



MARSHALL UNIVERSITY
SCHOOL OF PHYSICAL THERAPY
Faculty and Staff

POLICY AND PROCEDURE
Handbook



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>.

**Faculty and Staff
POLICY AND PROCEDURE HANDBOOK**

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MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: SOPT Vision & Mission Statement Congruence with Organizations within which it resides	FORMULATION DATE: 03/07/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The university's vision statement states 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" (Graduate Catalog 2018-2019, page 7-8; https://issuu.com/marshalluniversity/docs/gr_2018-19_published_10-01-18?e=19540835/64861753). The University also seeks to actively facilitate learning through the preservation, discovery, synthesis, and dissemination of knowledge. (Graduate Catalog 2018-2019, page 7-8; https://issuu.com/marshalluniversity/docs/gr_2018-19_published_10-01-18?e=19540835/64861753).

Consistent with the mission of Marshall University, the College of Health Professions (COHP) is 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/index.php/the-dean/mission-statement>

The Graduate College Mission is to provide quality educational opportunities at the time and places convenient for students employing alternative delivery systems and rich learning resources. Through the promotion of excellence in instruction, research, and public service in the interest of enhancing the intellectual, professional and personal growth of students, faculty, and staff. (Graduate Catalog 2013-14, page 11: http://www.marshall.edu/ucomm/files/web/Gr_2013-14_Published.pdf).

Program Mission

To provide contemporary physical therapy education; to empower graduates and educators to exemplify excellence in clinical practice, scholarship, mentorship, leadership, and professionalism; and to engage all stakeholders in employing evidence-informed physical therapy that reflects and expands best practices. <https://www.marshall.edu/physical-therapy/vision-mission-philosophy/>

Program Vision

To embody and exemplify each of the attributes we seek to instill in our students and to graduate Doctors of Physical Therapy who will be autonomous primary care practitioners, leaders in the profession, and facilitators of learning through preservation, discovery, synthesis, and dissemination of knowledge.

Support for University and College Mission

Consistent with the university and college mission, our mission which focuses on offering quality contemporary graduate education in the field of physical therapy, striving for excellence in clinical practice, advocacy, mentorship, leadership and professionalism, engagement in evidence-based practice is also consistent with the university and college's focus on being interactive the community in assessing health care needs, responding to contemporary and future needs of society, and contributing to the development of society and the individual, and facilitating learning through the preservation, discovery, synthesis, and dissemination of knowledge.

Contemporary Consistency of Program Mission Related to Physical Therapy Practice

Physical therapy education has traditionally been guided by documents such as the Normative Model, which indicates that the mission of physical therapist professional education should be to “graduate knowledgeable, service-oriented, self-assured, adaptive, reflective practitioners who by virtue of critical and integrative thinking, lifelong learning and ethical values, render independent judgment concerning patient/client needs that are supported by evidence...practitioners who contribute to society and the profession through practice, teaching, administration and discovery and application of new knowledge about physical therapy.” The Guide to Physical Therapy Practice indicates that physical therapist should “assume leadership roles in rehabilitation services, prevention, and health maintenance, and should be “committed to providing necessary, appropriate, and high-quality health care services to both patients and clients.” The APTA Code of Ethics is a central document that sets the standard for the ethical practice of all physical therapists. The APTA House of Delegates is the primary policy-making body for the physical therapy profession and represents the voice of the profession as it relates to APTA policies and positions. The reference committee (RC) motions generated by the HOD that are germane to physical therapy practice and education often serve to guide physical therapy education. Today, Physical Therapy education is guided by the Commission on Accreditation in Physical Therapy Education (CAPTE), which set the minimum standards for physical therapy education. The SOPT strives to meet the standards set forth by CAPTE. Additionally, the SOPT strives to go beyond the minimum CAPTE standards and seeks to foster best practices and excellence in physical therapy education. Today, the leading voice guiding physical therapy education is the American Council of Academic Physical Therapy (ACAPT). The SOPT is a proud member of ACAPT (<https://www.acapt.org/membership>) and supports the Academy's mission to provide “Unifying the educational enterprise that prepares physical therapists committed to improving the human experience.” The SOPT mission is guided and informed by each of these institutions and documents.

Marshall University Vision and Mission Statement:

<https://www.marshall.edu/mission/>

College of Health Professions Mission Statement:

<https://www.marshall.edu/cohp/mission-statement/>

Graduate College Mission Statement:

<https://www.marshall.edu/graduate/introduction-2/about-us/>

School of Physical Therapy Vision & Mission Statement:

<https://www.marshall.edu/physical-therapy/vision-mission-philosophy/>

Minimum Required Skills of Physical Therapist Graduates at Entry Level, APTA Publication BOD P11-05-20-49

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTGrad.pdf

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
SCHOOL OF PHYSICAL THERAPY
POLICY AND PROCEDURE

SUBJECT: DPT Program Goals	FORMULATION DATE: 03/07/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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DPT Program Goals:

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

1. To graduate exceptional autonomous practitioners, who are leaders in the profession and community, and capable of treating diverse populations.
2. To support and empower our educators to exemplify excellence in clinical practice, advocacy, mentorship, leadership, and professionalism.
3. To engage all stakeholders to employ evidence-informed decision making by seeking to discover, synthesize, preserve, apply, and disseminate knowledge that reflects best practice.

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: SOPT & DPT Program Expected Outcomes	FORMULATION DATE: 03/07/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Given these goals our expected program outcomes for students and educators are:

Graduates:

- Outcome #1:** Will demonstrate entry-level competence necessary to practice physical therapy as an independent member of the healthcare team in diverse settings, per the following metrics:
 - obtaining an average final mark at or above “entry-level” performance on the Clinical Performance Instrument (CPI) for PT 793.
 - accomplishing a first-time pass rate of 85% or greater on the National Physical Therapy Exam.
 - achieving an average score of 3.5/5 on the 6-month Employer Survey.
- Outcome #2:** Will demonstrate commitment to the profession by participating in professional organizations, scholarship, education, and advocacy, per the following metrics:
 - achieve an average score of 3.5/5 on the 6-month Employer Survey, items #3 and #19.
 - 85% of the respondents on the One-Year Graduate Survey report taking at least one continuing education course.
 - 85% of respondents on the Five-Year Graduate Survey report participation in professional advocacy activities.
- Outcome #3:** Become effective communicators and teachers of patients, families, peers, students and community, per the following metrics:
 - achieve an average score of 3.5/5 or higher on the 6-month Employer Survey, items #1 and #5.
 - achieve an average mark of “entry-level” performance on the PT 793 CPI, item #4 “Communication.”
- Outcome #4:** Will adhere to core values, legal and ethical standards, per the following metrics:
 - achieve an average score of 3.5/5 or higher on the 6-month Employer Survey, items #2 and #3.
 - achieve an average mark of “entry-level” performance on the PT 793 CPI, items #2 “Professional Practice- Professional Behavior” and #3 “Professional Practice – Accountability.”

Faculty:

1. **Outcome #1:** Will demonstrate excellence in preparation and delivery of quality PT education per the following metrics:
 - score a minimum 3.5/5 on average on instructor peer evaluations
 - score a minimum of 3.5/5 on average on student evaluations of teaching
2. **Outcome #2:** Will demonstrate contemporary expertise in clinical practice as measured by:
 - 30% of the faculty will be ABPTS Certified Clinical Specialists
 - 50% of the core faculty will practice part-time clinically
 - All core faculty will obtain 24 hours of continuing education credits every two years.
3. **Outcome #3:** Will encourage “best practice” through engagement in the preservation, discovery, synthesis, dissemination and/or application of knowledge to said practice by:
 - All core faculty will generate 5 or more peer-reviewed scholarly products in a 10-year period.
4. **Outcome #4:** Will participate on at least two School, College, University or professional committees (e.g., community, state, or national level).

Program:

1. **Outcome #1:** Will graduate 85% of the students entering the program each year.
2. **Outcome #2:** Will report that 85% of graduates taking the National Physical Therapy Examination (NPTE) pass on the first attempt.
3. **Outcome #3:** Will report that 95% of students are employed as a physical therapist 6 months after passing the NPTE licensure exam.
4. **Outcome #4:** Will report on the Clinical Education Annual Survey that 80% of clinical instructors (CIs) rate our students’ clinical performance at or above students from other PT programs.
5. **Outcome #5:** Will report an average score of 85% or higher on Item #1 of the graduate exit survey indicating that students feel prepared to start Physical Therapy Clinical Practice.
6. **Outcome #6:** Will report 75% or higher average score on Item #10 of the One-Year Graduate Survey indicating overall quality of the education provided by the Marshall School of Physical Therapy Program.

Related documents:

Minimum Required Skills of Physical Therapist Graduates at Entry Level, APTA Publication BOD P11-05-20-49

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTGrad.pdf

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Faculty/Staff Equal Opportunity and Nondiscrimination	FORMULATION DATE: 03/08/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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All SOPT faculty, staff, and students must be aware of our responsibility for **preserving the privacy, dignity, and safety of all people**, including but not limited to patients, patients' families or caregivers, prospective students, enrolled students, prospective and employed faculty, and support staff. Involvement in the program includes but not limited to the classroom, laboratories, clinical education, patient care, research, administrative activities and community engagement.

Equal Opportunity/Affirmative Action policies of Marshall University are stated in BOG policy GA-1 titled Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation.

<https://www.marshall.edu/eoaa/reporting-relevant-offenses/>

Scope & Purpose: Marshall University ("University") is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, intercultural and intercommunity outreach. Accordingly, the University does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment. This Policy sets forth how discrimination, harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation will be addressed by Marshall University

Filing an Equal Opportunity Complaint

The procedure for filing an equity complaint is found at <https://www.marshall.edu/eoaa/complaint-procedure/>

For a complete review of all Marshall University policies, see The *Greenbook/Faculty Handbook* is available by Internet access through the Marshall University web site:

<http://www.marshall.edu/academic-affairs/files/Greenbook-2018-2019-Final.pdf>

The SOPT supports, foster, and ensures that faculty, staff, prospective and enrolled students, and all stakeholders are protected by and abide by a policy of equal opportunity and nondiscrimination.

Related Documents:

GA-1 Sexual Harassment Policy, University Board of Governors,
<http://www.marshall.edu/board/files/MUBOG-GA-1-Discrim-Harassment-Sexual-Harassment-2017-02.pdf>

GA-3 Social Justice, University Board of Governors,
<http://www.marshall.edu/board/files/Policies/MUBOG%20GA-%203%20Social%20Justice.pdf>

Equal Opportunity/Affirmative Action Policy, Greenbook, pp 28-29,
<http://www.marshall.edu/eoaa/files/Equal-Employment-Affirmative-Action-Policy.pdf>

Office of Equity Programs website: <https://www.marshall.edu/eoaa/>

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Making, Changing, Disseminating, and Evaluating Policy and Procedure	FORMULATION DATE: 03/08/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The Administration committee led by the Chairperson (Program Director) and two additional core faculty members with one ideally being a Director of Clinical Education and one being a senior faculty member with tenure. The committee will meet biannually to analyze how well the SOPT student policies and procedures (Student Handbook) meet the needs, goals, and objectives of the program, and the extent the faculty adhere to the practices and procedures. Additional meetings may be held as needed and will be called by the Committee Chairperson.

