APSC for further action.

The remediation will be given at the discretion of the Faculty in charge of the Course Content in which the student did not successfully pass. Exam format of and/or length of time scheduled for remediation is determined by the faculty member and must be approved by the SOPT Chair.

A score of less than 70% on the remediation of any practical exam will result in a grade of NC in CASEs courses and F in didactic courses, and the student must meet with the APSC to determine a course of action. If the student successfully completes the remediation (makes at least 70% on the practical exam AND completes all assignments in the remediation agreement), a grade of "Pass" will be given for CASEs or maximum score of 70% will be factored into their didactic grade for that assignment.

Comprehensive Assessment Committee

The Comprehensive Assessment Committee is an ad-hoc committee of the APSC, assigned to review candidacy for graduation. At the conclusion of last semester of the DPT program, students must earn the approval of the Comprehensive Assessment Committee in order to graduate with the degree of Doctor of Physical Therapy. This committee will evaluate each student's performance on the doctoral degree final comprehensive assessment. This assessment will include at minimum, academic artifacts such as the Professional Behaviors Portfolio, the First-year Patient Case Study, the Second-year Service Learning Project, the completed Capstone research project and Presentation, and performance on the Clinical Performance Instruments from each clinical rotation. There must be a minimum of three voting members on every doctoral Comprehensive Assessment Committee, including the committee chair. The student's committee chair, who will be the student's academic advisor, will work with the student to select remaining members which will include an outside clinical faculty member, and a second member who must have at least "graduate" level membership in the Marshall University graduate faculty. A majority of the student's Comprehensive Assessment Committee members must have faculty appointment within the School of Physical Therapy or College of Health Professions.

In the event that more than one member of the final Comprehensive Assessment Committee votes not to approve the student's performance as a result of the assessment, the doctoral degree cannot be recommended. At the discretion of the majority of the committee, the student may be given one additional chance to satisfy the committee to the point that no more than one committee member refuses to approve the student's performance on the comprehensive assessment.

For all students, exception to the above policies may be approved by the dean of the Graduate College on an individual basis. The dean of the Graduate College will notify the chair of the Marshall University's Graduate council of any exceptions which were approved and give the reasons for each exception.

Academic Dismissal

If the APSC concludes that a student should be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the SOPT Chair who will forward the recommendation to the Dean of the Graduate College. Appeals of decisions must be conducted within the policy and procedures outlined in the Graduate Catalog (pages 51-58) http://www.marshall.edu/catalog/files/Gr_2015-16_published.pdf. In addition, the Financial Aid package may be affected by an academic dismissal decision. The guidelines and procedures related to appeals of Satisfactory Academic Progress for DPT students may be found on pages 35-37 of the Graduate catalog noted above.

Disciplinary Action

For a student who has engaged in cheating, unprofessional conduct, or other improper behavior, occurring within or outside the confines of the teaching program, dismissal or other specified disciplinary action may be recommended and if so, policy and procedures outlined in the Graduate Catalog (pages 49-51) http://www.marshall.edu/catalog/files/Gr_2015-16_published.pdf will be followed.

Leave of Absence

A leave of absence for a short period of several weeks up to one year may be granted to a student in good standing, subject to the discretion of the Dean, because of illness or other appropriate reasons. Students taking short-term leave of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments which will be missed. Leave of absence of a longer duration may be granted students in good standing for reasons of a

personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the Dean and SOPT Chair before beginning a leave of absence. The University policy governing the processing of leave of absences are applicable and are described in the general information section of the catalog.

Withdrawal

Students are permitted to withdraw from the Doctor of Physical Therapy program at any time. If a student who has voluntarily withdrawn wishes to be considered for readmission to the program, he/she must file an application for readmission with the SOPT Admissions Committee.

Readmission Process

Students who have voluntarily withdrawn or who have been dismissed from the Doctor of Physical Therapy program may elect to apply for readmission.