This committee will assure all policies and procedures are based on appropriate criteria and conform to legal guidelines, the policies of Marshall University, the College of Health Professions, the Graduate College, and principles set forth by outside organizations such as CAPTE and ACAPT. An Administrative Assistant may be asked to attend the meeting and/or provide input on selected topics. The SOPT Chairperson will set policy as needed during the interim periods.

Students are required to sign an affidavit of initial receipt of the SOPT Student Handbook and when any updates, additions, or changes to policy and procedures are made.

Additionally, the Chairperson may ask the Administrative Committee's perform a random review of the Faculty policies and procedures and assess adherence to current practice. Any inconsistencies are discussed with the faculty during the following general faculty meeting.

All physical therapy program policies and procedures affecting faculty, staff, and students are provided in writing prior to implementation and are applied equitably to all participating faculty, staff, and students.

Related documents:

P&P for Administration Committee, (in this handbook)

Verification of Receipt of Policy and Procedural Handbook, (in this handbook)

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

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POLICY AND PROCEDURE

SUBJECT: Medical Emergencies	FORMULATION DATE: 03/08/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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For the purposes of this policy, a medical emergency is defined as an observed acute and significant deterioration in an individual's health status. Examples of medical emergencies include choking, fainting, sudden loss of memory or functional abilities, inability to breathe and allergic reaction. For the purposes of this policy, an accident is defined as an incident that may likely cause personal physical injury. Examples of accidents include falls, burns, wounds, and automobile trauma. Examples are provided as illustrations and are not intended to be inclusive.

In the event of a medical emergency, employees of the School of Physical Therapy and/or College of Health Professions should first assess the situation using the skills and abilities appropriate to their individual training. Employees should provide initial first aid and CPR using the skills and abilities appropriate to their individual training, making sure to use proper universal precautions as necessary. The employee should request medical assistance by dialing 911 or St. Mary's Education Center campus security 304-526-1649 from the nearest phone immediately.

Give the name of the injured person, building or location where aid is needed, a specific location within the building, type of problem, individual's condition, the sequence of events, and medical history, if known. Have someone stay with the patient until help arrives. Do not move the patient; keep the patient still and comfortable. Once help arrives, stay out of the way unless assistance is requested.

Injured employees should follow protocol regarding Worker's Compensation through Marshall University Safety Office. An employee may accompany the faculty and staff to their department if necessary. <http://www.marshall.edu/safety/files/2013/04/HR-SERV-FORM-31.pdf>

For those requiring minor first aid, a first aid kit will be available in Classroom 111 and is checked and restocked monthly for inventory or after each use.

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Faculty Access to Malpractice and Health Insurance Coverage	FORMULATION DATE: 03/08/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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School of Physical Therapy Faculty will receive malpractice coverage provided by the institution Marshall University College of Health Professions at no charge. Health, dental, vision, life, and disability insurances are offered at standard employee rates. See the Human Resources Website for more information: (<https://www.marshall.edu/human-resources/>).

Procedure: Malpractice insurance is provided automatically upon hire (and licensure). During employee orientation, faculty and staff will be given an opportunity to select the health and other additional employee insurance plans in which they wish to enroll. Faculty may elect not to participate in noncompulsory insurance plans at that time as well.

Related documents:

Marshall University Department of Human Resources Benefits Summary Page
<https://www.marshall.edu/human-resources/benefits/>

MARSHALL UNIVERSITY
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SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Employee Access to Medical Care/Counseling	FORMULATION DATE: 03/08/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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As an employee of Marshall University, emergency medical care is available, and expenses may be covered by health insurance policies, and/or workman's compensation law. *The employee is responsible for costs not covered by health insurance or workman's compensation.*

Counseling and referral services are available to employees at a reduced rate through the Campus Psychology Clinic. A sliding fee scale is listed on the Campus Psychology Website: <http://www.marshall.edu/wpmu/psych/clinics/campus-psychology-clinic/>

Participation in these employee benefit programs is voluntary. Additionally, the employee shares some of the costs associated with health insurance premiums. See Benefits Summary Booklet for details and current rates/information.

Related Documents:

Marshall University Department of Human Resources Benefits Summary Page
<https://www.marshall.edu/human-resources/benefits/>

Campus Psychology Clinic Website:
(<https://www.marshall.edu/psych/clinics/campus-psychology-clinic/>)

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: SOPT Budgeting	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The SOPT Chairperson is responsible for presenting an annual budget to the Dean of the COHP and/or the Vice President of Finance for input and feedback. The Dean of the COHP will advise the SOPT Chairperson as needed. The SOPT budget will become a part of the overall budget for Marshall University College of Health Professions upon approval of the Dean of the COHP.

Related Documents:

Marshall University Board of Governors, Policy AA-38: *Selection, Role, and Evaluation of Department Chair*; <http://www.marshall.edu/board/files/Policies/MUBOG%20AA-38%20Department%20Chairs.pdf>

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Health Insurance Portability and Accountability Act of 1996 (HIPPA)	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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As an employee of a Marshall University unit who may provide health care, the use and disclosure of patient information is governed by the rules and regulations established under HIPAA, the Health Insurance Portability and Accountability Act of 1996, and related policies and procedures of Marshall University. The University has established a HIPAA Confidentiality Frequently Asked Questions resource for those employees who may have access to, use, or disclose confidential health information. Information regarding HIPAA compliance can be found on the Human resource services webpage: <http://www.marshall.edu/human-resources/hipaa/hipa-faq/>.

Related Documents:

Marshall University Board of Governors, Policy FA-4: *Policies on Use of Institutional Facilities*, <http://www.marshall.edu/board/files/Policies/MUBOG%20FA-%204%20Use%20of%20Institutional%20Facilities.pdf>

Marshall University Board of Governors, Policy FA-7: *Salary Supplements for Marshall University Employees From Non-State Sources*, <http://www.marshall.edu/board/files/Policies/MUBOG%20FA-%207%20Salary%20Supplements.pdf>

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Use of Human Subjects and Procedure for Informed Consent	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Faculty and Students participating in studies involving human subjects must comply with the University's Institutional Review Board (IRB). The Office of Research Integrity (ORI) supports the institution in promoting the ethical conduct of research and ensures the University's solid commitment to the compliance with all applicable regulations and accreditation standards.

Faculty and Students will obtain written informed consent of persons involved in demonstration studies, case studies, clinical trials, and/or depiction in audiovisual materials. All other applicable federal, state, local, or corporate rules, regulations, policies, or procedures must also be followed. Consent forms must receive IRB approval. All forms and procedures must comply with HIPAA regulation. Forms can be found on the ORI website: <https://www.marshall.edu/ori/>

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Safety Regulations	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Appropriate safety regulations are posted and reviewed in accordance with Marshall University policy and procedure including regulations outlining universal precautions, use of equipment, and storage and use of any hazardous materials. Specifically, information on the following subjects is found in the Environmental Safety and Health Policy Manual:

http://www.marshall.edu/safety/files/2013/03/safety_manual1.pdf

Safety Training Policy

Personal Protective Equipment

Universal Precautions

Fire Prevention

Bloodborne Pathogens

Emergency Procedures

Related Documents:

Marshall University Environmental Safety and Health Policy Manual:

http://www.marshall.edu/safety/files/2013/03/safety_manual1.pdf

MARSHALL UNIVERSITY
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POLICY AND PROCEDURE

SUBJECT: Complaint Resolution and “Policies that fall outside of Due Process.”	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Faculty and Staff are encouraged to report any personal conflicts or complaints to the SOPT Chairperson. In the cases of SOPT quality improvement issues, the Quality Assurance and Improvement Forms are the preferred mechanisms for documentation and resolution of concerns.

As required by CAPTE, the public or any other stakeholder of the program has the right to file a complaint that “falls outside the realm of due process.” Policy and procedures for filing such complaints are found in the SOPT Faculty and Staff Handbook and the Clinical Education Student Handbook and are posted online at the SOPT website at <https://www.marshall.edu/physical-therapy/doctor-of-physical-therapy-program/filing-a-complaint-that-falls-outside-the-realm-of-due-process/>

The public or any other stakeholder of the School of Physical Therapy (SOPT) has the right to file a complaint and receive due process. According to Commission on Accreditation in Physical Therapy Education (CAPTE) standards, this is referred to as a “complaint which falls outside the realm of due process.” The School of Physical Therapy and the College of Health Professions encourages any individual who is unhappy with their experience or encounter with any student, faculty or staff member of the SOPT to file a written complaint. The school takes all program-related complaints seriously and will act upon any complaint in an expedient manner. Once a complaint has been made, the Program Chairperson will gather information and address the complaint. Any complaint and documentation associated with the resolution of “complaints which fall outside the realm of due process” will be kept on file in the SOPT Chairperson’s files for a period of 5 years. The formal policy and procedures are outlined in the SOPT Faculty and Staff Handbook. Complaints by students, faculty, or staff as part of the normal operation of the SOPT will follow individual and respective policies and procedures outlined in the Student or Faculty Handbook and according to Human Resources policies.

Complaints should be addressed to:

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

Procedures for handling a “Complaint which Falls Outside the Realm of Due Process”:

1. When possible, the SOPT Chair will discuss the complaint directly with the party or parties involved within 14 business days. If at all possible, the matter will be reconciled at this point. If needed, SOPT Chair will meet with all parties separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter from the SOPT Chair acknowledging the resolution of the complaint will be filed and a copy sent to the complainant.
2. If dissatisfied with the action or decision made by the SOPT Chairperson, or if the complaint is against the SOPT Chairperson, the involved party may submit a written complaint or appeal to the Dean of the College of Health Professions. A letter outlining the resolution by the Dean shall be filed with the complaint in the SOPT Chair's office for a period of 5 years.

Dean, College of Health Professions
224A Prichard Hall
Marshall University
Huntington, WV 25755

3. If the complainant believes that additional review is necessary, then the last line of complaint is with the Vice-President of Academic Affairs
4. 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.