STUDENT ATTENDANCE

General Attendance

Promptness and attendance are mandatory for all classes and laboratory sessions. Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Excessive absence is defined as non- participation in 10% of clinical internship, lecture or lab time. **Each unexcused** absence will result in the loss of three (3) percentage points from the student's final grade in the course(s) in which the participation was missed, and an anecdotal report will be generated by the course instructor to be placed in the student's SOPT file. If the student is unable to participate in 10% of the clinical internship, course lecture or lab time, whether excused and/or unexcused, the student will be required to meet with the APSC and an official warning will be placed in their file. Students who are unable to participate in 20% or more of clinical internship, lecture, or lab time, whether excused and/or unexcused, have missed a significant portion of the course and may be required to retake the course(s) or be dismissed from the program.

An excused absence includes (but is not limited to) illness, accident, medical emergency or death in the immediate family. Other reasons for absences may be deemed as excused absences at the discretion of the instructor/class director. Regardless of the reason for the excused absence, the student who is going to be absent from or tardy to a clinical internship day, class, or a laboratory session shall notify the instructor (and clinical instructor if occurring during clinical internship), **prior to** the start time of the class/lab/internship day.

An absence occurs when a student misses all or part of any **one** scheduled class, internship day, or lab session, or is unable to participate due to medical or physical limitations. Please see the technical standards on page 30 for further details. Approval of an **excused absence** is by the director of the course in which the absence occurred. **Tardy** means that the student arrives after the class, laboratory session, or clinical duties have started. When a student comes to class more than five minutes after the class has started, the student shall write and deliver a note of explanation to the mailbox of the course director by the end of the day. The instructor can then decide whether it constitutes an excused/unexcused absence.

Attendance and promptness are mandatory during all clinical assignments. Absences from any clinical assignments must be rescheduled by the DCE and/or CI. A student who is going to be absent or tardy

from a clinical assignment for any reason must notify the Director of Clinical Education (DCE) **and** the clinical instructor as early as possible.

Attendance at all scheduled examinations is mandatory (See policy for Examinations).

Attendance for Examination and Testing

Attendance at all scheduled examinations is mandatory. A student who is unable to take any particular scheduled and required examination is expected to notify (by phone or in person) the course director (and the SOPT course coordinator in cases of courses taught outside the SOPT) AT ONCE. The reason for your absence must subsequently be submitted in a letter to the course coordinator (and course director). A student who does not appear for a regularly scheduled examination may, at the discretion of the SOPT, be allowed to take a make-up exam, which may be an essay or an oral examination.

Before a make-up examination will be given, a student absent from an examination because of illness must give the instructor a written note from his/her physician on the first day the student returns to school. The note should include an explanation of the illness that justifies his/her absence on the exam day.

All make-up examinations must be taken no later than one week after the student returns to class, **or** as scheduled by the course director. Absence from an examination for any other reason must be excused by the course director before the time of the scheduled examination. Unexcused absence from an examination results in a score of ZERO for that exam.

1. Absolutely no communication of any type between students will be allowed during an examination.
2. Each student must complete the examination prior to leaving the room.
3. The student will be permitted to have at his/her desk only those materials necessary for completing the examination.
4. Unprofessional conduct of any kind, including cheating on examinations, plagiarism, cheating in any class exercise or unprofessional conduct in classes, laboratories or in the clinical setting will subject the offending student to disciplinary action and policy and procedures as outlined in the Graduate Catalog (pp. 49-58) http://www.marshall.edu/catalog/files/Gr_2015-16_published.pdf to report and deal with such conduct will be followed.
5. The student's signature on all examination papers indicates that he/she is abiding by the following Pledge: "I have neither received nor given any assistance on this examination, nor have I seen anyone else do so nor will I communicate anything about an examination (includes any format written, practical, oral, etc.) with anyone other than Marshall University Physical Therapy academic faculty and that doing so will be considered unprofessional conduct which will be reported to the APSC."

GENERAL SCHOOL OF PHYSICAL THERAPY POLICIES

1. Under no circumstance is anyone who has not obtained prior authorization from the Department of Anatomy allowed to enter the gross anatomy laboratories. This includes, but is not limited to, visiting undergraduate college students, and friends or relatives of students enrolled in gross anatomy courses in any of the schools within the University. Under no circumstances are high school students allowed access into the gross anatomy laboratories.