Related documents:

P&P on Improvement of Quality of Care and Performance of Services, this handbook
QI Process and Tracking Form, Appendix 1

See also, the Clinical Education Student Handbook, and the SOPT of Physical Therapy Student Handbook

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty and Staff Orientation	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Newly-hired employees of Marshall University College of Health Professions and its affiliates are provided with a series of orientation activities: SOPT Orientation, Marshall University New Faculty Orientation, and may be required to perform additional clinical or facility-specific orientation procedures as indicated prior to patient-student contact activities. It will be the responsibility of the SOPT Chairperson to either orient or assign a faculty member to orient a new associated faculty to the SOPT, program, evaluation procedures, etc. prior to the faculty's start date.

The SOPT Orientation begins on the first day of work and continues throughout the first week or until all objectives have been met. The SOPT Chairperson, or designate, provides the general SOPT Orientation for specific, daily operational details of the position. The Policy and Procedure Handbook is issued to the employee, and the Verification of Receipt is signed and placed in his or her individual file.

Marshall University New Faculty Orientation is administered and scheduled by the Office of Human Resources and is performed monthly for all new faculty. New hires should contact the Office of Human Resources for the schedule. The Office of Human Resources is responsible for notifying all Marshall employees when new compliance training and updates are required.

Related Documents:

P&P on Safety Regulations, this handbook

Appendix 2: New Faculty Orientation Checklist

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Improvement of Quality of Care and Performance of Services	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The School of Physical Therapy is committed to excellence in physical therapy education. Toward this effort, the SOPT is involved in monitoring systems and requirements aimed at improving quality and performance, facilitating distribution of information about activities of and requirements for performance improvement systems, and developing mechanisms to promote the use of faculty and staff in performance improvement and peer review.

The SOPT advocates voluntary participation in quality assurance and performance improvement activities which are incorporated into daily activities. The commitment to quality assurance and performance improvement is primarily a professional responsibility and is to be promoted and fostered by all faculty and staff through individual and collective efforts.

Procedures for handling a complaint against the SOPT:

1. When possible, the SOPT Chairperson 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 Chairperson acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.
2. If dissatisfied with the discussion with the SOPT Chairperson, or if the complaint is against the SOPT Chairperson, the involved party may submit a written complaint to the Dean of the College of Health Professions. The SOPT Chairperson 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 Chairperson's office.
3. If the party feels that additional complaint is necessary, then the last line of complaint is then to the Vice-President of Academic Affairs.

Related documents:

QI Process and Tracking Form, Appendix 1

Please see also the Clinical Education Student Handbook and the School of Physical Therapy Student Handbook

P&P for Administrative Committee, this handbook

P&P for Faculty Meetings, this handbook

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Physical Therapy Curriculum Review	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Curricular review is a formal and ongoing process that involves all core faculty members with primary recommendations coming from the Curriculum Committee. The Curriculum is reviewed at least annually at the faculty retreat by collective core faculty under the direction of the SOPT Curriculum Committee and the SOPT Chairperson. Student, graduate, employer surveys, CPI scores/CI feedback, practical examination performance in the CASES series, and student performance on the mock board examination and NPTE are the primary outcome data used to assess the curriculum. Key outcome measures include, but are not limited to, graduation rate, the pass rate on the NPTE, and employment rate.

At least three times annually, the faculty discuss and review student performance to determine if curricular changes are needed. All curricular decisions are made collectively by the core faculty through a consensus building process; however, if a consensus cannot be achieved, the Program Director will call for a vote with majority rule. Additional stakeholders (e.g. Advisory Committee) will be consulted as needed for major curricular changes that will have an impact on the larger university or regional clinical education partners.

Procedure:

During the Annual Faculty Retreat and at regularly scheduled Curriculum Committee meeting, the current curriculum is reviewed. Suggestions for change are shared with the faculty (this information is disseminated by the SOPT Chairperson). Changes are made based on outcome data, revisions, and updates made to the curricular goals and objectives, and current trends in physical rehabilitation. If changes are suggested at a Curriculum Committee meeting, any changes suggested are reviewed by the collective core faculty in a subsequent faculty meeting or a special meeting may be called.

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Clinical Learning Experiences	FORMULATION DATE: 03/11/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The purpose of this policy is to ensure the safe supervision of students by faculty during facilitated integrated clinical and academic learning experiences (FICAAL) which may occur during the semester as part of the DPT curriculum. FICAALs will be scheduled in advance by the course coordinator and indicated on the course syllabus. Participating faculty must have completed all required Clinical Orientation and Safety Compliance modules and have a current State Physical Therapy License in order to supervise students in the clinical environments during learning experiences.

In order to ensure quality learning and safety, faculty should be directly responsible for no more than 7 students concurrently in a clinical setting.

Clinical education represents a significant component of physical therapy curricula that is used to explore and enhance the didactic education. The purpose of this policy is to clarify the roles and expectations of individuals responsible for providing student clinical learning experiences.

Faculty wishing to participate in clinical education must hold a current Physical Therapy License issued by their state of practice and have completed all required orientation procedures for the clinical site and have practiced for one-year post graduation.

Clinical faculty may hold the title of Adjunct Clinical Faculty of the SOPT. Adjunct clinical faculty may serve the SOPT as clinical instructors for DPT students, or in other roles, as designated by the chairperson of the SOPT, including but not limited to guest lecturers, assistance in CASE courses, or lab assistants.

All faculty should refer to the *Clinical Education Student Handbook* for details.

Related Documents:

- P&P on Staff Orientation, this handbook
- P&P for Safety Regulations, this handbook

Please see also the *Clinical Education Student Handbook*,

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Clinical Research	FORMULATION DATE: 03/14/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Faculty are encouraged, and in some cases expected, to perform clinical research in order to facilitate professional development and fulfill the terms of their appointments and to achieve promotion and tenure.

Specific Policy and Procedure has already been established by the Office of Research Integrity (ORI). Please refer to the Website <http://www.marshall.edu/research/ori/> for contact information, specific details, and required forms.

Information found on the website includes, but is not limited to:

- Grants and Contracts Processing
- Research Resources and Funding Opportunities
- HIPAA and Research Guidelines
- Institutional Review Board (IRB)
- Institutional Animal Care and Use Committee (IACUC)
- Institutional Biosafety Committee (IBC)

Related Documents:

Office of Research Integrity Website: <https://www.marshall.edu/ori/>

Policy on Use of Human Subjects and Procedure for Informed Consent, this handbook, Marshall University Board of Governors Policy AA-40: *Faculty Compensation from Grants and Contracts*, <http://www.marshall.edu/board/files/Policies/MUBOG%20AA-40%20Compensation%20from%20Grants%20and%20Contracts.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
SCHOOL OF PHYSICAL THERAPY
POLICY AND PROCEDURE

SUBJECT: Faculty and Staff Leave	FORMULATION DATE: 03/14/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Annual and Sick Leave is accrued for each faculty and staff member according to the schedule in the *Human Resources Benefits Summary Page* and may be taken throughout the year with SOPT Chairperson’s approval. In addition, leave is also granted for funerals, jury duty, educational, military purposes, as well as pregnancy and childbirth. Specific criteria exist for faculty to be eligible for sabbatical leave. See the *Greenbook: Human Resource Policies* and the Human Resources Benefits website for details.

A *Leave Request* form through Time Clock Plus must be completed in advance and given to the SOPT Chairperson for approval. In the event the form cannot be completed in advance, such as after unexpected illness, the form should be completed and signed by the SOPT Chairperson and placed in his/her file as soon as the employee returns to work.

Related Documents:

Marshall University Board of Governors Policy AA-1: *Sabbatical Leave*,
<http://www.marshall.edu/board/files/Policies/MUBOG%20AA-%201%20Sabbatical%20Leave.pdf>

Marshall University Department of Human Resources Benefits Summary Page
<https://www.marshall.edu/human-resources/benefits/>

MARSHALL UNIVERSITY
 COLLEGE OF HEALTH PROFESSIONS
 SCHOOL OF PHYSICAL THERAPY
 POLICY AND PROCEDURE

SUBJECT: Continuing Education and Professional Development	FORMULATION DATE: 03/14/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Faculty are required to complete continuing education hours annually in order to maintain licensure within the state of West Virginia. Adequate time and resources are made available to faculty and staff as appropriate as related to continuing professional development. Examples include:

- In-services and seminars
- Continuing education courses
- Professional association activities (APTA/WVPTA, etc.)

Procedure:

Faculty wishing to participate in on-site educational opportunities, meetings, or conferences should notify the SOPT Chairperson regarding their desire to attend the educational session so adequate time may be allowed. All approved travel must abide by the Marshall University Board of Governors Policy on Travel (FA-2): <http://www.marshall.edu/board/files/MUBOG-FA-2-Travel-Policy-June-29-2016.pdf> Faculty should discuss individual budgetary allowances in advance with the SOPT Chairperson. All core faculty will have an annual continuing education allowance of \$2,000 per year. The Chairperson reserves the right to reduce or restrict that amount based budgetary constraints. Faculty will be notified of any changes in travel allowance.

All travel must be planned through the Marshall University Travel office and comply with university policies. If the session is off-site and will require time away from the SOPT, a Travel Authorization form must be completed prior to travel, via the SOPT Administrative Assistant, submitted to the SOPT Chairperson and any time off coordinated with the SOPT Chairperson. Once travel is completed, the employee is responsible for submitting a Travel Settlement form to the Dean's office in order to receive reimbursement of expenses incurred related to the travel.

Time off for continuing education must be approved by the SOPT Chairperson and does not count toward Annual Leave or Sick time. Courses must support the mission and/or vision of the organization and should pertain to the scholarly agenda of the individual faculty member. At times, the Chairperson may require faculty to attend an educational course outside of the faculty member's area of research or interest to meet program teaching needs. In this instance, additional funding will be allocated.

Related documents:

Travel Authorization and Travel Settlement Forms, <https://www.marshall.edu/travel/forms/>

Marshall University Board of Governors Policy FA-2: Travel
<http://www.marshall.edu/board/files/MUBOG-FA-2-Travel-Policy-June-29-2016.pdf>

Marshall University Board of Governors Travel Procedures,
<https://www.marshall.edu/travel/policy/>

Marshall Travel office
<https://www.marshall.edu/travel/>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
SCHOOL OF PHYSICAL THERAPY
POLICY AND PROCEDURE

SUBJECT: Faculty Uphold Academic Regulations Consistent with those of Marshall University	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The SOPT faculty are expected to uphold all academic regulations of the SOPT and Marshall University and participate in shared governance to initiate, adopt, and facilitate academic regulations that are consistent with national standards (e.g. ACAPT, APTA, PTCAS), CAPTE accreditation, and state law. These regulations address but are not limited to admission requirements, clinical education, grading, minimum performance levels, professional and ethical behaviors, and student progression through the program.

The SOPT faculty through participation in SOPT committees, faculty meetings, and faculty retreats are encouraged to promote, facilitate, and foster ideas for how the SOPT can ensure compliance with academic regulations. Additionally, faculty are encouraged to participate on College level committees, Faculty Senate, and Graduate Council to help shape academic regulations in the College of Health Professions, the Graduate College, and the University. Faculty are encouraged to identify when academic regulations are not being upheld. All issues should be addressed with the Chairperson, the Dean of the Graduate College and finally the Provost as the highest ranking academic officer at Marshall University.

Related Documents:

Marshall Graduate Catalog

http://www.marshall.edu/catalog/files/Gr_2018-19_Published_10-01-18_rev.pdf

MARSHALL UNIVERSITY
 COLLEGE OF HEALTH PROFESSIONS
 SCHOOL OF PHYSICAL THERAPY
 POLICY AND PROCEDURE

SUBJECT: Technical Standards and ADA Policy	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Students who need “Reasonable Accommodations” through the Federal Americans with Disabilities Act (ADA) should contact the Office of Disability Services (<https://www.marshall.edu/disability/>) 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 another 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, the procedure will be noted on the form for each party to review and sign documenting their full awareness.
- 3) All examinations administered on site will be videotaped to assure that required academic accommodations are adhered to. Any examinations that are administered on a take-home basis will be exempt from the videotaping requirement.

- 4) 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 Chairperson of the SOPT to address the issue with the faculty and/or the student.

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 Chairperson at (304-696-5614).

* Adapted with permission from Howard University

TECHNICAL STANDARDS: PERFORMANCE REQUIREMENTS FOR DPT STUDENTS

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 a 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.

Adopted by the School of Physical Therapy April 2012; reviewed 12-30-18

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Equipment Maintenance	FORMULATION DATE: 03/15/11	APPROVED BY:
	REVIEWED/REVISION DATE: 12-30-2018	D. Scott Davis PT, MS, EdD

Equipment and Materials used in the School of Physical Therapy shall be maintained as specified in the equipment's user's manual by the Marshall University Physical Plant, Department of Maintenance, St. Mary's Education Center, or other designee. Electronic equipment and appliances are inventoried and inspected annually according to the policies of Marshall University.

Administrative materials, such as paper, printer ink, pens, and folders are ordered as needed by the Administrative Assistant and staff and kept in a locked storage closet accessible only by faculty and staff members.

Adaptive equipment, such as wheelchairs, walkers and canes and other materials used in the educational process are also kept in a storage closet, accessible only by faculty and staff members. Students are granted access to equipment after hours with the permission of the faculty for open lab practice. The equipment is inspected during the semester when used in the classroom by the faculty and/or staff using the equipment. The maintenance of this equipment is on an as-needed basis, as identified by the faculty or staff member.

In the event equipment requires maintenance, then the faculty or staff member who makes the discovery is then responsible for labeling the equipment as non-operational, and lock it in the storage closet until repairs or replacement can be made. The individual should make every effort to contact the appropriate entity to initiate the repair/replacement process.

The employee should notify the SOPT Chairperson if funds are required to repair or replace the equipment. The SOPT Chairperson will determine if such funding is available.

MARSHALL UNIVERSITY
 COLLEGE OF HEALTH PROFESSIONS
 SCHOOL OF PHYSICAL THERAPY
 POLICY AND PROCEDURE

SUBJECT: Open Laboratory Policy and Procedure	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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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 have priority for the use of the space and anyone wanting to use the room during this class time must have the permission of the class instructor.

If the room appears vacant, those persons wishing to use the space or its equipment must first obtain permission from the instructor who is scheduled to use the space.

If the room is scheduled to be vacant, PT School faculty, staff, and students may use the room for educational purposes, with the faculty and staff having priority over student use. All use outside of the normal academic schedule must be reserved on the Blackboard Master Calendar. If the fall, spring, summer schedule lists the room as open and the Blackboard Calendar is free, the faculty member may reserve the room on a first come, first serve basis.

All persons who use the open laboratory 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 School facilities for laundry service. A representative from each DPT class will be appointed for this duty. In addition, a work-study student will be responsible for maintaining the lab's appearance, and any issues regarding the cleanliness or order of the lab will be brought to the SOPT administration's attention for resolution.

No eating, drinking, or smoking is allowed in the classrooms, with the exception of water in sealable containers. No storage of food or drink is allowed on shelves, countertops, or cabinets. Storage of food and drink is restricted to the student lounge area.

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*.

Related documents:

Please see also the *Marshall University School of Physical Therapy Student Handbook*,

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Clinical Research Laboratory Policy	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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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 the 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 (on-site) 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 principal 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 Chairperson 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.

MARSHALL UNIVERSITY
 COLLEGE OF HEALTH PROFESSIONS
 SCHOOL OF PHYSICAL THERAPY
 POLICY AND PROCEDURE

SUBJECT: Faculty Shared Computer Drives	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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All Physical Therapy core faculty and staff have access to the Marshall University IT Infrastructure LAN Shared drive, also known as the “SharePoint drive.” The purpose of the shared drive is to establish a local, accessible location for the placement of electronic documents for all School of Physical Therapy activities that is password protected and secured (as is dictated by the Family Educational Rights and Privacy Act Regulations Subpart D, Section 99.32).

Each individual faculty member also has access to their own partition of a mainframe denoted as the “V:\” drive. The purpose of this drive is to provide adequate space for the faculty members to back up their local documents housed on their independent hard drives (C:\ drives) to a safe and secure location.

All usage of the SOPT share drive and the individual faculty locations on the V:\ drive are subject to the terms of *Marshall University Computing Services Acceptable Use Policy*:

<http://www.marshall.edu/board/files/Policies/MUBOG%20IT-1%20IT%20Acceptable%20Use%20Policy%20rev%202012-12-13.pdf>

Items found on the shared drive should include but are not limited to the following:

- | | |
|----------------------------|-----------------------|
| Clinical Education | Faculty Folders |
| Comprehensive Examinations | Faculty Meetings |
| SOPT Committees | Orientation Materials |
| DPT Curriculum | Policy and Procedures |
| Emergency Contact Lists | Student Information |

Faculty are required to place course syllabi, significant documents, and other materials in assigned folders, and all course materials for the purpose of expediting communication among faculty regarding curricular issues in the SharePoint drive. Students will not have access to this drive. The documents maintained in the individual faculty folders under the SharePoint drive should only include those documents related to their courses, research, committee work, etc.

Related forms:

Marshall University Computing Services Acceptable Use Policy:
<http://www.marshall.edu/board/files/Policies/MUBOG%20IT-1%20IT%20Acceptable%20Use%20Policy%20rev%202012-12-13.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Textbook Adoption	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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All faculty who require the student purchase of textbooks and materials for their courses must complete a Textbook Adoption Request form and submit it to the Marshall University Campus Bookstore for processing. In general, this process is coordinated by one of the Program Assistants. Faculty are required to respond to all textbook requests in a timely manner to meet the bookstore deadline and to ensure that students have the textbook list well in advance to the start of the semester. The textbook requests may be made online via a *Faculty adoption request*. The following are general textbook adoption deadlines are as follows:

April 1st Summer Semester
April 15th Fall Semester
October 15th Spring Semester

The faculty members should also send a copy of the textbook information for all required and recommended texts utilized in their courses to the Program Assistant. During this time frame (30-60 days before the start of the semester) the Program Assistant will compile a list of required and recommended texts for the upcoming semester and distribute it to the respective class.

Related Documents:

Marshall University Board of Governors, Policy AA-17, *University Textbooks*
[http://www.marshall.edu/board/files/Policies/MUBOG%20AA-17%20University%20Textbooks%20\(amended-final\).pdf](http://www.marshall.edu/board/files/Policies/MUBOG%20AA-17%20University%20Textbooks%20(amended-final).pdf)

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
SCHOOL OF PHYSICAL THERAPY
POLICY AND PROCEDURE

SUBJECT: Personal Rights and Confidentiality of Records	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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All records and personal information pertinent to faculty and students are kept strictly confidential and are accessible only to the SOPT Chairperson and the Office of Academic Affairs, with the exception of student records, which are accessible to faculty and staff. Records are kept for a period of at least three years after graduation or termination. These records are stored in locked storage maintained by the SOPT and Collegiate offices. When deemed appropriate, records are destroyed by shredding.

In addition, faculty must follow all Marshall University and College of Health Professions' policies and procedures related to non-disclosure of confidential information, including employee personnel records, patient records, release of information from medical records, consent for the release of confidential information, confidentiality of information transmitted via facsimile (fax machine), and third-party concurrent medical record review.

The School of Physical Therapy and its faculty, staff, and students must comply with HIPAA regulation.

Related Documents:

HIPPA Frequently Asked Questions (FAQ)

<http://www.marshall.edu/human-resources/hipaa/hipa-faq/>

FERPA Information for Faculty and Staff

<https://www.marshall.edu/disclosures/ferpa/>

Personnel Records, AA-25, Marshall University Board of Governors:

<http://www.marshall.edu/board/files/Policies/MUBOG%20AA25%20Personnel%20Records.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: SOPT Chairperson (Program Director) Qualifications/Duties	FORMULATION DATE: 03/21/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The SOPT Chairperson (Program Director) qualifications, duties, and responsibilities are in accordance with the Policies and Procedures of Marshall University as written in the Official University Policies and Greenbook Faculty Handbook. Additionally, the Chairperson in most instance also serves as the Program Director.

CAPTE requires the Program Director to have the following:

1. Licensed Physical Therapist in the United States
2. Holds an earned academic doctoral degree (e.g. PhD, EdD, DSc)
3. Holds the rank of Associate Professor, Professor, Clinical Associate Professor, or Clinical Professor
4. Has a minimum of six years of full time higher education experience, with a minimum of three years of full-time experience in a physical therapist education program.

Related Documents:

Marshall University Board of Governors, AA-38: *SELECTION, ROLE, AND EVALUATION OF SOPT CHAIRS*
<http://www.marshall.edu/board/files/Policies/MUBOG%20AA-38%20Department%20Chairs.pdf>

Marshall University Board of Governors, HR-12: *Performance Assessment, Classified and Non-Classified Employees*
<http://www.marshall.edu/board/files/Policies/MUBOG%20HR-12%20Perf%20Assessment%20Clas%20Nonclas.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty and Staff Qualifications/Duties	FORMULATION DATE: 03/21/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The Faculty and Staff qualifications, duties and responsibilities are in accordance with the Policies and Procedures of Marshall University as written in the Official University Policies and Greenbook Faculty Handbook. See Faculty Search Committee for guidance on minimum CAPTE requirements for the SOPT.