2. The student is encouraged to see himself or herself as a perpetual learner and to respect the professional aspirations of the other class members. Each student is expected to participate and assist in creating a learning atmosphere in all classroom and laboratory sessions.

3. Students are expected to act in a professional manner at all times. Although professionalism is difficult to define, it includes such things as honesty, integrity, respect of others, being helpful and courteous in the classroom and clinic, prompt attendance at all scheduled classes and meetings, behaving in the appropriate and necessary manner which is consistent with a clinical/academic setting. In other words, it is behavior which reflects your view of yourself and your profession. Students must maintain a professional attitude at all times, including, above all honesty and integrity. Students must also demonstrate respect for others at all times, including during classes, labs, clinics, etc. Failure to do so will result in disciplinary action, which may include dishonorable dismissal from the program. Students must also uphold the Code of Ethics and the Guide for Professional Conduct of the American Physical Therapy Association (included at the back of this document).

4. Whenever you are in the presence of a patient, you are expected to respect the dignity, individuality, and privacy of that patient. All information regarding any patient is considered private and confidential, and is not to be discussed outside of the academic or clinical setting.

5. Since certain materials, located at the American Physical Therapy Association (APTA) website and restricted to members only, will be utilized in various courses, all students will be required to join and maintain membership in the APTA.

6. Students will be provided with access to laboratory facilities after hours provided they have been given clearance by a faculty member to utilize the equipment. At no time is a student to practice any technique or procedure on anyone other than a classmate. Physical Therapy students may be allowed to be in specific classrooms and study areas after hours and on weekends but only if the privilege is not abused and the premises are left clean and orderly. The doors must be locked upon departing from the room.

7. Students must purchase required texts.

8. Students are required to purchase short white lab jackets (consultation length) at the beginning of the first spring semester at which time a White Coat Ceremony will be held. Any additional items that may be required will be outlined in the course syllabi.

9. Each student is assigned a faculty adviser who may be contacted by the student as needed. It is required that the student schedule a counseling session with his/her advisor twice a semester (after midterm and after finals – either directly after or at the beginning of the next semester). It is the student's responsibility to make appointments with his/her advisor as needed. In addition to the student's assigned advisor, all other members of the faculty are available for consultation.

10. Privacy of patients should be respected at all times. Students should obtain permission from the attending therapist before entering any treatment area.

11. Smoking and use of any form of tobacco is not permitted in the building. Students who find it necessary to do so may smoke in the designated "smoking areas" outside of the building.

12. Equipment and telephones in the SOPT Office are for business use and not for student's use. Incoming calls to the P.T. Office should only be in case of an emergency.
13. Bringing firearms (or other weapons) onto state property is illegal. Because the safety and well-being of our faculty, staff, students and visitors to our campus are of utmost concern, this message is a reaffirmation of our policy of no unauthorized firearms on the campus properties and at university-sponsored functions
14. The calendar of scheduled classes for the School of Physical Therapy may vary from the College of Health Professions and Graduate College calendars published elsewhere. Students should contact the SOPT Chair for information concerning the actual dates of holidays, and when classes begin/end, etc.
15. Students are assigned a locker in which ALL personal items and valuables not carried with you should be secured at all times. Students may not apply stickers or tape to the lockers. Magnets may be used to post necessary messages.
16. Due to the disruptive nature of mobile phones and pagers, all phones and pagers must be turned off or kept in the silent/quiet mode during all class periods and during all patient care times (observations, clinical internships. If you are expecting an emergency-type call, place the phone/pager on the silent mode. Leave the room before answering it. Also, prior to the beginning of class, inform the faculty that you may be leaving the room due to a potential emergency call. Mobile phones are not to be utilized in any form or purpose during an examination. If you are expecting an emergency phone call during an examination, inform the proctor of the exam and you may leave your phone with the proctor on silent or vibrate to receive the call. At this point you may leave your exam with the proctor and leave the room to use your mobile phone. Your exam will be returned to you upon re-entering the examination room.
17. Standards of Conduct for the Use of Electronic/Social Media: The School of Physical Therapy recognizes that social networks and other electronic media can be beneficial to the delivery of quality healthcare. However, inappropriate use of electronic media such as social networks, chat rooms, forums, etc., violate a patient's right to confidentiality and privacy. It may also cross the professional boundary between a therapist and his/her patient. Therefore, the School of Physical Therapy has adopted the following guidelines to minimize the risks associated with use of social networks and all other electronic media:
- A. Students must recognize they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
 - B. Students are strictly forbidden from transmitting any patient-related image via electronic media.
 - C. Students must not share, post, or otherwise transmit any patient information, including images, unless there is a patient care related need to disclose information or other legal obligation to do so.
 - D. Patients should not be identified by name or any other method (such as nickname, room number or diagnosis) that could lead to the identification of the patient. Limiting access to postings through privacy settings is not sufficient to protect the patient's privacy.
 - E. It is not acceptable to post any information about a patient even if their name is not identified.
 - F. Students should never refer to a patient in a derogatory or disparaging manner, even if the patient is not identified.
 - G. No photos or videos of patients may be taken on a personal device, including cell phones.