Related Documents:

Marshall University Board of Governors, AA-22: *Annual Evaluation of Faculty*
<http://www.marshall.edu/board/files/MUBOG-AA-22a-Annual-Evaluation-of-Faculty-Amended-2014-04.pdf>

Marshall University Board of Governors, HR-12: *Performance Assessment, Classified and Non-Classified Employees*
<http://www.marshall.edu/board/files/Policies/MUBOG%20HR-12%20Perf%20Assessment%20Clas%20Nonclas.pdf>

Marshall University Board of Governors, AA-5: *Rule on Adjunct Faculty (4-Year Colleges)*
[http://www.marshall.edu/board/files/Policies/MUBOG%20AA-%205%20Adjunct%20Faculty%20Policy\(4-year\).pdf](http://www.marshall.edu/board/files/Policies/MUBOG%20AA-%205%20Adjunct%20Faculty%20Policy(4-year).pdf)

Marshall University Classified Staff Handbook:
<https://www.marshall.edu/human-resources/files/Marshall-University-Classified-Staff-Handbook.pdf>

Please see also the Marshall University Greenbook Faculty Handbook:
<http://www.marshall.edu/academic-affairs/files/Greenbook-2018-2019-Final.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
SCHOOL OF PHYSICAL THERAPY
POLICY AND PROCEDURE

SUBJECT: Student Worker and Teaching Assistant Job Description	FORMULATION DATE: 03/21/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Student workers and Student Teaching Assistants can be a valuable resource to the School of Physical Therapy and are hired in accordance with the policies of Marshall University.

When available, student workers may be placed with the School of Physical Therapy to assist with teaching or administrative tasks and other tasks as may be assigned by the faculty or SOPT Chairperson.

The student worker will report directly to the assigned faculty member or one of the Administrative Assistant for daily assignments. The student's supervisor is responsible for monitoring and/or approving all worked time. Tasks assigned by the SOPT Chairperson take priority over previously assigned tasks.

Related Documents:

Marshall University *Graduate College Federal Work Study page:*

<https://www.marshall.edu/graduate/costs-and-aid/federal-work-study/>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty Evaluations	FORMULATION DATE: 03/21/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The goals of the School of Physical Therapy reflect the SOPT's unique contribution to the accomplishment of the stated goals for the COHP: teaching effectiveness, scholarly productivity, and service to the University and Community. The faculty of the School of Physical Therapy represent diverse individual talents and aspirations which directly contribute to the realization of the SOPT and Institutional goals through personal effort and achievement.

The annual faculty performance appraisal adopts a positive focus on the development of the individual faculty member. The University mandates a systematic annual evaluation of every faculty member, both tenured, and non-tenured, as per the Greenbook faculty handbook and the University Official Policies. Faculty and staff of the School of Physical Therapy are evaluated regularly as a part of their annual performance appraisals with regards to teaching skills, research, professional activities, and service.

See the *Greenbook* handbook for university terminology and definition of faculty appointments.

The faculty performance appraisal is accessed online through *Digital Measures* on the MyMU website. The performance assessment includes details regarding individual goals and a self-assessment by the faculty on the prior goals in terms of progress, and new goals for the next year and future career.

The Digital Measure Performance Assessment Form details the principal topic of inquiry, individual scholarly accomplishments completed during the past 10 years, specific, measurable scholarship goals for the future, and ongoing and planned scholarly activities related to the scholarship goals. This form may also be reviewed by the research committee and used to advise faculty regarding their scholarly agenda.

Faculty are responsible for updating their activity in Digital measures and completing the following sections in Digital Measures by **January 15** of each year in preparation for a one-on-one meeting with the SOPT Chairperson in late January or early February:

- a. Self-Evaluation (Self-evaluation of the past year based on previously established goals)
- b. Planning with anticipated allocation of percentages for various academic activities
- c. Anticipated Activities (Goals/Activities for the upcoming year).

Teaching, research, service, and administrative activities are itemized on individual activities worksheets which state all activities from the prior year. It includes space for self-assessment on all areas and is reviewed closely during the annual review in order to ensure appropriate management of faculty time and resources.

Additionally, students evaluate faculty via course evaluations as a part of their appraisal of the physical therapy program.

Faculty evaluations remain in their respective faculty folders in a locked filing cabinet in the office of the SOPT Chairperson and are available by request.

Related forms:

Marshall University Board of Governors, AA-22: *Annual Evaluation of Faculty*

<http://www.marshall.edu/board/files/MUBOG-AA-22a-Annual-Evaluation-of-Faculty-Amended-2014-04.pdf>

Guide for Completing the Annual Report,

<https://www.marshall.edu/academic-affairs/digital-measures-instructions/>

Marshall University Board of Governors, AA-24: *Course Evaluations:*

<http://www.marshall.edu/board/files/Policies/MUBOG%20AA-24%20Course%20Evaluations.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty/Staff Employment Resignation	FORMULATION DATE: 03/21/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Faculty and Staff have the right to resign from employment with the SOPT at any time but must give reasonable notice to the SOPT Chairperson in advance. Reasonable notice for a staff member is no less than 30 days' written notice, while reasonable notice for faculty is no less than 90 days' written notice.

In addition, as employees of Marshall University College of Health Professions, the employee must abide by the policies and procedures of Marshall University for the termination of employment.

Related Documents

Departing Employee Information: Human Resources Employee Website:
<http://www.marshall.edu/human-resources/resources/departing-employee-information/>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Employee Dismissal	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Any faculty appointment, term or tenure, may be terminated for cause. Cause for termination may include but is not limited to incompetence, failure to perform assigned duties, willful breach of university policies and procedures, a serious breach of professional ethics or standards, dishonesty, moral turpitude or conviction of a felony. Actions that constitute an exercise of academic freedom or rights guaranteed by State or federal law shall not be cause for termination. Prior to termination for cause, a faculty member shall be entitled to due process as set forth in the Bylaws and Regulations of the Board of Governors and in the *Greenbook* Faculty Handbook.

Related Documents:

Marshall University Board of Governors, *Four-Part Progressive Counseling, HR-5*:
<http://www.marshall.edu/board/files/Policies/MUBOG%20HR-%205%20Four-Part%20Counseling.pdf>

MARSHALL UNIVERSITY
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SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty Meetings	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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SOPT faculty meetings are generally held twice per month for the purpose of announcements, discussion of SOPT and university committee business, Quality Improvement issues, Curricular programming, and/or professional issues.

Dates and times are pre-determined for each semester and may periodically change based on faculty activities such as terminal doctoral degree work. The day of the week and number of meetings may change from semester to semester depending on course schedules.

The SOPT Chairperson will prepare and distribute the agenda and conduct the meeting. The Administrative Assistants are welcome to attend, but it is not mandatory unless their presence is needed to provide information to the faculty.

Those in attendance should include:

SOPT Chairperson

All academic core faculty

The Class Presidents are invited to the first few minutes of the meeting to convey concerns or issues to the full faculty.

Agendas will be made available prior to the start of each meeting and the minutes will be sent to all faculty by the SOPT Chairperson before the following meeting. Minutes will be approved at the following meeting.

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty Tenure	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Faculty Tenure at Marshall University is guided by the Board of Governors Faculty Tenure Policies # AA-22, AA-26, & AA-28. In addition, the Greenbook Faculty Handbook outlines a formal Mid-Probationary Review procedure that provides clear, productive, and informative guide to the candidate, during the probationary period toward tenure.

<https://www.marshall.edu/board/board-of-governors-policies/>

***Related Documents:**

<https://www.marshall.edu/board/board-of-governors-policies/>

AA-26

<http://www.marshall.edu/board/files/MUBOG-AA-26-Faculty-Promotion-Amended-2014-04-doc.pdf>

AA-26X

<http://www.marshall.edu/board/files/MUBOG-AA-26x-FacultyPromotion.pdf>

AA- 28

<http://www.marshall.edu/board/files/MUBOG-AA-28-Faculty-Tenure-Amended-2014-04.pdf>

AA-28X

<http://www.marshall.edu/board/files/MUBOG-AA-28x-Faculty-Tenure.pdf>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Student Evaluation and Remediation	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Doctor of Physical Therapy Program Students are evaluated throughout each semester in terms of their academic, clinical, and professional progress. Multiple methods of evaluation may be utilized by individual faculty. As may be deemed appropriate, courses may contain mini-practical examinations, quizzes, major exams, and/or midterm and final examinations as well as papers, cases, and projects. The program supports academic freedom and allows faculty to administer the course within the confines of the approved course. Major changes to the course must be reviewed by the SOPT Curriculum Committee, the Chairperson, and approved by the Graduate Council.

Comprehensive final practical examinations are administered at the end of each semester in the CASES course series (track). The grade of this exam is credited in the CASE course for that semester. The grade from the first year practical exams are utilized by the APSC for determining the designation of the level of promotion or non-promotion and is used as one criterion of preparedness for moving forward into clinical rotations.

For Practical exams, graders are assigned and scheduled in advance. Cases are written by the faculty for each course represented on the exam and given to the graders no less than 2 weeks before the exam. Case writers will coordinate with the CASES coordinator to correctly format the case. The CASES coordinator and/or his/her designee (staff) will:

1. Prepare the student and faculty folders for practical examinations including cases and grade forms
2. Supervise students in conference/classroom during vignette review and documentation time
3. Receive completed examination folders from students.
4. Return completed student folders to graders for grading of the written portion of the practical exam.

Procedure for Remediation

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 member conducting the examination and the CASEs course coordinator. Exam format of and/or length of time scheduled for remediation is determined by the CASES coordinator and must be approved by the SOPT Chairperson.

A score of less than 70% on the remediation of any practical exam will result in a grade of NC in CASEs 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 the maximum score of 70% will be factored into their didactic grade for that assignment.

A score on the Final practical that falls between a 70-80% on the grading rubric will require the student to attend 2 hours of documented lab time with faculty or GA as assigned. Students will watch their video and write a brief reflection of their strengths and weaknesses and identify strategies for enhancing strengths and minimizing weaknesses. Each student will be given (2) opportunities at remediation for the final practical Examination. Failure of the course will result from an unsuccessful attempt at 2nd remediation.

In addition, one Comprehensive Written examinations (Mock Board Examination) will be given to students prior to graduation (Fall 3rd year in PT 799). The Mock Board Examination is provided by TherapyEd. A score of 110 or higher is required to successfully pass PT 799. Students who do not successfully pass the Mock Board examination with a 110 or higher on the first attempt will be given one additional opportunity to pass the Mock Board Examination. Failure to pass on the second attempt will result in a grade of F in the course (PT799), and the student will be subject to disciplinary action. A grade of F will result in dismissal from the program. The student's overall program record will be reviewed by the APSC, and a recommendation will be made to the Chairperson regarding possible re-entry into the following cohort.

The Mock Board Examination will also be used to determine if a student is eligible to sit for the NPTE prior to graduation. A cut-score will be determined by the faculty that is based on the TherapyEd national mean. Those students who achieve the cut-score or higher will be eligible to take the NPTE early (April of the 3rd year). There is no limit to the number of students who can sit for the NPTE early.

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COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Administration of Final Course Evaluations	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Final course and faculty evaluations are available to all students in order to assess the student's perception of the course, its value, as well as individual faculty performance as instructors of the content. Each faculty member is expected to use this information for the benefit of themselves, the students, and future course instruction.

At the conclusion of each semester, final course and faculty evaluations are available online for all SOPT students to complete for each course they are enrolled in. A notification email is sent to all students from the current evaluation software provider when the evaluations are available. Students complete the evaluations anonymously online.

Faculty should allow sufficient class time for their students to complete the course evaluation for their course. No faculty should be in the room during this period in order to encourage non-biased student response.

Results are compiled, and faculty are notified by the Chairperson of the SOPT when the results are available for review.

The SOPT Chairperson has access to all faculty and course evaluations and may review and discuss with faculty as appropriate.

MARSHALL UNIVERSITY
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SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Student Advising	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis, PT, EdD, OCS
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As each DPT class is accepted into the program, each student is assigned a faculty advisor by the SOPT Chairperson or an Administrative Assistant. During the first semester, the advisor should meet with all of their advisees once either as a group or individually to inform them of the advisory process. Each semester after that, there are two occasions that advisees must meet with their advisors; within the first few weeks to review any final or practical exams from the previous semester placed in the file, review portfolio information, and to review academic and professional standards committee documentation.

It is the responsibility of the student to contact their advisor to initiate the meeting. The advisor may obtain the student's folder to review during the meeting and any other required documentation.

Minimum Faculty Advising Recommendations

Summer Year 1: In the first few weeks of the semester, meet individually or with a group of students to discuss the role of a faculty advisor, address any questions from students, review basics of portfolio requirements including deadlines, establish means for sharing portfolio, etc. Student submits completed PBP with comments and Year 1 Goals by the end of Summer 1

Fall 1: In the first few weeks of the semester, meet individually to review:

- a. Completed PBP 1
- b. Year 1 Goals
- c. APTA membership verification
- d. CPR certification

Summer 2: In the first few weeks of the semester, meet individually to review the following items submitted by the student by the end of Spring 1:

- a. Completed PBP 2
- b. Year 1 Goals (Met/Not met/Progressing)
- c. Resume
- d. Artifacts
- e. Year 1 Reflection
- f. APTA membership renewal verification
- g. CPR certification
- h. Year 2 Goals

Summer 3/Fall 3: In the first few weeks of the semester, meet individually to review items submitted by the student by the end of Spring 2:

- a. Completed PBP 3
- b. Year 2 Goals (Met/Not met/Progressing)

- c. Resume
- d. Artifacts
- e. Year 2 Reflection
- f. APTA membership renewal verification
- g. CPR certification
- h. Year 3 Goals

- Spring 3:** Meet individually to review Exit Week or sooner:
- a. Year 3 Goals (Met/Not met/Progressing)
 - b. Resume
 - c. Artifacts
 - d. Year 3 Reflection
 - e. Required attendance at NPTE Review Course - verify
 - f. Review Degree Works to ensure that all courses have been completed and sign off on the graduation verification form.

Within the student folders are the following items:

1. Advisor/curriculum committee Documentation
2. Student Leave Request Forms
3. Student Exam Booklets not kept by individual faculty
4. Written Exam grade sheets and transcripts
5. Practical exam grade sheets/documentation
6. CPI reports
7. Results from mock board exams

The student files are to remain locked at all times and any documents in the student files should be considered confidential information (as is dictated by the Family Educational Rights and Privacy Act Regulations Subpart D). The student files should be utilized by the faculty advisors to review all items with the student during advisor/advisee meetings as described above. Minutes are to be recorded of each formal advisory meeting which shall include major topic areas discussed, deficiencies noticed and description of the action plan devised in order to assist the student in meeting desired outcomes. These minutes are to be signed by both the student and the faculty advisor and placed in the student record.

When behaviors do not meet acceptable standards, depending on the nature and severity of the infraction, one or more of the following actions may be taken at the discretion of the School of Physical Therapy faculty:

Notify the student about inappropriate behaviors first orally, and then with a written warning. Problem behaviors will be discussed with the student's faculty adviser. If inappropriate behaviors are cited on subsequent occasions, faculty will discuss the incident at faculty meetings for action. Clinical or academic faculty may require remedial action on the part of the student as a contingency for continuing in the program or passing the course. The faculty may terminate a student from the program because of failure to meet the standards of the overriding behaviors in the academic or clinical settings.

Related Documents:

Please see the Marshall University School of Physical Therapy Student Handbook

MARSHALL UNIVERSITY
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SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Student, Graduate and Alumni Outcome & Employee Surveys	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Students, Graduates, Alumni, and Employers will complete several surveys on a yearly basis to assess the program and the curriculum. Data from these surveys will be collected by the SOPT Chairperson. The faculty will review and triangulate all data as part of the program assessment and will be used to help decision making.

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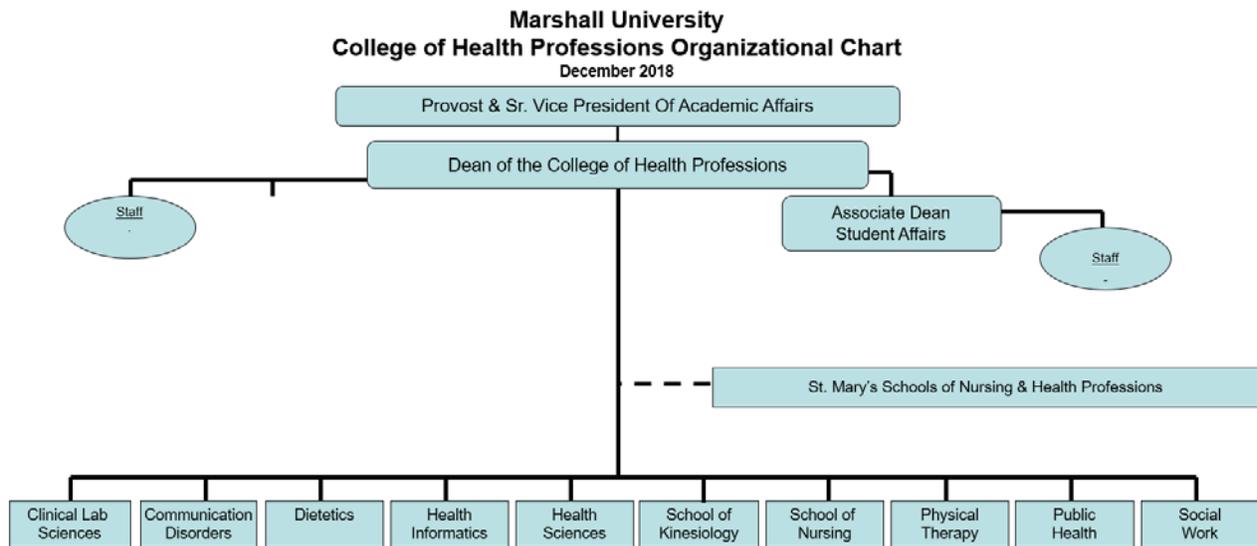
SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

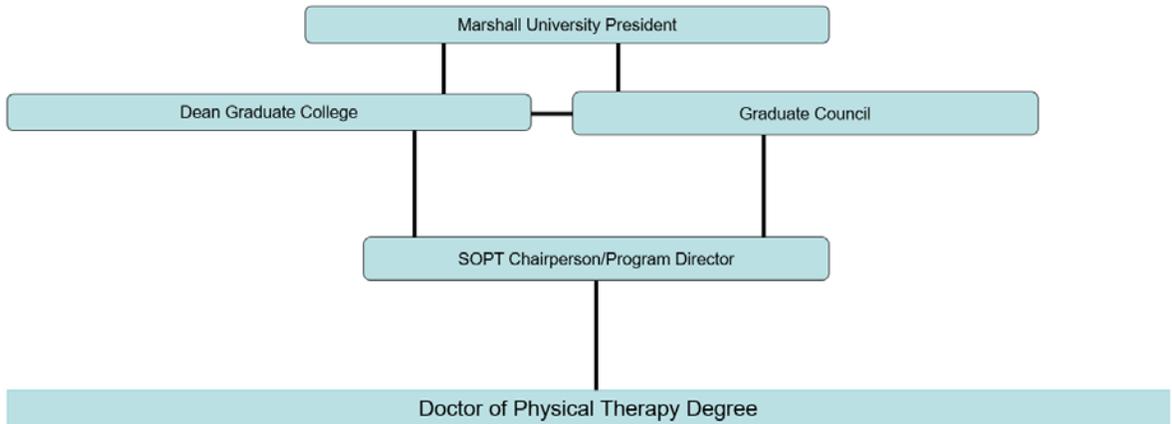
SUBJECT: SOPT Organizational Chart and Committee Structure	FORMULATION DATE: 08/22/16 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD, OCS
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The SOPT is organizationally part of the College of Health Professions but as a Doctor of Physical Therapy degree program, academically falls under the Graduate College. The following organizational chart (Org Chart) depicts the administrative structure.

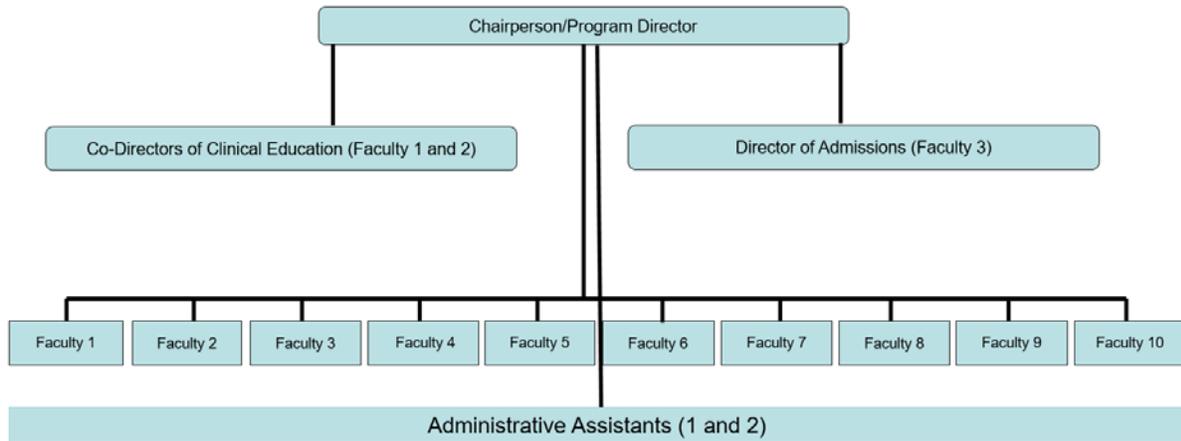
College of Health Professions



Marshall University
School of Physical Therapy Organizational Chart
 December 2018



Marshall University
School of Physical Therapy Organizational Chart
 December 2018



MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

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POLICY AND PROCEDURE

SUBJECT: Academic and Professional Standards Committee	FORMULATION DATE: 08/22/16 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD, OCS
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It is the responsibility of the APSC to recommend the overall academic and professional 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 recommends appropriate action for students earning one or more academic and/or professional deficiencies. Deficiencies are cumulative and are not category dependent.

The Committee recommends guidelines for the evaluation of all aspects of student progress and success and/or failure. Included topics are examinations, cheating, promotion and dismissal, re-entry (deceleration), professionalism, incomplete courses and regulations relating to departure from scheduled work. The Committee shall review the progress of all students and recommend appropriate action. The Committee consists of 3 core faculty appointed by the Chairperson, and terms for faculty are generally three years with members eligible for reappointment. All committee assignments are at the discretion of the SOPT Chairperson based on overall faculty workload and a desire for all faculty to be well versed in SOPT activities. Terms are not limited. The meetings are closed, except for invitees. All deliberations are confidential.

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 Chairperson. During these meetings, the APSC may vote and make recommendations on the 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 dismissal. These rulings are then furthered to the SOPT Chairperson for final recommendation to the Dean of the Graduate College.

The APSC has the responsibility for recommendations 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 Recommendations by 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 coursework 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.

MARSHALL UNIVERSITY
 COLLEGE OF HEALTH PROFESSIONS
 SCHOOL OF PHYSICAL THERAPY
 POLICY AND PROCEDURE

SUBJECT: Administration Committee and Compliance with Accreditation Policies and Procedures	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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Administration Committee

The Administration committee consists of the Program Director and two additional core faculty members with one ideally being a Director of Clinical Education and one being a senior faculty member with tenure. The committee will meet biannually to analyze how well the SOPT student policies and procedures (Student Handbook) meet the needs, goals, and objectives of the program, and the extent the faculty adhere to the practices and procedures. Additional meetings may be held as needed and will be called by the Committee Chairperson.

This committee will assure all policies and procedures are based on appropriate criteria and conform to legal guidelines, the policies of Marshall University, the College of Health Professions, the Graduate College, and principles set forth by outside organizations such as CAPTE and ACAPT. An Administrative Assistant may be asked to attend the meeting and/or provide input on selected topics. The SOPT Chairperson will set policy as needed during the interim periods.

Faculty are required to sign an affidavit of initial receipt of the SOPT Policy and Procedure Handbook and when any updates, additions, or changes to policy and procedures are made.

Additionally, the Administrative Committee's role/task is to perform a random review of the policies and procedures and assess adherence to current practice. Any inconsistencies are discussed with the faculty during the following general faculty meeting, or a special meeting may be called to address the issue.

All physical therapy program policies and procedures affecting faculty, staff, and students are provided in writing prior to implementation and are applied equitably to all participating faculty, staff, and students.

Faculty are required to sign an affidavit of having received the SOPT Policies and Procedures Handbook and when any updates, additions, or changes to policy and procedures are made.

Additionally, the Administrative Committee's role/task is to perform random audits of the policies and procedures and check for adherence to current practice. Any inconsistencies are discussed with the faculty during the following faculty meeting, or may a special meeting may be called to address the issue.

Finally, 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.

The committee will report any issues relating to the curriculum to the Curriculum Committee for consideration of proposed curricular changes. The Administrative Committee will review and approve all student absence requests that involve two or more different courses. Students must submit an absence request form well in advance of the requested absence.

Compliance with Accreditation Policies and Procedures

It is the policy of the SOPT that accreditation and all procedures related to accreditation will be addressed in a timely manner by the SOPT Chairperson.

The SOPT Chairperson will:

- Submit the required fees and documents (e.g., AAR, SSR) by the required deadline and in the required format.
- Maintain accurate information that is publically accessible on the program website that pertains to accreditation status including but not limited to CAPTE logo, the required CAPTE statement, and current outcome measures related to student performance (e.g., Graduation Rate, NPTE Pass Rate, Employment Rate)
- Will notify the accrediting body in a timely manner with regard to expected or unexpected substantive changes within the program or any other institutional status or legal authority to provide post-secondary education
- Will ensure that the program comes into compliance with accreditation Standards and all Required Elements within two years of being determined to be out of compliance.
- Follow policies and procedures of CAPTE as outlined in the CAPTE Rules of Practice and Procedures.

It is the Chairperson responsibility of the SOPT Chairperson (Program Director) to assure timely compliance with this policy. Furthermore, it is the responsibility of the SOPT Chairperson/Program Director to communicate all substantive program issues with the Dean of the College of Health Professions or the Dean of the Graduate College.

Related Documents:

P&P for Curriculum Committee, this handbook

P&P for Quality Assurance and Performance Improvement, this handbook

Affidavit of Receipt of Policies and Procedures, this handbook

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Admissions Committee	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD, OCS
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The Purpose of the Admissions Committee is to review and evaluate the application files of prospective applicants to the program. The committee also identifies issues and concerns regarding the admissions process, which are either resolved within the committee or referred back to the general faculty for further discussion.

There will be a minimum of five committee members who should reflect the diversity of the faculty and staff of Marshall University's School of Physical Therapy. The Admissions Committee will be overseen by the Director of Admissions who also serves as the Chairperson of the Admissions Committee. Committee members will be appointed to the committee by the SOPT Chairperson.

The Admissions Committee will meet at least annually for admissions planning and development of admissions activities, including a review of admission criteria and admission policy and procedures. The Admission committee will make recommendations to the core faculty when changes in the admissions process are required. Changes in Admission standards also require approval from the Graduate Council.

The Admissions committee will report all activities to the core faculty members at faculty meetings or the faculty retreat.

Additional meetings may be held as needed and will be called by the Director of Admission/Committee chairperson and arranged by a member of the Admissions Committee.

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Alumni Committee	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The purpose of this committee will be to maintain contact with graduates of the DPT program, and will be established in August 2019, and will continue as is appropriate. A database is to be developed containing information regarding current contact info and data generated from the Alumni Outcome Surveys.

There will be a minimum of three committee members, one of which will be the SOPT Chairperson. The committee should reflect the diversity of the faculty and staff of Marshall University's Physical Therapy Program. Members will be appointed to the committee by the SOPT Chairperson.

The committee will meet at least annually for planning and development of activities. The primary objective of the committee is to promote communication (newsletter) with alumni, to encourage alumni participation in the program as clinical instructors, adjunct faculty, and promote development activities with the Marshall University Foundation.

Additional meetings may be held as needed and will be called by the Committee chairperson and arranged by a member of the Alumni Committee.

Related documents:

P&P on Student and Alumni Outcome Surveys, this handbook

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Clinical Education Committee	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The purpose of the Clinical Education Committee is to coordinate information between the academic faculty and the clinical faculty. Activities include discussion of issues pertinent to clinical education and experiences.

The committee will be comprised of clinical faculty and academic faculty. The Committee will be chaired by one of the co-Director of Clinical Education. There will be a minimum of three committee members who should reflect the diversity of the faculty and staff of Marshall University's SOPT of Physical Therapy. Members will be appointed to the committee by the SOPT Chairperson.

The committee will meet at least annually for planning and development of activities pertinent to the curriculum, discussions of the clinical evaluation instruments, cooperative efforts aimed at improving the clinical education of our students, including seminars on clinical evaluation and mentoring. The committee will also oversee the Clinical Instructor Incentive Program designed to recognize and reward clinical instructors who regularly support the SOPT.

The committee will report any issues relating to the curriculum to the Curriculum Committee and the collective core faculty for consideration of proposed curricular changes.

Additional meetings may be held as needed and will be called by the Committee chairperson and arranged by a member of the Clinical Education Committee.

Related Documents:

P&P on Curriculum Committee, this handbook

Please see also the Clinical Education Student Handbook

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty Verification of Readiness for Graduation	FORMULATION DATE: 05/09/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis, PT, MS, EdD
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All 3rd-year students must complete a comprehensive review to ensure that all program requirements are completed so that the student can be verified as a candidate for graduation. At the conclusion of last semester of the DPT program, students must meet with and obtain a signature from four (4) individuals in order to be verified as a candidate for the degree of Doctor of Physical Therapy. The student must meet with the faculty advisor to ensure that all academic artifacts such as the Professional Behaviors Portfolio, the First-year Patient Case Study, the Second-year Service Learning Project were completed. The student must meet with and obtain a signature from their Capstone Advisor to ensure that all requirements of the Capstone were completed. The student must meet with one of the co-Director of Clinical education and obtain a signature verifying completion of all clinical education assignments and that entry-level performance was achieved on the Clinical Performance Instruments CPI for PT 793. Finally, all students must receive a signature from the Chairperson verifying the student has completed all degree requirements and is eligible for degree confirmation.

For all students, an 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 Chairperson of the Marshall University's Graduate Council of any exceptions which were approved and gave the reasons for each exception.

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Faculty Verification of Student Readiness for Clinical Education	FORMULATION DATE: 05/09/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis, PT, MS, EdD
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The collective core faculty are responsible for the assurance that all students are safe and ready to progress to clinical education. The collective core faculty participate in rotational testing points (RTPs) as part of the CASEs course series (track) in the semester prior to PT 791 and PT 792. Students are required to pass a comprehensive case simulation using standardized patients. The students are observed and scored by a member of the collective faculty. A grading rubric requires a student to pass the overall final practical but also meet various safety checks. Additionally, all students must be in good standing academically and professionally, and have completed all prerequisite coursework in the curriculum before each of these two clinical rotations. Additionally, as a final verification, the collective core faculty vote to verify that each student is ready for clinical education. The vote must be unanimous. Any core faculty can raise concerns about a student's readiness for clinical education.

If a student is determined to be unsafe or not ready for clinical education, the student will undergo a complete review of the student's record by the Academic and Professional Standards Committee. The committee will make a recommendation to the Chairperson about remediation, deceleration, or dismissal.

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Curriculum Committee	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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There will be a minimum of three committee members who should reflect the diversity of the faculty and staff of Marshall University's School of Physical Therapy. Members will be appointed to the committee by the SOPT Chairperson, as well as the appointment of one of these members as committee Chairperson.

The committee will meet on a regular basis for planning and development of activities in the realms of curricular content and sequencing, review of program assessment and evaluation, and student assessment and evaluation. The committee will review program goals and objectives, as well as admission and completion criteria. Additional meetings may be held as needed and will be called by the Committee Chairperson and arranged by a member of the Curriculum Committee. The committee will lead the efforts of the SOPT in revising the curriculum as needed, based on all available outcome measures (Student Course Evaluations, Graduate Survey Feedback, first pass rate on National Physical Therapy Exam, graduate achievement of program goals and objectives, and others). Input from clinical faculty through the co-Directors of Clinical Education.

The committee will report any issues relating to curriculum, as well as any proposed changes to the DPT curriculum. The full collective core faculty including the SOPT Chairperson will review the proposed changes. The collective core faculty will make a decision through consensus building and a final majority vote at a faculty meeting or faculty retreat. Additional stakeholders (Advisory Committee, Adjunct Faculty, Clinical Faculty) will be consulted as necessary to ensure that the curriculum is meeting the needs of the program and the community. All curricular decisions are made by the full collective core faculty. All major changes to the curriculum that require the addition, deletion, or substantive change to a course will require approval from the SOPT Chairperson, the College of Health Professions Curriculum Committee, the Registrar, and the Graduate Council.

Additional SOPT Curriculum Committee meetings may be held as needed and will be called by the Committee chairperson and arranged by a member of that Curriculum Committee.

Related Documents:

*Please see also the Marshall University School of Physical Therapy Student Handbook
Graduate Curriculum Forms Instructions:*

<http://www.marshall.edu/graduate-council/forms-2/graduate-curriculum-forms-instructions-2/>

MARSHALL UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF PHYSICAL THERAPY

POLICY AND PROCEDURE

SUBJECT: Research Committee	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The purpose of this committee is to facilitate research conducted by faculty and students. This is achieved by providing both formal and informal advice, counsel, and guidance. The committee may also serve as a resource to which faculty and students can request feedback/guidance on developing research methods and questions, reviewing pilot data, and writing grant proposals and/or papers.

Also, the committee helps faculty identify possible sources of funding after research questions have been formulated and pilot data obtained and analyzed. The Committee Chairperson is responsible for keeping a record of all scholar work produced by faculty for CAPTE accreditation reporting. Lastly, the committee reviews student research activities for the purpose of nominating candidates to the general faculty for consideration for the SOPT research award given annually to a member of the graduating class.

The committee will be comprised of core faculty. There will be a minimum of three committee members who should reflect the diversity of the faculty and staff of Marshall University's Physical Therapy Program. Members will be appointed to the committee by the SOPT Chairperson.

The committee will meet at least annually for planning and development of activities, including individual and SOPT scholarly agendas and student research (Capstone) projects.

Additional meetings may be held as needed and will be called by the Committee chairperson and arranged by a member of the Research Committee.

MARSHALL UNIVERSITY
 COLLEGE OF HEALTH PROFESSIONS
 SCHOOL OF PHYSICAL THERAPY
 POLICY AND PROCEDURE

SUBJECT: Faculty Search Committee	FORMULATION DATE: 03/15/11 REVIEWED/REVISION DATE: 12-30-2018	APPROVED BY: D. Scott Davis PT, MS, EdD
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The purpose of this committee is to conduct a professional academic search for qualified faculty candidates for all approved faculty vacancies. All faculty searches are to be conducted according to the policies and procedures of the Marshall University Human Resource Services. Procedures for all faculty hires are listed at <http://www.marshall.edu/human-resources/files/The-Search-Process.pdf>

The committee will be comprised of core faculty members. There will be a minimum of three committee members who should reflect the diversity of the faculty and staff of Marshall University’s Physical Therapy Program. Members will be appointed to the committee by the SOPT Chairperson.

The committee will meet as needed. The committee will be responsible for assisting the Chairperson in the development of the faculty search advertisement, reviewing all faculty applications, determining if applicants meet the minimum requirements based on the search application and the standards set forth by the Marshall University Human Resources Services. The committee will conduct a phone interview for all applicants who meet the minimum requirements and meet the needs of the program listed in the search advertisement. The committee will determine who receives an on-site interview. The Chairperson should be consulted regarding matters related to fiscal implications. The Chairperson of the Search Committee will coordinate the itinerary for all phone and campus interviews. The Faculty Search Committee will make a recommendation to the SOPT Chairperson. The SOPT Chairperson will make the final recommendation on all hiring decisions to the Dean of the College of Health Professions.

General Criteria for all SOPT Faculty Search Advertisements Based on CAPTE Standards

Based on CAPTE Accreditation Standards and those being phased in the coming years, all faculty members in the SOPT must have doctoral preparation (DPT or higher), and the faculty who teach clinical physical therapy content must be licensed or regulated in any United States jurisdiction as a physical therapist. All core faculty must have:

- A well-defined, ongoing scholarly agenda that reflects the development of new knowledge, or
- The critical analysis and review of knowledge with discipline or creative synthesis of insights contained in different disciplines or fields of study, or
- The application of findings generated through the scholarship of integration or discovery to solve real problems in the profession, industry, government, and the community, or
- The development of critically reflective knowledge about teaching and learning, or

- The identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.

Each core faculty member has a record of institutional or professional service. Additional CAPTE requirements are identified for all faculty positions that will include a role as the Chairperson (Program Director) or Director of Clinical Education. All new faculty hired after August 1, 2016 who do not hold a terminal research-based academic degree ((PhD, EdD, DSc) will be expected to start a terminal academic doctoral degree (PhD, EdD, DSc) within one year of the date of hire to ensure that the collective core faculty have an effective blend of individuals with doctoral preparation (50% of core faculty with terminal academic doctoral degrees). Additionally, faculty with clinical specialization will be sought to meet the goals and expected program outcomes consistent with the mission of the SOPT.

**Verification of Receipt of
Marshall University School of Physical Therapy
Policy and Procedures**

I, _____ have received a copy of
MARSHALL UNIVERSITY COLLEGE OF HEALTH PROFESSIONS School of Physical
Therapy Policy and Procedure Handbook and have had an opportunity to ask questions or voice
concerns.

Signature Date

SOPT Chairperson Date

*Note: The policies and procedures are reviewed by the SOPT Chairperson annually, and
changes are made when needed. Faculty and staff may offer edits or suggestions for changes.
Please make any comments below as to how well these policies and procedures meet the needs
of the faculty and/or staff of the program.

Comments:

**Appendices
To Follow
This page**

Appendix 1

New Faculty Orientation Check List

Orientation Item	Completed
Organizational Chart – COHP v Graduate College Graduate Council	
Sign In/Out Board	
Promotion and Tenure Process/Portfolio Teaching, Research, Service overview	
Yearly Faculty Evaluation Evaluation of the Chairperson	
Budget 101 <ul style="list-style-type: none"> • Travel support \$2,000 • Equipment/Supply Requests • Targeted Education – Wound Care – ASAP • APTA Dues, State Licensure, Poster Reimbursement 	
MyMU vs. MUOnline	
MyMU (Employee/Faculty) <ul style="list-style-type: none"> • Time Card Plus (TCP)/Time off Requests • eVoter • Syllabus Repository 	
Travel Request Process	
Digital Measures <ul style="list-style-type: none"> • Planning Page • Anticipate Activities <u>Planning Page</u> Admin 0% Professional Development 10% Scholarly & Creative 10% Librarianship 0% Teaching/Advising 70% Professional 5% Community Service 5%	
MUOnline (Blackboard) <ul style="list-style-type: none"> • Blackboard Schedule 	
Faculty Meetings/Retreats	
Academic Calendar	
Class Schedules	
Curriculum Schematic	
<u>Committee Assignments</u> School COHP University	

State National	
Course Evaluations (Emedley)	
Peer Teaching Evaluations (Assignment and Form)	
Student Advising (meet with Gretchen at some point to discuss) Faculty Liaison Class Officers	
RM 109 <ul style="list-style-type: none"> • Supplies • Fax 	
Staff Roles (Who does what; expectation, challenges)	
Special Events <ul style="list-style-type: none"> • Orientation • White Coat (Laura will order you an MU White Coat) • Awards Ceremony • Graduation • Penny Kroll Visiting Speaker Series • Holiday Dinner • BIG & LOUD 	
COHP Committees (Service Opportunities) <ul style="list-style-type: none"> • Fall/Spring Faculty Meeting 	
Intra- and Interprofessional Education	
CASES <ul style="list-style-type: none"> • Rotational Testing Points 	
Mock Board Exam/ PT 799	
Student Outcomes <ul style="list-style-type: none"> • NPTE • CPI • Exit Survey • One-Year Graduate Survey • Five-Year • Employer Survey 	
CAPTE Accreditation <ul style="list-style-type: none"> • Self-Study • Site Visit 	
Student Policies Handbook <ul style="list-style-type: none"> • Class Attendance/Absence Request Form • Dress Code • APTA Membership • Grade Requirements 	
Capstone Projects and Advising	
Scholarship/Research <ul style="list-style-type: none"> • Marshall IRB and IRBNET 	
Research Lab (5/2015)	
Qualtrics	

MUBERT	
ExamSoft	
Journal Club	
Classroom Technology	
Phone System (Laura Walker)	
Polleverywhere	
Seminar Room (TechSmith, Ensemble)	
Faculty Senate	

Appendix 2

Marshall University QI Process and Tracking Form School of Physical Therapy
Page | 1

This portion of the *Quality Improvement Process and Tracking Form* is to be utilized anytime a problem or other opportunity for improvement is identified within the School of Physical Therapy. Once initiated this form will serve as a record and tool for ensuring that identified problems or opportunities are addressed by the proper entities in a timely and efficient manner.

Problem/Opportunity Identification

• **Problem/Opportunity Identified by (optional):** _____

• **Date Identified:** ___/___/___

• **Description of problem / concern identified:** _____

Please Describe YOUR Suggested Quality Improvement Plan of Action

• **Problem/Opportunity should be discussed/addressed by:** _____

• **Perceived Priority: High Medium Low**

• **Suggested resolution of problem / concern:** _____

• **Suggested Time Frame of Implementation:**

High – Implement ASAP

Medium – Implement Prior to Next Academic Semester

Low- Implement as Time Allows

Other – (please describe) _____

Form completed by (optional): _____ **Date:** ___/___/___

This portion of the *Quality Improvement Process and Tracking Form* is to be utilized as a follow-up form. Once the identified problem or opportunity has been addressed, use this form to document the process of improvement implemented and the outcome achieved. These forms are to be housed on the faculty share drive on the Marshall University network.

Form A Problem Identified: [Click here to enter text.](#)

Form A Unique Identifier Assigned: [Click here to enter text.](#)

Description of Plan Implemented:

[Click here to enter text.](#)

Outcome of Implementation:

[Click here to enter text.](#)

Identified problem / concern outcome:

[Choose an item.](#)

Description:

[Click here to enter text.](#)

Action Plan:

[Choose an item.](#)

Description (referral to, date of referral, defer until, etc.)

[Click here to enter text.](#)

Form completed by: _____ **Date:** _____

This Quality Improvement Form should be submitted to the SOPT Chairperson (Program Director).