- H. Students must always maintain appropriate professional boundaries with patients. On-line contact with patients or former patients blurs the distinction between a professional and personal relationship. Inappropriate communication via electronic media is discouraged. This includes instances where the patient contacts the student first. If this should happen, the student should notify their instructor as soon as possible.
- I. Students should understand patients, colleagues, institutions and prospective employers may view postings on social media websites. Students should not make threatening, harassing, profane, or other offensive comments or disparaging remarks about patients, instructors, other students or facilities, even if they are not expressly identified.
- J. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of faculty.
- K. If the student has any doubt about the appropriate use of electronic/social media, they should contact their instructor for further guidance.

Inappropriate use of Electronic/Social Media can lead to disciplinary action including but not limited to formal reprimand, suspension or dismissal from the program. Students can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws.

ADA Accommodations:

Students who need "Reasonable Accommodations" through the Federal Americans with Disabilities Act (ADA) should contact the Office of Disability Services (<http://www.marshall.edu/help/>) or 304-696-2288 to request disability testing and/or examination accommodations. A written confirmation of specific accommodations from the Office of Disability services must be received by the School of Physical Therapy and placed in the student's academic file prior to implementation of the accommodation. Depending on the specific accommodation granted, those students who are allowed accommodations for written examinations may have additional time for written exams or written components of practical examinations, as indicated by the Office of Disability Services. In an effort to reduce distractions, students allowed extra examination time may be placed in a seminar room, or other quiet environment to take the exam, with signage placed outside indicating a quiet testing zone. In order to ensure adequate time is allowed, a video recording system may be used to monitor time elapsed. Psychomotor examination skills and clinical application of skills during Practical examination time is not subject to additional time, as indicated in the Technical Standards policy below.

In order to assure that the appropriate academic accommodations (including additional time to take examinations), are extended to students who require them, the following procedures will be instituted:

- 1) Faculty will not require students to transfer written answers from paper scoresheets to Blackboard. Instead, faculty may hand grade the exam and enter the exam grade into Blackboard once the grading is completed. Alternately, if the examination is computerized entirely, students may still be allowed extra time to complete the cognitive portion of the exam, according to their specific accommodations granted by the Office of Disability Services.
- 2) Faculty will complete and staple the form labeled Academic Accommodations Exam Cover Sheet to EACH exam for Each student, and that faculty and student will sign the form where indicated. Any specific stipulations regarding test time, procedure will be noted on the form for each party to review and sign documenting their full awareness.

- 3) Should any student have any problems related to their academic accommodations they should, immediately speak directly to faculty with whom they have the issue, or if they prefer, speak to the chair of the SOPT to address the issue with the faculty and/or student.

Employment

Due to the exacting requirements of *the Physical Therapy curriculum*, it is unwise for students to expect to meet their expenses by outside work. The School does not specifically forbid such additional duties but does definitely discourage working extensive hours.

Student Attire

1. Students are required to wear attire which conforms to the image of the professional physical therapist. The School of Physical Therapy is a setting where patients, other professionals, and the general public form an impression of us which is based on our appearance and conduct.
2. The trunk region should be covered at all times, except when exposure is required for laboratory purposes in the classroom. This includes classroom and clinical situations.
3. Clinical attire – this applies to dress to be worn during clinical work or during class visits to different clinical settings. Minimally appropriate clinical attire consists of Marshall University polo shirts, name tags, cotton twill full-length slacks, and flat shoes with closed heels and toes. The students are responsible for contacting their clinical instructors in advance for any other dress requirements that clinic might have (e.g., lab coats, neckties, scrubs, etc.). Any specific clinic dress code requirements supersede the Marshall University SOPT dress code while at that facility.
4. Classroom attire –students are not permitted to wear t-shirts, flip-flops, hats, short skirts, sweatpants, athletic shorts or pants or yoga pants in the classroom during normal working hours. Faculty members (Student Handbook School of Physical Therapy, page 28) may require specific dress for a specific class related to activities during class that supersede SOPT dress code. On days you have a guest speaker: you should wear clinic attire, that is: polo shirt or buttoned shirt or nice blouse, nice slacks, close-toed shoes. Instructors will inform students of specific dress codes and subsequent enforcement policies for those classes.
5. Laboratory attire – the following attire is required for all physical therapy laboratory settings. Males and females should wear loose-fitting gym shorts with an elastic waist band; those with sewn-in underwear are preferred. In order to expose the spine for observation, palpation, etc., females should wear a two-piece bathing suit top or may wear a sports bra with a back strap of no more than two inches in width. Students should obtain several sets of lab clothes so that one set is at school at all times. The lab instructor may have other specific instructions for lab attire in a specific lab (e.g., must wear low, closed and stable shoes, etc.). Students in lab attire should remain in the laboratory except when going to and from the dressing room or student lounge. Students should not go into the reception room or stand in the halls while dressed in laboratory attire. Students may come to school or leave school in their lab clothes if the lab session begins or ends the day. If the lab ends the morning session and then begins the afternoon session and students wish to go to the student lounge, they may keep their lab clothes on as long as they are appropriately covered. Lab attire needs to be covered any time the student leaves the SOPT with the attire on.
6. Marshall University identification should be worn or carried at all times.

7. Enforcement – if an instructor believes that a student is not dressing appropriately in his or her class or lab, the following will occur: 1. Student will first be given a verbal warning by the faculty member and asked to leave, change to appropriate clothing, and return to class. Your faculty advisor will be notified and the infraction will be documented in your student file. 2. If such behavior is repeated, the student will be asked to leave to change cloths and that class absence will be regarded as an unexcused absence and therefore will result in a 1%-point reduction in the student's final course grade. The student will also be required to meet with their faculty advisor to discuss professionalism. 3. If a dress code violation occurs again for a 3rd time, items 1 and 2 will be enforced and the student will be referred to the Academic and Professional Standards Committee for review and recommendations will be made to the MUSOPT Chairperson.

Classroom and Seminar Room Computers

Computers in the classroom and seminar rooms MUST be used carefully and with courtesy for all students. The following are rules for using SOPT or University computers:

1. The person to use a computer last is responsible for appropriately shutting it down before he/she leaves the room.
2. No food or drinks may be near the classroom or seminar room computers for obvious reasons. Drinks may be brought into classrooms and seminar rooms only if with a lid or cap. Any spills must be reported to the SOPT faculty or staff IMMEDIATELY. NO FOOD is allowed in the classrooms or seminar rooms.
3. No one may change the programs or layout of the departmental computers without written approval of the SOPT Chair.
4. No one may load or download any programs onto departmental computers without written approval of the SOPT Chair.
5. No one should be using any departmental computer who has not been trained in its specific use.
6. Only professional uses of the Internet or other programs will be allowed.

Laptop /Tablet Computer Use

Computers are used in the classroom or laboratories for school class-related activities only. In addition, students should not communicate (e-mail, instant message, blog, etc.) with others (including professors) during class time or review other lectures or materials other than that being covered in the class in which they are participating.

Students failing to comply with this policy will be reported to the SOPT Chair and / or appropriate designee for disciplinary action (including the APSC) and may be subject to dismissal from continuing their education at the COHP. It may also be the decision of the APSC or faculty member to prohibit the student from utilizing their laptop during designated classes for a designated period of time.

Email Use

While faculty, students, and staff are strongly encouraged to sign up for and use E-mail, its use must be related to COHP business communications. The use of electronic mail should be consistent with the instructional, research, public service, and administrative goals and mission of the COHP. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost to the COHP.

Prohibited use of E-mail:

1. Sending copies of documents or including the work of others in electronic mail communications in violation of any law, including copyright laws, is prohibited.

2. "Snooping" (i.e., obtaining or attempting to access) the files or electronic mail of others, or capturing or attempting to capture and "open" the electronic mail of others, except as required in order for authorized employees to diagnose and correct delivery problems, is prohibited.
3. Use of electronic mail to harass or intimidate others, threaten, or to interfere with the ability of others to conduct Health Sciences Center business is prohibited.
4. Use of electronic mail systems for any purpose that is restricted or prohibited by laws or regulations is prohibited.
5. Unauthorized "Spoofing" (i.e., constructing an electronic mail communication so it appears to be from someone else) is prohibited.
6. "Spamming" (i.e., sending unsolicited E-mail to lists of people you do not know) is prohibited. Bulk mailing is almost always considered Spam and places considerable stress on the E-mail system. Bulk mailings can be selectively used for Marshall University related information but must be approved at a level appropriate to the scope of the mailing and the mailing must be handled in such a way that the E-mail systems are not adversely impacted. For example, it would be appropriate that a mailing to all of the College of Health Professions be approved by the Dean's office. The mailing would be carried out in such a way as to avoid causing damage or disruption to the mail system.
7. Sending or forwarding chain-letters is prohibited. Most E-mail messages that ask you to forward it on to others fall into this category, including virus warnings.

Violations: Violation of this policy in any part may be sufficient grounds for disciplinary action and/or termination. Disciplinary action may include dismissal of computer privileges on an individual basis, or in extreme cases, dismissal from the SOPT.

Use of Classroom During and Outside Scheduled Class Time

The Classrooms in the School of Physical Therapy are available to faculty, staff, and students for educational purposes. Those classes which are scheduled to meet in the room have priority for the use of the space and anyone wanting to use the space during this class time must have the permission of the class instructor. If the classroom appears vacant, those persons wishing to use the room or its equipment must first obtain permission from the instructor who is scheduled to use the space.

If the classroom is scheduled to be vacant, SOPT faculty, staff, and students may use the room for educational purposes, with the faculty and staff having priority over student use. After hours, students will be able to gain access to the SOPT using an ID Keyless Entry. Once in the SOPT, students will have open access to the classrooms but will need to request from the appropriate faculty, that specific equipment be made available. The Anatomy laboratory at the MU Medical School VA location will be able to be access by o a 24/7 basis with an ID key entry.

All persons who use the classrooms must maintain the appearance of the space and return any items to their original location after use. Any linen used during classes or for study purposes must be brought to the laundry room for laundry service. A representative from each class will be appointed for this duty. In addition, a class representative will be named responsible for maintaining the classroom's appearance

and any issues regarding the cleanliness or order of the room will be brought to the representative's attention for resolution. No eating, drinking, or smoking is allowed in the classrooms. No storage of food or drink is allowed on shelves, desks, countertops, or cabinets.

To protect the equipment from tears or marks, no shoes are to be worn on the examination mats. All students using the lab must be dressed appropriately according to the Marshall University School of Physical Therapy Student Handbook.

Clinical Research Laboratory

The primary function of the laboratory is to provide equipment and space for research, and to that end, research activities have absolute priority over all other activities.

To gain access to the laboratory area, the area and equipment must first be reserved. Admittance is possible only via a faculty member who has agreed to be responsible for activities to be performed, and that the lab is locked at all times.

Each research advisor/investigator is responsible for providing student investigators with all necessary materials and supplies, including computer disks, printer paper, and videotapes. No individual is permitted to use any equipment before properly trained on said equipment by a faculty member or designate. Students must have faculty supervision, either directly or indirectly when utilizing equipment. All equipment will be maintained as specified in the user's manual of each piece of equipment. Originals of all equipment manuals will be kept in the research laboratory.

A faculty member must be present during all data collection, and no data collection on human subjects may proceed prior to Institutional Review Board (IRB) approval.

All lab users are responsible for their own computer files or data banks. It is necessary that data be saved to external storage disks or drives to avoid overloading the computers own hard drive. All subject files are the responsibility of the principle investigator/advisor. All subject information is confidential and is to remain in a locked area when not in use. The lab director will survey the faculty annually to determine needs for space and equipment and present this information to the SOPT Chair for budgetary consideration.

Equipment should be calibrated and recalibrated only with the presence of appropriate faculty and labeled to indicate the action performed and date, and initialed by faculty.

Complaints

The public or any other stakeholder of the program has the right to file a complaint that falls outside the realm of due process. At this time the policy and procedures for filing such complaints can be found in the SOPT Policy and Procedures Manual, and the Clinical Education Student Handbook, and is posted online at the SOPT website and includes the following statement:

“The College of Health Professions School of Physical Therapy encourages any individual who is unhappy with their experience or encounter with any student, faculty or staff member of the School of Physical Therapy to file a written complaint against the School or program. The School takes all program related complaints seriously and will act upon any complaints in an expedient manner. Once a complaint has been made, the SOPT Chair will be directly involved in gathering information and addressing the

complaint. The complaint and resolution will be kept on file in the School Chair's files under "Program Complaints for a period of 5 years."

Complaints should be addressed to:

Chair, School of Physical Therapy
2847 5th Avenue
Huntington, WV 25702

A Quality Improvement Process and Tracking Form (Appendix: Quality Improvement Process and Tracking Form) will be completed anytime a problem, complaint or opportunity for improvement of the SOPT or program presents itself. Once initiated, this form serves as a record and tool for ensuring that identified problems, complaints or opportunities are addressed by the proper entities in a timely and efficient manner. These forms are available in the SOPT Policy and Procedures Manual, the Clinical Education Manual, and in the School of Physical Therapy Reception Office.

Procedures for handling a complaint against the School:

When possible, the SOPT Chair will discuss the complaint directly with the party involved within 14 business days. If at all possible, the matter is reconciled at this point. A letter from the SOPT Chair acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.

If dissatisfied with the discussion with the SOPT Chair, or if the complaint is against the SOPT Chair, the involved party may submit a written complaint to the Dean of the College of Health Professions. The SOPT Chair will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter outlining the resolution by the Dean shall be filed with the complaint in the SOPT Chair's office.

If the party feels that additional complaint is necessary, then the last line of complaint is then to the Vice-President of Academic Affairs.

Outside of the institution, a complaint can also be filed with the physical therapy accrediting body: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria VA. 22314.

With regard to problems, complaints or opportunities identified through the Quality Assurance Process Form, all Quality Improvement Forms will be routed through the Administration committee to be distributed to the appropriate party for resolution. The committee will also follow-up with the resolving party within a reasonable amount of time for a progress report on any action taken.

This information will be shared during student orientation, will be available in the Student Handbook, and Clinical Educational Manual, and may be obtained through the SOPT Chair at any time.

Education Records: Rights of Parents and Students (FERPA)

As per the Marshall University Student Handbook, the Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the University receives a request for access.

- Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
 - If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Marshall University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

The Marshall University office that coordinates FERPA issues is:
Student Affairs, Room 2W38, 304- 696-6422.

[Technical Standards Policy](#) *

The American with Disabilities Act (ADA) ensures the qualified applicant with a disability the opportunity to pursue program admission at public institutions. To determine whether an individual is a qualified applicant for programs or services, the ADA states that applicants must meet essential eligibility requirements. The following performance standards are set forth so that the student will understand the essential eligibility requirements for participation and progression in the physical therapy curriculum. Standards cover interpersonal skills, communication, psychomotor skills, and cognitive skills. The ability to observe, evaluate, and treat a patient independently, while ensuring patient safety at all times is an expectation of the School of Physical Therapy.

The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe, and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the technical standards of their positions with or without reasonable accommodation.

Upon request of persons with disabilities, Marshall University will provide reasonable accommodations. However, the School of Physical Therapy is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the curriculum including didactic components, laboratory sessions, and clinical affiliations.

Each accepted applicant must complete an affidavit that attests to their ability to fulfill the technical standards of the Physical Therapy School. The procedures for submitting a request for an accommodation is located in the Student Handbook. Questions about the accommodation process may be directed to the SOPT Chair: 304-696-5614.

TECHNICAL STANDARDS: PERFORMANCE REQUIREMENTS FOR DPT STUDENTS

* Adapted with permission from Howard University

The information below delineates the cognitive, affective and psychomotor skills deemed essential to completion of the Physical Therapy degree programs at Marshall University and to perform as a competent generalist physical therapist.

If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request an appropriate accommodation. The University will provide reasonable accommodations as long as it does not fundamentally alter the nature of the program offered and do not impose an undue hardship such as those that cause significant expense, difficulty or are unduly disruptive to the educational process.

Cognitive Skills

The student must demonstrate the following abilities:

1. Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems and generate new ways of processing or categorizing information as listed in course objectives.
2. Perform a physical therapy examination including analysis of physiologic, biomechanical, behavioral, cultural and environmental factors in a timely manner, consistent with the norms of clinical settings.
3. Use examination findings to execute a plan of care in a timely manner, appropriate to the problems identified consistent with the acceptable norms of clinical settings.

Psychomotor Skills

The student must demonstrate the following abilities:

1. Locomotion:
 - a. Get to lecture, laboratory and clinical locations, and move within rooms as necessary to change groups, partners and workstations.
 - b. Physically maneuver in required clinical settings to accomplish assigned tasks.
2. Manual skills:
 - a. Maneuver another person's body parts to perform examination and treatment techniques effectively.
 - b. Manipulate common tools used for screening and examination tests, e.g. sphygmomanometer, goniometer, cotton balls, safety pins, reflex hammer.
 - c. Safely and effectively guide, facilitate, inhibit and resist movement and motor patterns through physical facilitation and inhibition techniques, including the ability to give urgent verbal feedback.
 - d. Safely manipulate another person's body in transfers, gait, positioning, exercise and mobilization techniques.
 - e. Manipulate examination and intervention equipment and safely and accurately apply to patients.
 - f. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving or treating a patient safely and effectively.
 - g. Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.
3. Fine motor skills:
 - a. Legibly record/document examinations, patient care notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.
 - b. Legibly record thoughts for written assignments and tests.
 - c. Sense changes in an individual's muscle tone, skin quality, joint play, kinesthesia and temperature to gather accurate objective information in a timely manner and sense that individual's response to environmental changes and treatment.
 - d. Safely apply and adjust therapeutic modalities.
 - e. Use a telephone.
4. Visual acuity to:
 - a. Receive visual information from classmates, faculty and patients regarding movement, posture, body mechanics and gait necessary for comparison to normal standards for purposes of examination and evaluation of movement dysfunctions.
 - b. Receive visual information from the treatment environment, including but not limited to dials on modalities and monitors, assistive devices, furniture, flooring and structures.
5. Communication:
 - a. Effectively communicate to other students, faculty, patients, peers, staff and personnel to ask questions, explain conditions and procedures, teach home programs, and for safety in a timely manner and within the acceptable norms of academic and clinical settings.
 - b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
 - c. Receive and send verbal communication in life threatening situations in a timely manner and within acceptable norms of clinical settings.

Affective Skills

The student must be able to:

1. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom they interact in the academic and clinical settings.
2. Comply with the ethical standards of the American Physical Therapy Association.
3. Sustain the mental and emotional rigors of a demanding educational program in physical therapy, which includes academic and clinical components that occur within set time constraints.
4. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients.

Reviewed and adopted by the School of Physical Therapy April 2012.

APTA Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is

guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

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

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

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

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals

when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

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

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

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

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

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

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

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

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

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

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Verification of Receipt of Student Handbook

I, _____ have received and read the Marshall University College of Health Professions School of Physical Therapy Student Handbook and have had an opportunity to ask questions or voice concerns.

Signature Date

School Chair or Designee Date

*Note: The policies and procedures are reviewed at least Biannually by the Advisory Committee. Interim changes are made by the Chair when needed. Please make any comments below as to how well these policies and procedures meet the needs of the faculty, students, and/or staff of the program.

Comments:
