



The University of
Montana

Doctor of Physical Therapy Program

School of Physical Therapy and Rehabilitation Science

College of Health Professions and Biomedical Sciences

2009-2010

STUDENT HANDBOOK



The University of **Montana**

**School of Physical Therapy and Rehabilitation Science
College of Health Professions and Biomedical Sciences
The University of Montana
Missoula Montana 59812-4680**

Welcome to the Professional Physical Therapy Program of the School of Physical Therapy and Rehabilitation Science of the College of Health Professions and Biomedical Sciences. Congratulations on completing the course of study necessary to engage what will be a challenging but professionally and personally enriching three year experience culminating in the Doctor of Physical Therapy degree.

This handbook is designed to provide vital information essential to your success in the program, so please take the time to read the contents and web links. If you need clarification or have any further questions, don't hesitate to ask your advisor. The handbook in its entirety may be found on the server, appropriately labeled. You are expected to know the essential information in the handbook, in particular sections that deal with policies and procedures, so as to minimize queries posed to our hard working office staff.

The faculty would like to emphasize our commitment to your education through our partnership with you. The next few years will be both demanding and rewarding – for you as well as us. Our goal is to provide a path that permits you to become an outstanding entry-level physical therapist. That goal will require a collaborative effort between all of us, based on mutual respect, cooperation and an ongoing enthusiasm to build your knowledge base and professional skill set.

We anticipate the next few years will be the beginning of a life-long commitment to your continued learning in the profession of physical therapy. The public trust inherent in being a professional physical therapist is a privilege that demands you to honor yourself, your family, your school, and your profession.

Best wishes for a rewarding, enjoyable experience as you make new friends and embrace the curriculum. Now let's get started!

On behalf of the faculty & staff,

Reed Humphrey, PT, PhD
Professor & Chair
School of Physical Therapy &
Rehabilitation Science

David Forbes, PhD
Dean, College of Health Professions &
Biomedical Sciences

**2009-2010
THE UNIVERSITY OF MONTANA
PHYSICAL THERAPY PROGRAM
STUDENT HANDBOOK**

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People

Dean's Suite Skaggs Building 340

Dave Forbes, Dean, College of Health Professions and Biomedical Sciences
?????????????, Administrative Associate Dean's Suite Front Desk
Lori Morin, Assistant Dean for Student Affairs (SB 335)
Erika Claxton, Administrative Associate for Student Affairs (SB 341B)
Ashish Regmi, Coordinator Information Technology (SB 242)

Physical Therapy Core Faculty

Professor & Chair

Reed Humphrey, PT, PhD, University of Pittsburgh

Professor

Charles Leonard, PT, PhD, Medical College of Pennsylvania

Associate Professors

Beth Ikeda, PT, DPT, Massachusetts General Hospital Institute of Health Professions
James Laskin, PT, PhD, University of Alberta

Assistant Professors

Ryan Mizner, PT, PhD, University of Delaware
Sara Scholtes, PT, PhD, Washington University

Clinical Assistant Professor

Steven Fehrer, PT, PhD, University of Minnesota

Clinical Assistant Professors & Academic Coordinators of Clinical Education (ACCE)

David Levison, PT, MHS, Indianapolis Krannert School of Physical Therapy
Kimberly Mize, PT, DPT Rocky Mountain University of Health Professions

Adjunct Faculty

Sue Ostertag, DPT
Cathy Rase, PT, MS
Kathy Westphal, PT, PhD
Heather Davis

Teaching Assistants

Jessica Malouf, DPT
Mindy renfro, PT

Nora Stael Evert Physical Therapy Clinic Skaggs Building 129

Brenda Mahlum, PT, DPT, Clinic Director & Adjunct Instructor
Mary Coar, PT, Assistant Clinic Director & Adjunct Instructor

New Directions Skaggs Building 113

Susan Ostertag, PT, DPT, Clinic Director
Jessica Malouf, DPT
Molly Sanders, MS, Gym Coordinator

Administrative Associates, Skaggs Building 135

Kathy Frantzreb, Administrative Associate for Admissions and Graduation

Heather Mincey, Administrative Associate for Clinical Education

Drug Information Service Skaggs Building 216

Sherrill Brown, Director

Genine Thormahlen

Mansfield Library

Kim Granath, Pharmacy & Health Sciences Librarian

APTA VISION SENTENCE FOR PHYSICAL THERAPY 2020 AND APTA VISION STATEMENT FOR PHYSICAL THERAPY 2020 HOD P06-00-24-35

APTA Vision Sentence for Physical Therapy 2020

By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.

APTA Vision Statement for Physical Therapy 2020

Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in patients'/clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist directed and supervised components of interventions. Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based services throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences. While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

Program Accreditation

The physical therapy program at The University of Montana – Missoula is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2018. Concerns about this program's accreditation should be sent to:

Commission of Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, Virginia 22314
1-800-999-2782, ext 3245

APTA Code of Ethics

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

PREAMBLE

This Code of Ethics of the American Physical Therapy Association sets forth principles for the ethical practice of physical therapy. All physical therapists are responsible for maintaining and promoting ethical practice. To this end, the physical therapist shall act in the best interest of the patient/client. This Code of Ethics shall be binding on all physical therapists.

PRINCIPLE 1

A physical therapist shall respect the rights and dignity of all individuals and shall provide compassionate care.

PRINCIPLE 2

A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

PRINCIPLE 3

A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

PRINCIPLE 4

A physical therapist shall exercise sound professional judgment.

PRINCIPLE 5

A physical therapist shall achieve and maintain professional competence.

PRINCIPLE 6

A physical therapist shall maintain and promote high standards for physical therapy practice, education and research.

PRINCIPLE 7

A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

PRINCIPLE 8

A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

PRINCIPLE 9

A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

PRINCIPLE 10

A physical therapist shall endeavor to address the health needs of society.

PRINCIPLE 11

A physical therapist shall respect the rights, knowledge, and skills of colleagues and other health care professionals.

The University of Montana School of Physical Therapy and Rehabilitation Science Mission Statement

The Physical Therapy Educational Program at The University of Montana has the primary mission of educating students to become proficient entry level physical therapists who practice as effective members of health care teams to serve people across the lifespan. To this end, students are prepared to become providers of patient care and to fulfill the entry-level roles of administration, supervision, instruction, scholarship/ research, and consultation. Graduates will demonstrate analytical thinking, reflective reasoning, and a broad base of professional knowledge and skills consistent with autonomous practice. Graduates will use effective verbal and non-verbal communication skills and apply the results of scientific research, clinical expertise, and patient values in their professional practice. The academic and clinical faculty will foster humaneness and compassion, professional and ethical behaviors, life-long learning, and cultural sensitivity. The faculty will provide service and leadership to the physical therapy profession at The University, State, National, and International levels. The clinical and scientific base of physical therapy and medical knowledge will be enhanced through creative and scholarly activities.

Expected Student Outcomes

Student outcomes were developed to be consistent with the School of Physical Therapy & Rehabilitation Science program goals and the APTA document entitled Minimum Required Skills of Physical Therapist Graduates at Entry-Level (BOD G11-05-20-49).

At the conclusion of the physical therapy program of study, students are expected to:

1. Demonstrate knowledge in the foundational and clinical sciences to include anatomy, physiology, kinesiology, neuroscience, clinical medicine, pharmacology, therapeutic interventions, psychology, management, and administration.
2. Effectively, efficiently, and independently examine, evaluate, determine diagnosis and prognosis, create a plan of care, and assess outcomes for patients/clients with movement system dysfunction.
3. Demonstrate effective clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice incorporating the principles of evidence based practice.
4. Select and direct safe and effective physical therapy interventions for patients/clients with movement system dysfunction and effectively manage changes in their physical function and health status.
5. Practice physical therapy in a safe, ethical and legal manner.
6. Apply concepts and principles of management to effectively supervise support personnel to whom tasks have been delegated.
7. Use appropriate educational principles to design methods to teach patients/clients, caregivers, colleagues, other consumers and health care professionals.
8. Expressively and receptively communicate effectively with all individuals when engaged in physical therapy practice, research, and education. The interactions can include patients, clients, families, care givers, practitioners, consumers, researchers, payers, and policy makers.
9. Collaborate with other health care practitioners to achieve the optimum delivery of health care and determine the need for further examination or consultation by another physical therapist or for referral to another health care professional.

10. Provide primary care within the scope of physical therapy practice, promoting principles of health, wellness and prevention, making referrals when appropriate and effectively utilizing differential diagnosis skills for patients across the lifespan.
11. Effectively document patient information and physical therapy services to colleagues and payers in an organized, logical and concise manner consistent with legal and ethical norms.
12. Demonstrate an awareness of the influence of social, economic, legislative and demographic factors on the delivery of health care.
13. Demonstrate an awareness life-long learning and as feasible, engage in collaborative research and the dissemination of new knowledge.

(Adopted March 2007).

Curricular Philosophy, Principles, Values

The University of Montana School of Physical Therapy curriculum is designed to provide a contemporary learning and scholarly environment to facilitate the attainment of the knowledge and skills needed to be competent, professional and ethical practitioners of physical therapy practice. The curriculum provides a foundation in the human biological, physical and social sciences to support the instruction in the clinical sciences and theoretical and clinical practice of physical therapy. The clinical courses are grounded in evidence-based practice; that is, the clinical sciences evolve from the application of scientific literature, logical inferences from the basic sciences, and established patient values. Clinical experiences begin early in the curriculum to reinforce learned material and serve as a base for future didactic and clinical coursework.

The Faculty recognizes that physical therapy students are adult learners with unique characteristic and multiple learning styles, thus, the curriculum incorporates a variety of teaching models including lecture, laboratory experience, case examples, patient presentation, process based problem solving, group learning, and independent study. The Faculty serves as facilitators of learning, advisors for personal and career development, and models for professional involvement. Students are required to synthesize content from multiple courses and to apply principles to multiple new situations, thus, the Faculty encourages students to be independent, self-directed learners who assume responsibility for their own education.

One goal of the curriculum is to produce autonomous, generalist practitioners of physical therapy who practice in an ethical and professional manner. To reach this goal, several critical themes are threaded throughout the curriculum, including issues of the life span from birth to old age; evidence-base practice; management issues of documentation, reimbursement, and regulation and compliance with the law; health, wellness and prevention; and pharmacology. The curriculum includes advanced practice seminars, independent study, research, and individually designed clinical experiences for students who elect to study specialized areas of clinical practice.

To be able to meet the changing patterns of autonomous, clinical practice, students are expected to develop effective clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice. The curriculum aims to educate student to efficaciously and independently examine, evaluate, determine a diagnosis and prognosis, implement a plan of care, and direct physical therapy interventions while considering the unique cultural and

socioeconomic characteristics of each patient. In addition, students are prepared to assume many other roles that are part of physical therapy practice, including case management, research, teaching, consultation, advocacy, and business management.

The University of Montana School of Physical Therapy and Rehabilitation Science program prepares its graduates to be proficient physical therapists who practice as effective members of health care teams to serve diverse patient populations across the lifespan. Its graduates are expected to be committed to life long learning, active participants in the profession, and to serve their patients and families with integrity, respect, and commitment.

Curricular Principles

The curriculum reflects the following principles:

- Students of physical therapy are adult learners who are best instructed with a variety of teaching methods.
- The foundational science courses provide the base which supports and guides the development of the physical therapy clinical courses.
- The practice of physical therapy is grounded in scientific evidence, patient values, and ethical principles.
- Effective clinical decision making skills are developed from the practice of scientific inquiry, problem solving, critical thinking, and reflective practice.

Program Values

The School of Physical Therapy & Rehabilitation Science at The University of Montana has adopted the Core Values as described by the American Physical Therapy Association. The following descriptions of these values and indicators of each are included in the faculty and student handbooks, incorporated into the curriculum and assessed as part of the School's program of outcome assessment:

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.

Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self interest.

Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.

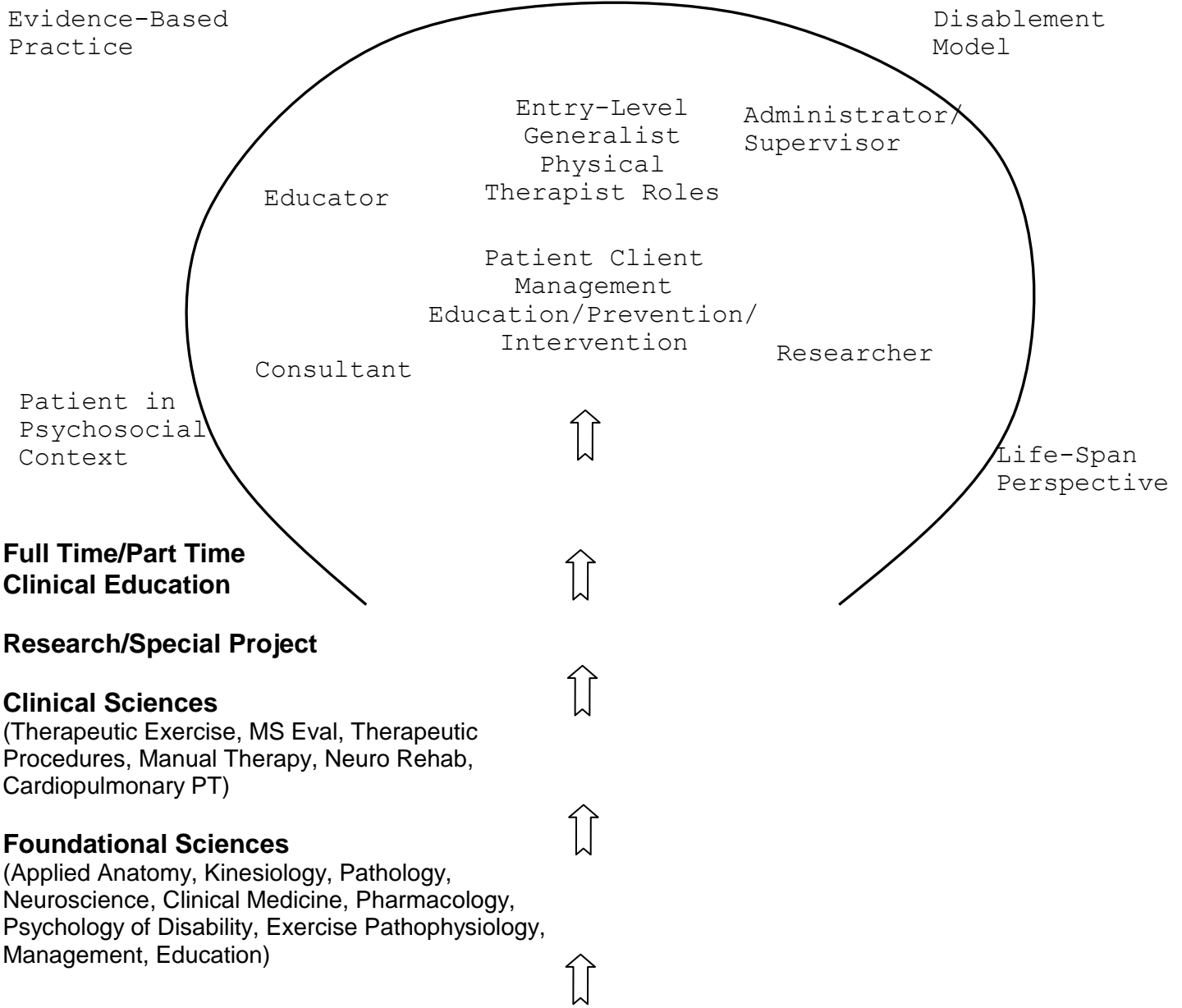
Integrity is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do

what you do.

Professional duty is the commitment to meeting one's obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society.

Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

PROFESSIONAL PROGRAM IN PHYSICAL THERAPY



UNDERGRADUATE STUDY

Pre-Requisite Courses
(Microbiology, Anatomy & Physiology, Advanced Physiology, Chemistry, Physics, Statistics, Exercise Physiology, Abnormal Psychology, Sociology, Social Sciences, Public Speaking, Writing)

Focused Study With Bachelor's Degree

Essential Functions of Physical Therapy Education At The University of Montana

In order to protect the integrity of the professional degree in Physical Therapy at The University of Montana and to protect the public safety and interest, the essential functions of a student within the physical therapy program at The University of Montana must be described. The Physical Therapy Program is committed to equal opportunity to qualified students, and, in accordance with University policy, does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital or family status, physical or mental disability, national origin or ancestry, or sexual orientation. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

The goal of the Physical Therapy Program is to produce persons educated to become generalist entry-level physical therapists. The focus is not on physical therapists who will function in narrower or more restricted environments. Therefore, graduates need to be able to perform the broad range of activities expected of an entry-level physical therapist.

Students must possess the physical, cognitive, and behavioral abilities necessary to complete all aspects of the curriculum with reasonable accommodation. These skills include the ability to comprehend, memorize, analyze, and synthesize material and to discern and comprehend dimensional and spatial relationships. The student must possess the cognitive abilities to master course material, synthesize from multiple courses, and problem-solve. The student must demonstrate the ability to efficiently take a history, perform tests and measurements, develop the patient evaluation, determine diagnosis, prognosis, and intervention plan, and implement a clinical intervention in the variety of settings expected of the entry-level physical therapist. They must be able to communicate effectively in both an oral and written manner with patients, families, peers, and other members of the health care team.

Students must have functional use of the somatic senses and the special senses of vision and hearing. Although some compensation through technology for deficiencies in any of these areas is acceptable, such compensation should not preclude the candidate's ability to act reasonably independently.

The student must possess abilities that provide reasonable assurance that the student can participate in all aspects of the physical therapy education. Patient safety and high quality of patient care is of paramount importance both within the program and after graduation. Therefore, the student must have the physical ability, within reasonable limits, to assist the patient in movement and therapeutic procedures. If an applicant has a contagious disease, the program's primary responsibility is to protect the patient and other persons involved with the program.

These essential functions of physical therapy education identify the requirements for admission, retention, and graduation of applicants and students in The University of Montana Physical Therapy Program. Graduates are expected to be qualified to enter the field of physical therapy. It is the responsibility of the student with disabilities to request those accommodations that he/she believes are reasonable and are needed to execute the essential requirements described.

GENERIC ABILITIES/PROFESSIONAL BEHAVIORS

The Physical Therapy Program at The University of Wisconsin-Madison developed the following document on generic abilities and professional behaviors required for a person entering the profession of physical therapy. Many physical therapy programs have adopted these abilities as key to the successful development of the professional physical therapist. The Physical Therapy Faculty at The University of Montana have adopted them as program guidelines for students, faculty, and professional staff. They are provided to you as a tool to help develop these skills. We will be discussing them in more detail in several classes. Hopefully, we will all work toward their achievement.

1. **Commitment to learning** – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. **Interpersonal skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. **Communication skills** – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. **Effective use of time and resources** – The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. **Use of constructive feedback** – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. **Problem-solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. **Responsibility** – The ability to fulfill commitments and to be accountable for actions and outcomes.
9. **Critical thinking** – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. **Stress management** – The ability to identify sources of stress and to develop effective coping behaviors.

Examples of how ability is demonstrated are included in Appendix A of this document; please view these at your convenience.

Entry-level DPT Program Calendar 2009-2010

2009

- August 27 First year student orientation Skaggs Building
- August 31 (Monday) Classes begin for all entry-level DPT students
- September 7 (Monday) Labor Day Holiday, no classes
- October 26 Spring semester registration begins on CyberBear
- November 4 (Tuesday) Election Day Holiday, no classes
- November 11 (Wednesday) Veterans Day Holiday, no classes
- November 25-27 Thanksgiving Vacation, no classes
- December 14-18 Final Examinations

2010

- January 4 – February 5 PT 588 Clinical Internship (2nd yr students)
- January 11 – April 23 PT 690 Clinical Internship (3rd yr students)
- January 25 Classes begin for first year DPT students
- February 9 Classes begin for second year DPT students
- February 15 (Monday) Presidents Day Holiday, no classes
- February Summer session registration begins on CyberBear
- March 29 - April 2 Spring Vacation, no classes
- April 12 Autumn semester registration begins on CyberBear
- May 10-14 Final Examinations
- May 15 Commencement
- May 24 - July 9 PT 587 sec 1 Clinical Internship (1st yr students)
- May 24 – July 16 PT 589 sec 1 Clinical Internship (2nd yr students)
- June 28 – August 13 PT 587 sec 2 Clinical Internship (1st yr students)
- June 21 – August 13 PT 589 sec 2 Clinical Internship (2nd yr students)

GENERAL POLICIES AND PROCEDURES

I. Apparel

A. General

Faculty and students are expected to dress in a professional manner and be well groomed at all times, especially when giving presentations, listening to guest speakers, or working with patients.

B. Laboratory

Students are required to have a long, white laboratory coat for the anatomy laboratory. Appropriate dress varies with the laboratory situation and specific information is presented when each course convenes. Shoes are not to be worn while sitting/lying on the high low tables. Students are encouraged to wear socks with a tread rather than shoes in the labs SB 018/020.

C. Name tags are required, primarily for clinical experiences. Students must wear name tags during their clinical affiliations.

II. **Skaggs Building Hours:**

- Monday -Thursday 7:00 am to 9:00 pm
- Friday 7:00 am to 6:00 pm
- Saturday 9:00 am to 6:00 pm
- Sunday 12:00 pm to 9:00 pm
- Closed on Holidays

Learning Support Services Hours:

- Autumn/Spring Semester (reduced hours during the summer)
- Monday – Thursday, 7:00am – 9:00pm
- Friday, 7:00am - 6:00pm
- Saturday, 9:00am - 6:00pm
- Sunday, 12:00pm – 9:00pm

Skaggs Intersession Hours: December 21, 2009 - January 22, 2010

- Monday – Friday, 8:00am – 5:00pm
- Closed Weekends, *Christmas, and New Year's Day*

Hours and vacation days for the Learning Support Services are posted on the doors.

You may remain in classrooms and basement teaching labs until midnight. University regulations state no one may be in the building from midnight to 6 AM.

The Skaggs Building Computer Lab is restricted to College of Health Professions and Biomedical Sciences students, faculty and staff. Campus computer labs are also available in the Liberal Arts, Journalism and Forestry Buildings.

Generally, classrooms and conference rooms are available if classes/meetings are not in session.

You will be issued a key to the PT teaching labs (SB 018, 020) for a deposit of \$10.00. A key request card will be completed at new student orientation and then a key is obtained from Facilities Services. You are to retain this key until you graduate. At that time return the key to Facilities Services and your deposit will be returned.

- III. **Accidents:** If you are injured during a class, report the injury to the course instructor immediately and seek appropriate medical attention through Curry Health Center or emergency medical services. Also notify the Physical Therapy School Chairperson of any injuries sustained in class.
- IV. **Fire alarms:** When the alarm sounds you are expected to exit the building immediately and meet at the rally point which is the lawn to the west of the Mathematics Building and north of the Skaggs Building. DO NOT exit the building into the area between the Skaggs Building and the Health Sciences building as this is where the emergency vehicles may park. Your class instructor will take attendance at the rally site to make sure all students have safely exited the building. You are not to reenter the building until the campus police officer has given the "all clear" notice. If you do not exit the building in a timely manner, when the alarm sounds, you may be subject to arrest by campus security.

An emergency Defibrillator is available in the hall outside SB 113 (New Directions and Applied Exercise Physiology Lab).

- V. **Dressing rooms and lockers:** Lockers and dressing rooms are available in the basement. For your security, they are accessed by your Griz Card. Lockers are available on a first come, first served basis. Students must purchase and affix their own combination lock before leaving valuables in the locker. Lockers must be cleaned out and the lock must be removed at the end of each school year. You must provide your own combination lock. A record of your combination will be kept in the School office, if you provide then with the information. Please keep valuables locked or with you. You must vacate your locker at the conclusion of each school year (May) as lockers are reassigned each year to adjust for changes in class membership.
- VI. **Lost items:** Items found in the Skaggs Building should be given to the School Administrative Associate in the main office where they will be kept until claimed. The faculty and staff are not responsible for lost items.
- VII. **Bulletin Boards:** Various bulletin boards are located around the School. General informational items are posted across from to the School office. Clinical Education information is posted next to the Physical Therapy office. Additional news items are also posted opposite the faculty offices.
- VIII. **Food & Phones:** Food is permitted in designated areas only. Please keep drinks in covered containers. No food or drink is allowed in the research laboratories, clinic or the computer laboratory. Individual instructors may have additional restrictions on food and drink in their classrooms. **Cell phones must be turned off (*not on silent or vibrate mode – OFF*) when class is in session – see instructor for emergencies but this is a firm policy. You are not to be sending text messages during class sessions!**
- IX. **Student Computer Use Guidelines, SB 214**

To help ensure the continued operation of the various student-use computers please follow the guidelines listed below:

- Smoking, eating, drinking and chewing tobacco are not allowed at any time in SB 214. Covered drinks are allowed in Learning Support Services (LSS) SB 216 and 219.
- Computers are available for academic use and the reading/sending of e-mail. They are not to be used for non-academic activities such as printing Christmas cards and viewing inappropriate sites.
- Only the lab assistants are allowed direct access to documentation and software that is checked out.
- Connection of personal equipment, except headphones and memory sticks, to any machine is prohibited.
- Removal of reference materials, documentation, software, or equipment is prohibited.
- Computer software is subject to copyright licensing agreements. Copying or removing software is considered theft and is a violation of U.S. copyright laws.
- Please leave the computer station ready for the next person. Be sure to “log off” a machine before you vacate the area. Failure to do so will allow anyone access to your files and your printing account. Leave the monitor on the original screen, pick up all your papers and push in your chair.
- Abuse of computing resources will not be tolerated and may result in either disciplinary action by the College of Health Professions and Biomedical Sciences (CHPBS) or loss of computing privileges.

Responsible use of computing resources includes:

1. Using hardware and software properly.
2. Respecting the privacy of other users; do not try to access any files that belong to another user.
3. Relinquishing equipment after 30 minutes if someone else is waiting to use it.
4. Respecting other users who want to be in a quiet environment that is free of interruptions.
5. Backing up your own data and protecting your own information.

Computer System Identifications – CyberBear, NetID, College

You are assigned a NetID (Standard UM-M Computer Access User ID) by the University through CyberBear. The NetID also requires that you create a password for secure entrance into the University computer system. This password is required for utilization of Blackboard, The University of Montana's Internet learning environment, College of Health Professions and Biomedical Sciences computer system, and Grizmail, the student email system. This password must be changed every 180 days. To change your NetID password go to <http://grizmail.umt.edu>. It is recommended that you create a new NetID password during the first week of each semester – fall, spring, and summer. Should you fail to maintain a current password you will be denied entrance into the University computer system and you will need to contact the Information Technology Office, Social Science 120, in person to have them reset your account. Note, that your NetID password is NOT the same as your CyberBear password.

Blackboard Course Supplements

Blackboard is a web based online instructional tool commonly utilized as a course supplement for physical therapy courses. Faculty commonly post syllabi, handouts, power point presentations, and course grades accumulated during the semester on these Blackboard supplements. You access Blackboard from the UM web home page. You access your individual Blackboard account using your User ID (NetID) and password. You can access your Blackboard account from home via the UM web page.

Student Email

You have been provided with a University email account through Grizmail. This account will be the only way you will receive electronic communication from the faculty and University. The major means of communication between the physical therapy faculty and students is through this email account. The University faculty/staff are not allowed to communicate with students through the student's personal email account(s). The faculty are to only use the Grizmail student addresses. You are expected to access your Grizmail accounts several times daily to review messages from the faculty/staff and to keep space for new messages available in your Grizmail box. You are able to link your Grizmail account to your personal email account. However, you must remember to delete the messages from your Grizmail box as deleting them via your personal account does not remove them from the Grizmail box. Failure to routinely read the messages in your Grizmail account and to keep space available in your Grizmail box is considered unprofessional conduct by the DPT program. You are expected to routinely review your Grizmail while you are on your clinical internships.

Software Programs Available on the College Network

The Physical Therapy School has placed various software programs on the College network for DPT student use. Click on the "School Apps" desk top icon in the student computer lab to gain access to these programs. Software programs available include: ADAM (human anatomy), Eroschenko's Histology, Human Anatomy, Radiographic Anatomy, SPSS for Windows (basic statistical package), SSCAMP (clinical site selection program), Guide to Physical Therapy Practice, and Exercise Pro V4 (client exercise handout construction).

Printing

All students will receive an initial printing allocation of 100 pages each academic year. Students may purchase additional pages at 5 cents per page, in \$5.00 increments from the receptionist in the Dean's office (SB 340). There will be a 24-hour turnaround between purchase and availability of printing.

Reminders

Remember to bring your own labeled CD or memory stick with you for storing any files you want to keep. It is wise to make a backup copy of any important files. You are allotted a small amount of space on the College computer serve for file storage, but an additional personal storage should also be used for important files (course papers, exam answers etc)

The software is stored on the network server and a certain number of copies can only be used at one

time. If you try to run a program and it is not available, then the maximum number of users has already been reached. Wait a short time and try again.

There are two types of software installed on our machines. Software such as Windows or Microsoft office is maintained and questions may be directed to computer lab assistants. Some software has been installed at the request of instructors, and questions regarding that software must be directed to the instructor.

Where to Get Help

The lab assistants are responsible for maintaining a quiet work environment, lab security, and reporting problems with equipment; however, assistants are sometimes able to help you with general problems, but they are not expected to be consultants.

Your utilization of the University computer system is monitored and inappropriate use of the system can result in loss of access and disciplinary action.

- X. **Mailboxes:** Student mailboxes are located on the second floor of the Skaggs Building near the student lounge. Please check your mailbox and e-mail frequently. Mailboxes are private!
- XI. **Telephones:** A campus telephone is available in the 1st floor foyer and in the student lounge area for local calls.
- XII. **Smoking:** Absolutely no smoking in the complex or within 25 feet of building entrances.
- XIII. **Insurance:** Students must have adequate health insurance. Professional liability insurance for students is provided by the University.
- XIV. **Professional association membership:** Students are strongly encouraged to join the American Physical Therapy Association (APTA). Students may attend APTA sponsored educational programs at student discount rates provided they are members. Second year students are encouraged to attend Student Conclave in Fall and third year students are encouraged to attend Combined Sections Meeting in February.
- XV. **Transportation and clinical travel expense:** Transportation to and from clinical centers, and costs for room and board during clinical affiliations are the responsibility of the student. Students should expect that full-time internships will be outside the Missoula area.
- XVI. **School Office:** The school office is a restricted space. Students are not allowed behind the counter without permission of faculty or the administrative associates. When the office is closed, students should wait until the administrative associate or work assistant returns, before entry.
- XVII. **Student Complaint Procedures:** Student complaints are first addressed at the School level, then the Dean's office, and are ultimately governed by the Student Complaint Procedure, which is outlined in the University's Collective Bargaining Agreement (CBA), Section 21.000, pp 105-113. Copies of the CBA are maintained in the main physical therapy office and available online at <http://www.umt.edu/provost/pdf/cba.pdf>.

ACADEMIC GUIDELINES

I. ATTENDANCE

Students are expected to be **regular and punctual in class attendance** and **in clinical work**. They are asked to notify instructors in advance, whenever possible, if they do not expect to be present. It is the student's responsibility to take the initiative in making up any missed work. **If a student is ill, they should notify the school office before the first scheduled class.** Students who fail to appear for an examination without previous permission for absence from the instructor will usually not be allowed to make up the examination.

- A. Mandatory Attendance may be required at the discretion of the instructor.
- B. Excessive unexcused absences, as determined by the instructor, may be grounds for requiring remedial work, retake of the class, or dismissal from the program.
- C. Excessive absences and tardiness may be judged as unprofessional behavior and recorded into the student's record.

II. GRADING SYSTEM

Percentage	Grade	Grade Point
90 – 100	A	4.0
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

N grade – work on the course may be continued in later semesters and when the work is completed the final grade will be granted. This will require the completion of a grade change form.

I grade – incomplete. This grade is given at the discretion of the instructor within the following guidelines:

1. The student has been in attendance and **doing passing work up to three weeks** before the end of the semester. For reasons beyond their control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.
2. The instructor must also record an alternate grade which will be assigned if a grade change is not filed within one calendar year. This grade should typically be an F or NCR.

Credit /No Credit (CR, NCR) Grading

A **CR** is given for work deserving credit (A – C) and an **NCR** (C- to F) for work of failing quality. Note that this differs from the general University policy since the program does not grant passing grades below a C. CR and NCR grades do not affect grade point averages. All courses in the curriculum must be passed to be eligible for graduation and a course with an achieved grade of NCR is not considered passing.

Instructors are encouraged to post grades for activities in courses on the Blackboard Course Supplement Online Gradebook. Students are expected to check their grades in Blackboard within 24 hours of an instructor announcing that grades are posted. Final course grades are posted on Student CyberBear. Students do not receive written notification of grades. Students are expected to check final course

grades in CyberBear within 4 days of the conclusion of final exam week each semester.

III. Advising

Each student is assigned a faculty advisor. Students are expected to meet with their advisor at least once each semester and should see their instructors or advisor early for help in courses in which they are having difficulty. Students are expected to initiate an advising appointment with their academic advisor at least once each semester.

IV. Plagiarism

“Plagiarism is the representing of another’s work as one’s own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail a course and may be remanded to Academic Court for possible suspension or expulsion. Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgement of whatever is not one’s own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one’s own original work is plagiarism” (UM Catalog 2006-2007). See the Mansfield Library’s webpage on plagiarism www.lib.umt.edu/services/plagiarism/index.htm.

Unless otherwise indicated by the course instructor, students in the physical therapy program are expected to cite all sources of information using the American Psychological Association Publication Manual format. The APA Style Manual is available at the Information Desk of the Mansfield Library and in the Physical Therapy School office.

Periodical:

Author, A.A., Author, B.B. & Author, C.C. (1994). Title of article. *Title of Periodical*, xx,xxx-xxx. (volume, pages)

Nonperiodical:

Author, A.A. (1994). *Title of work*. Location: Publisher.

Citation within text of paper:

(Author & Author, 1994) or (Author et al., 1994)

Unless otherwise indicated by the course instructor, students are expected to properly acknowledge sources of information on all assignments presented to instructors – for example papers, reports, project proposals, oral presentations, take-home exams. In class examinations are typically exempted from this requirement.

V. Satisfactory progress and probation

Students enrolled in the program are expected to maintain a full-time academic course load during each semester of the program.

Once admitted into the Professional Physical Therapy Program, all students must achieve a Credit grade (Credit/No Credit) or C grade or higher in all required courses in the professional curriculum. If a student achieves a No Credit (NCR) grade or C- or lower grade in a required course, he/she will be required to retake the course the next time it is offered in the curriculum sequence. Since courses are typically offered only once an academic year, the failure to achieve a Credit grade or C or higher grade will result in the student not being able to follow the standard curriculum course sequence and probably having to extend the length of their professional education.

Required courses taught outside the School of Physical Therapy and rehabilitation Science must be

passed with a grade of C or better. If such course is not passed, the student must retake the course at the earliest opportunity.

If a course is not successfully completed and it is a prerequisite for another course in the curriculum, the student can not enroll in the second course until he/she has successfully completed the prerequisite course(s).

All required professional curriculum courses for a given segment of the curriculum must be successfully completed before the student will be allowed to participate in the clinical education course at the end of that curriculum segment. Thus the failure to achieve a Credit grade or C grade in a required course will result in a delay of up to one year in the student's participation in clinical education courses.

If a student is not maintaining a 73% average in a required course, the student must contact the course instructor within 5 calendar days of notification and develop a written remediation plan. Students are notified of grades through Blackboard postings or in writing by the course instructor. Students are expected to check their Blackboard record for a course within 24 hours whenever an instructor announces that grades have been posted. Students are also expected to check their mailboxes daily. The written remediation plan will be filed with the Chair of the Academic Requirements Committee (ARC) within 10 calendar days of the student receiving notification of unsuccessful progress in the course. At the discretion of the course instructor, the remediation plan can include but is not limited to the following: required course attendance, reviewing course content with instructor, retaking of test, rewriting course papers, tutoring, and additional assignments.

Unprofessional Conduct

Unprofessional conduct by a student, in and out of the department, may also be considered grounds for unsatisfactory progress in the program and is subject to review by the Academic Requirements Committee and the Dean of the College of Health Professions & Biomedical Sciences. Unsatisfactory conduct includes but is not limited to: absenteeism, tardiness, unprofessional attitudes or behaviors, disrespect for patients, fellow students and faculty, breaches in confidentiality, cheating/plagiarism, or other forms of academic misconduct as defined by the student conduct code.

Academic Status

To facilitate adequate progress by all physical therapy students, the following guidelines for academic performance have been developed. The purposes of these policies are to (1) maintain the academic standards of the Program of Physical Therapy, (2) identify as early as possible students who are at risk for not meeting the minimum 2.5 GPA requirement, (3) set into motion a plan of action to assist the students in successfully achieving the required GPA, and (4) clearly identify the consequences of not adequately progressing towards or achieving the required GPA. The three levels of academic status are (1) Satisfactory Academic Status, (2) Academic Concern, and (3) Academic Probation. Each semester students not achieving satisfactory academic status will be sent a letter informing them of their deficit in academic status.

Satisfactory Academic Status:

When semester GPA is ≥ 2.5 and overall GPA > 2.7 .

Academic Concern:

When the overall GPA is between 2.5 and 2.7, or when the semester GPA is < 2.5 and overall GPA > 2.7 .

The action plan for a student on **Academic Concern** is as follows:

- The Chair of the ARC sends a letter of Academic Concern to the student.
- The student is required to meet with his or her academic advisor within 5 calendar days of receiving the letter.
- The academic advisor monitors the student's progress for the following semester.

Academic Probation:

If a student's semester GPA is less than 2.5 and overall is between 2.5 and 2.7, the student will be placed on academic probation. When the overall GPA is less than 2.5, the faculty will vote to either dismiss the student or retain the student on academic probation status.

The action plan for a student on **Academic Probation** is as follows:

- The Chair of the ARC sends a letter of Academic Probation to the student.
- The student is required to meet with his or her academic advisor within 5 calendar days of receiving the letter.
- The academic advisor (with input from the chair of the ARC and faculty) develop (1) a remediation plan to improve the GPA, (2) a measurable definition of "adequate progress", (3) a time line for fulfilling the plan, and (4) the consequences for not meeting the plan. Adequate progress must be clearly defined as either a specific GPA or the number of credits of "A" or "B" that the student must earn by the end of the semester of academic probation. See form on next page.

Consequences of Academic Probation

At the end of one semester of Academic Probation, if the student fails to meet the requirements of the remediation plan and to make "adequate progress," the faculty may dismiss the student from the program for one year. If the student returns in one year, he or she must repeat the courses identified by the faculty. If the student remains in the program, the remediation plan should be revised by the faculty advisor and Chair of the ARC (with input from the faculty).

If the student has not been making adequate progress (as defined by the remediation plan), at the end of the second semester of Academic Probation (does not need to be consecutive), the student will not be allowed to progress in the program for one year. If the student returns, he or she must repeat the courses identified by the faculty. The faculty, however, may entertain a motion to not allow the student to return to the program.

If the student reaches a point when he or she cannot earn a GPA of 2.5 or greater by the time of graduation, the student will be dismissed from the program.

Appeal of Academic Status Decisions

If the student is not satisfied with the decision(s) of the ARC, written appeal should be made to the ARC. If satisfaction is not achieved with appeal to the ARC, written appeal may be made to the Dean of The College of Health Professions and Biomedical Sciences. Complaints may also be made through the University Complaint procedures (See the ASUM handbook and contact the ASUM Student Resolution Officer). See form on page 24.

VI. PETITIONING FOR COURSE WAIVERS

- A. Students may petition to request a course waiver or deviation from the established curriculum.
- B. A written petition requesting the waiver must be provided to the Academic Requirements Committee Chairperson.
- C. Faculty will review the petition. Final approval is given by the Academic Requirements Committee Chairperson and School Chairperson.
- D. For courses given outside the Program - faculty may request that the student audit a course.
- E. For courses given inside the Program - faculty may request that the student audit the course and successfully pass all written and practical exams.

REMEDICATION PLAN
School of Physical Therapy and Rehabilitation Science
The University of Montana

Name _____ Date _____

Academic Status: ↑Concern ↑Probation ↑ Probation, second semester

1. Goals delineate adequate progress, including grades and/or GPA

2. Action plan: REQUIREMENTS to meet goals:

3. Time line

4. Consequences:

Date _____

Advisor

Student

PETITION TO THE FACULTY
School of Physical Therapy and Rehabilitation Science
The University of Montana

Name _____
Address _____
Telephone _____
E-mail address _____
Date _____

I, _____ petition to: (state your request here)

State your reasons clearly: (you may attach additional documentation)

APPROVED _____ DENIED _____ DATE _____

Chair, Academic Requirements Committee

School Chair

Comments or special conditions of approval:

I have read and understand the decision
and conditions stated above:

Petitioner's Signature

Date

- VII. LEAVE OF ABSENCE:** Students may request a Leave-of-Absence from the program for personal reasons. These requests will be processed by the School on an individual basis. See form on page 24.

ACADEMIC REQUIREMENTS COMMITTEE (ARC)

- I.** The Academic Requirements Committee (ARC) is made up of all faculty members with full-time academic appointments in the Physical Therapy Program.
- II.** The ARC is responsible for enforcing academic regulations, acceptable professional conduct by students and faculty, and assuring that the privacy and dignity of all persons involved in the Program are protected, subject to review by the Dean of the College of Health Professions and Biomedical Sciences.
- III. SCHEDULE FOR THE ARC MEETINGS**
- A.** Following mid-semester examinations and mid-semester clinical evaluations the ARC meets and reviews each student's record of performance. The results of the meeting are discussed with each student when applicable.
- B.** At the end of each semester the ARC again meets and reviews each student's record of performance. The results of this meeting are discussed with each student when applicable and through appropriate channels. The student is advised or counseled accordingly.
- C.** The ARC may meet at any time during the year in order to address special problems that may develop.
- IV.** In order to protect the privacy of students, the following policies are enforced by the ARC.
- A.** Student records are confidential and discussed only by members of the ARC, the clinical faculty, and the student concerned.
- B.** Student records are housed in locked offices accessible only to faculty and staff of the Program.
- C.** Student grades are confidential and reported directly to each student, either by personal discussion, CyberBear (in the case of reporting final grades), or Blackboard. Each instructor is responsible for selecting a confidential method of reporting grades.
- D.** Grades are not posted and students are not ranked in order of academic or clinical performances for public information.

University of Montana Student Rights

STUDENT RIGHT TO PRIVACY

In relation to the Family Educational Rights and Privacy Act of 1974, the following information may be released to anyone upon request: Student's name, addresses including e-mail, telephone number, dates of attendance, full time/part time status, date of graduation and degree received, school or college, majors, class, student identification photo and academic awards or honors. The Registrar's Office must receive the student's written request during the first two weeks of the semester if he/she wishes this information withheld. A form for this purpose is available at the Registration Counter in Griz Central or the Registrar's Office at the College of Technology.

AFFIRMATIVE ACTION

The University of Montana is committed to taking affirmative action to provide all persons an equal opportunity for education, employment and participation in university activities without regard to race,

color, religion, political ideas, national origin, sex, marital status, age, disability or sexual orientation.

EQUAL OPPORTUNITY

Equal opportunity laws and orders applicable to The University of Montana include, but are not limited to, Title VI and VII of the Civil Rights Act of 1964, Title X of the Education Amendments of 1972, Rehabilitation Act of 1973, Vietnam Era Veterans Readjustment Act of 1974, Executive Order 11246, Montana Fair Practices Act of 1974 and the Montana Nondiscrimination by State and Government Act of 1975.

It is illegal in the State of Montana to discriminate against anyone because of race, religion, color, political ideas, age, marital status, sex, mental or physical handicap, national origin or ancestry in employment, training, public accommodation, financing, education and government services. With the exception of marital status, this also applies to housing.

All University administrators, faculty and staff have been assigned the responsibility for actively effecting equal opportunity. Robert Gannon, Interim Director of Equal Opportunity/Affirmative Action, has been designated as the person to receive complaints of alleged discrimination and inquires about equal action at The University of Montana. His office is located in the University Hall, Room 020 on campus. His telephone number is (406) 243-5710.

PUBLIC SAFETY REPORT, ALCOHOL AND DRUG GUIDELINES

The health and safety of students, faculty, staff and visitors are of paramount concern to The University of Montana. Each year the university publishes an annual report outlining on-campus security and safety information and crime statistics. The report provides important information for security awareness and crime prevention programs, emergency procedures and reporting crimes, plus law enforcement and safety services on campus.

Additionally, the booklet contains the university's policy on sexual assault and information about support services for victims of sexual assault. The booklet also includes information about the university's drug and alcohol policy, programs and support services for substance abuse and risk management guidelines for university-related events.

The booklet is available by writing or calling the Office of Public Safety at (406) 243-6131, The University of Montana, Missoula, MT 59812.

ANATOMY DISSECTION LABORATORY POLICIES AND PROCEDURES

I. DRESS CODE, APPEARANCE AND CARE FOR THE LABORATORY

- A. Students are required to follow the School's general and laboratory dress codes. All students in the Dissection Laboratory must wear a clean, white, long laboratory coat at all times.

- B. Students must provide their own dissecting tools and rubber dissecting gloves.

- C. Students must wear gloves at all times while dissecting.

- D. The Laboratory must be kept clean and neat at all times. The area should be checked at the end of each dissection session. Please refer to the custodial policies posted in the Laboratory.

- E. Cameras are not permitted in the laboratory except for specific educational purposes that must be approved by the instructor in advance. The radio in the Laboratory may be played at a low volume.

- F. Anatomical (cadaver) material must not be taken from the Laboratory. Any violation of this policy will be regarded as a serious offense, the penalties of which may include legal prosecution and dismissal from the Program.

II. LABORATORY HOURS AND ACCESS

- A. Access to the Anatomy Lab will be by a Griz Card Reader.

- B. When not entering or leaving the Laboratory, the door must remain closed and locked.

- C. Visitors, other than those with professional interests, are not permitted in the Laboratory. All visitors must have prior permission from Professor Rich Gajdosik.

POLICIES AND PROCEDURES - RESEARCH LABORATORIES

1. Three research laboratories are under direction of the School of Physical Therapy and Rehabilitation Science:
 - Applied Exercise Physiology Laboratory – Rm 113 – James Laskin, Director
 - Clinical Kinesiology Laboratory – Rm 015 – Ryan Mizner, Director
 - Motor Control Laboratory – Rm 021 – Chuck Leonard, Director
2. The primary mission of these laboratories is to foster research in physical therapy and related sciences. The Applied Exercise Physiology Laboratory also provides service to the University students and staff, and the community through the New Directions program.
3. The primary funding source for these laboratories will be grants. Each principal investigator (PI) should, as much as possible within the restrictions of the funding agency, secure funding for staff support, supplies, technical assistance, equipment upgrades, student support, travel, and publication expenses. Researchers without grant funding should plan on providing their own support. Limited funding may be available as described in #4 below.
4. Individual PI's with grant funding will retain responsibility for his/her funding, research assistants and supplies under oversight of the School of Physical Therapy and Rehabilitation Science, the College of Health Professions and Biomedical Sciences, and Research Administration. If an individual PI has some additional funding for the general use of the lab (for faculty without grant funding or unfunded student projects), this funding will go into a laboratory account. Proposals for its use will be solicited from the PT faculty and students. Funding will be dispersed as equally as possible between the proposals.
5. The first priority in scheduling with any laboratory will be given to PT faculty, PT Clinic, and PT student researchers in that order. However, every effort will be made to accommodate other University research projects.
6. Scheduling of a given laboratory should be arranged with the appropriate director. On the schedule, researchers should note if they need exclusive use of the lab at a particular time or if others can be working in the lab at the same time. If someone will not be using their scheduled time, they should note it on the printed schedule as soon as possible.
7. Notice of all grant proposals that will utilize a particular laboratory for research should be given to the appropriate lab director so that planning for use can begin.
8. All researchers should check with Research Administration for each project to assure compliance with University policies regarding disclosure of potential conflicts of interest.
9. Laboratories are to be locked at all times when not in use.
10. Problems with equipment are to be reported to the appropriate director.
11. Research or other activities that do not necessitate the use of the equipment provided in a given laboratory will not be permitted in the laboratory. Special requests will be considered. Approval will depend on available space, time, and equipment. These requests will be submitted to the appropriate director.
12. Faculty advisors are responsible for their students during any experimentation that takes place in the laboratory. Individual investigators are responsible for their own clean up.
13. Students are not permitted to eat or drink in the laboratories.
14. Students are not to disrupt the work of other laboratory personnel (technicians, visiting scholars, scientists, etc).
15. All users of equipment in a given laboratory should be checked out by the appropriate director.

PHYSICAL THERAPY EQUIPMENT

I. USE OF EQUIPMENT

- A. Equipment may be used by faculty and students for classroom instruction, laboratory practice, research and independent study.
- B. Equipment needed during scheduled lectures or laboratory sessions has highest priority and supersedes other requests. Some equipment is not available during clinic hours.
- C. Use of equipment for research, independent study, lecture or laboratory practice outside scheduled class time requires permission from the instructor responsible for the equipment. If equipment is not being used for instruction permission is needed from the School Chairperson.
- D. Faculty and students who use equipment must have prior instruction in the proper and safe use of the equipment and have demonstrated proficiency in its use.
- E. Equipment used for treatment purposes must be authorized and supervised by a physical therapist licensed to practice in Montana.
- F. Electrical equipment and wall outlets in the complex are inspected by an electrician annually and a written report is submitted to the School Chairperson. Faulty grounding or potentially dangerous problems are corrected immediately.
- H. Broken or faulty equipment is identified by a sign reading "out of order and/or "do not use." The supervising instructor is notified and the equipment is put in a locked office or storage space until it is repaired or replaced.

II. EQUIPMENT AND SUPPLIES INVENTORY

- A. An annual inventory of equipment and supplies is prepared. The results are evaluated by the faculty, and requests for new equipment and supplies are submitted to the School Chairperson.
- B. The School Chairperson reviews the requests and authorizes the purchase of new equipment and supplies according to priority needs.

- III. All policies and procedures governing equipment are subject to annual review and revised accordingly.

LIBRARY RESOURCES

I. MAUREEN AND MIKE MANSFIELD LIBRARY (243-6860)

Main library on The University of Montana Campus

Hours:	Monday-Thursday	7:30 AM-11:30 PM
	Friday	7:30 AM-7:30 PM
	Saturday	10:30 AM-7:30 PM
	Sunday	10:30 AM-11:30 PM

The library includes separate collections housed in the Journalism and Law Schools. These campus libraries contain more than 600,000 volumes in their collections. The books and serials are organized into four main areas: Humanities, Science, Social Science and Documents. The library also maintains an interlibrary loan program for students and faculty through affiliation with major library networks and individual research libraries, both in the United States and abroad.

The Library maintains access to most Laser Net Data Bases. The Student Computer Lab has Internet and Data Base access. The Library Catalogue is also available for review from the

computer lab. For assistance in using the Mansfield Library resources contact Steve Atkin, Pharmacy and Sciences Librarian located at the College of Technology or the Library help desk.

II. LEARNING SUPPORT SERVICES

The Skaggs Building Learning Support Services (SB 216, 219) contains many scientific/medical journals and magazines. The Computer Lab has access to the Internet, Library Catalogue, and numerous data bases.

III. SAINT PATRICK CENTER FOR HEALTH INFORMATION (329-5710)

Marianne Farr, Librarian

Hours: Monday – Friday, 8:00 AM – 4:30 PM

Located on the first floor of the Broadway Building, the Saint Patrick Center for Health Information has a large collection of medical journals and professional books. Journals are listed in the Library Catalogue.

IV. Physical Therapy Clinic Books

The University of Montana Physical Therapy Clinic maintains a library of reference texts. These are primarily for the use of the PT Clinic staff and students affiliating in the clinic. These books may be used onsite when the clinic is not in operation. They may not be removed from the PT School. If they are removed from the clinic area, please check them out.

SECURITY SERVICES

- I. No University of Montana staff member or employee is authorized to contact or call in off-campus security forces (such as city police) except upon authorization of a vice president or president.
- II. Papers or materials of any kind shall not be removed from academic or administrative offices and related spaces, except as authorized by the person or persons having custody of such materials.
- III. Academic or administrative offices, laboratories, and analogous spaces shall not be entered for purposes of search.
- IV. These policies do not preclude routine activities of staff, including janitorial and security personnel, which take place within the established framework of University policy and procedure.

V. OPEN BUILDINGS

Security officers and physical plant personnel are not permitted to open doors or unlock buildings unless they are so authorized by the director of physical plant.

VI. USE OF BUILDINGS AFTER MIDNIGHT

All campus buildings are locked no later than midnight. Any student using buildings after midnight must be given permission to use the specific spaces concerned, at specified time, by the Dean or Department Chair concerned. Permission is given in the following manner; the Dean or Department Chair will notify the Director of Physical Plant in writing of his/her permission and will provide the following information:

1. Names of students concerned.
2. Room or space which the students have permission to use.
3. Period of time for this permission, that is, one specified night, one specified week, or one specified semester.

The physical plant office will give night watchmen official notice of such permission. Any student found in buildings without such prior notice and permission will be asked to leave by the watchman.

FINANCIAL ASSISTANCE

Information covering financial aid programs-grants, loans, work-study, University System fee waivers, scholarships, and special aid programs is available in the Financial Aid Office. For more specific information and application forms contact the Financial Aid Office, 243-4753. Carol Durnford (ext 5510; cdurnford@mso.umt.edu) is assigned to Physical Therapy students. Student loan programs available to DPT students include Stafford subsidized loans (\$8,500), Stafford unsubsidized loans (\$12,000) and Grad + loans (cover balance of financial need based on financial aid regulations).

There are a variety of scholarships available for professional physical therapy students. These include:

- Awards for Financially Disabled Students
- Edward S. Chinske/Alumni Association Memorial Fund
- Community Medical Center Scholarship
- Nora Staael Evert Scholarship
- The Wedum Scholarships
- Vincent Wilson Scholarship
- Chris Lepore Award
- Ernest and Ruth Kradolfer Scholarship
- Ruth Ann Kradolfer Humanitarian Award
- Nora Staael Evert Professional Achievement Award
- Vince Wilson Outstanding Achievement Award
- Lud Polich Scholarship
- St. Patrick Hospital Award
- Carmen Cobb Stuft Scholarship

At the appropriate time, announcements will be made and application forms will be available in the Physical Therapy Office.

There are also many organizations that offer financial assistance to the professional physical therapy student with the understanding that the student will work for the organization for a year or more following graduation. Organizations in your local community may also offer scholarships. Be sure to contact them for opportunities.

Career/Employment Opportunities

Employment opportunities for graduating students are announced to the students through the following mechanisms:

PT Jobs binder on the physical therapy selves of the student learning center SB 219

Email messages received by the School about physical therapy employment opportunities are forwarded to the students of the 3rd year class via their Grizmail address. It is important that you keep available space in your Grizmail mailbox so you can receive these messages.

Students conduct a PT Job Fair each fall in the lobby of the Skaggs Building which attracts numerous employers from the region.

Copies of various PT newsmagazines (ex. Advance for PT & PTAs) containing position announcements are placed in the slots next to the 3rd year students mailboxes on the second floor.

Students are also welcome to use the services of the campus Career Services Office, 154 Lommasson Center.

Campus Health Services

Health services for students in the DPT program are available at the Curry Health Center. Curry Health Center provides affordable, accessible, high quality, student-centered health services to University of Montana students to enhance student learning, promote personal health and development and teach important life skills. Access to Curry Health Center is primarily through the payment of the Curry Health fee. Some services are available on a fee-for-service basis. Services provided include medical services, counseling and psychological services, substance abuse counseling, dental services, pharmacy services, student assault recovery services, and health enhancement services.

For more information about the services provided by the Curry Health Center visit their web site <http://www.umt.edu/sa/chc>.

APPENDIX A – Examples of Generic Abilities

Examples of how ability is demonstrated:

Commitment to learning

Beginning level

- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas
- Identifies need for further information

Developing level

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

Entry level

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

Post-entry level

- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other allied health professionals and physical therapists for treatment ideas
- Acts as mentor in area of specialty for other staff

Interpersonal skills

Beginning level

- Maintains professional demeanor in all clinical interactions
- Demonstrates interest in patients as individuals
- Respects cultural and personal differences of others; is non-judgmental about patients' lifestyles
- Communicates with others in a respectful, confident manner
- Respects personal space of patients and others
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience

Developing level

- Recognizes impact of non-verbal communication and modifies accordingly

- Assumes responsibility for own actions
- Motivates others to achieve
- Establish trust
- Seeks to gain knowledge and input from others
- Respects role of support staff

Entry level

- Listens to patient but reflects back to original concern
- Works effectively with challenging patients
- Responds effectively to unexpected experiences
- Talks about difficult issues with sensitivity and objectively
- Delegates to others as needed
- Approaches others to discuss differences in opinion
- Accommodates differences in learning styles

Post-entry level

- Recognizes role as a leader
- Builds partnerships with other professionals
- Establishes mentor relationships

Communication skills

Beginning level

- Demonstrates understanding of basic English (verbal and written):
 - Uses correct grammar, accurate spelling and expression
 - Writes legibly
- Recognizes impact of non-verbal communication; maintains eye contact, listens actively
- Maintains eye contact

Developing level

- Utilizes non-verbal communication to augment verbal message
- Restates, reflects and clarifies message
- Collects necessary information from the patient interview

Entry level

- Modifies communication (verbal and written) to meet the needs of different audiences
- Presents verbal or written message with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively
- Dictates clearly and concisely

Post-entry level

- Demonstrates ability to write scientific research papers and grants
- Fulfills role as patient advocate
- Communicates professional needs and concerns
- Mediates conflict

Effective use of time and resources

Beginning level

- Focuses on tasks at hand without dwelling on past mistakes
- Recognizes own resource limitations
- Uses existing resources effectively
- Uses unscheduled time efficiently
- Completes assignments in timely fashion

Developing level

- Sets up own schedule
- Coordinates schedule with others
- Demonstrates flexibility
- Plans ahead

Entry level

- Sets priorities and reorganizes as needed
- Considers patient's goals in context of patient, clinic, and third party resources
- Has the ability to say "No"
- Performs multiple tasks simultaneously and delegates when appropriate
- Uses scheduled time with each patient efficiently

Post-entry level

- Uses limited resources creatively
- Manages meeting time effectively
- Takes initiative in covering for absent staff members
- Develops programs and works on projects while maintaining case loads
- Follows up on projects and works on projects while maintaining case loads
- Follows up on projects in timely manner
- Advances professional goals while maintaining expected workload

Use of constructive feedback

Beginning level

- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

Developing level

- Assesses own performance accurately
- Utilizes feedback when establishing pre-professional goals
- Provides constructive and timely feedback when establishing pre-professional goals
- Develops plan of action in response to feedback

Entry level

- Seeks feedback from clients
- Modifies feedback given to clients according to their learning style
- Reconciles differences with sensitivity
- Considers multiple approaches when responding to feedback

Post-entry level

- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth

Problem-solving

Beginning level

- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions

Begins to examine multiple solutions to problems

Developing level

Prioritizes problems
Identifies contributors to problems
Considers consequences of possible solutions
Consults with others to clarify problem

Entry level

Implements solutions
Reassesses solutions
Evaluates outcomes
Updates solutions to problems based on current research
Accepts responsibility for implementing solutions

Post-entry level

Weighs advantages
Participates in outcomes studies
Contributes to formal quality assessment in work environment
Seeks solutions to community health-related problems

Professionalism

Beginning level

Abides by APTA Code of Ethics
Demonstrates awareness of state licensure regulations
Abides by facilities policies and procedures
Projects professional image
Attends professional meetings
Demonstrates honesty, compassion, courage and continuous regard for all

Developing level

Identifies positive professional role models
Discusses societal expectations of the profession
Acts on moral commitment
Involves other health care professionals in decision-making
Seeks informed consent from patients

Entry level

Demonstrates accountability for professional decisions
Treats patients within scope of expertise
Discusses role of physical therapy in health care
Keeps patient as priority

Post-entry level

Participates actively in professional organizations
Attends workshops
Actively promotes the profession
Acts in leadership role when needed
Supports research

Responsibility

Beginning level

Demonstrates dependability
Demonstrates punctuality
Follows through on commitments

Recognizes own limits

Developing level

Accepts responsibility for actions and outcomes
Provide safe and secure environment for patients
Offers and accepts help
Completes projects without prompting

Entry level

Directs patients to other health care professionals when needed
Delegates as needed
Encourages patient accountability

Post-entry level

Orients and instructs new employees/students
Promotes clinical education
Accepts role as team leader
Facilitates responsibility for program development and modification

Critical thinking

Beginning level

Raises relevant questions
Considers all available information
States the results of scientific literature
Recognizes “holes” in knowledge base
Articulates ideas

Developing level

Feels challenged to examine ideas
Understands scientific method
Formulates new ideas
Seeks alternative ideas
Formulates alternative hypotheses
Critiques hypotheses and ideas

Entry level

Exhibits openness to contradictory ideas
Assesses issues raised by contradictory ideas
Justifies solutions selected
Determines effectiveness of applied solutions

Post-entry level

Distinguishes relevant from irrelevant patient data
Identifies complex patterns of associations
Demonstrates beginning intuitive thinking
Distinguishes when to think intuitively vs. analytically
Recognizes own biases and suspends judgmental thinking
Challenges others to think critically

Stress Management

Beginning level

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

Developing level

- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors

Entry level

- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health-care environment

Post-entry level

- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment

APPENDIX B - Helpful Links for policies and procedures for students

Catalog – hard copy available to students free of charge; electronic copy

<http://www.umt.edu/catalogs/default.aspx>

Recruitment and admissions information – brochure available; electronic information

<http://www.health.umt.edu/schools/pt/prospective/default.htm>

Recruitment transfer of credit policies – contained in student handbook pages 23-24 section on Petitioning For Course Waivers

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Academic calendars are located in the University Catalog, program website, and student handbook page 14

<http://www.umt.edu/provost/academiccalendar.htm>

<http://www.health.umt.edu/schools/pt/current/calendar.htm>

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Grading policies are contained in the student handbook pages 20-23

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Accreditation status of the institution is contained in the 2007-2008 University catalog on page 4

<http://www.umt.edu/catalog/administration.htm>

Accreditation status of the DPT program including contact information for CAPTE is contained in the student handbook on page 5

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Technical standards or essential functions are contained in the student handbook page 12

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Acceptance and matriculation rates are contained in the program website in the prospective student listing (application request, successful applicant profile)

http://www.health.umt.edu/schools/pt/prospective/admission_require.htm

Student outcomes, graduation rates, employment rates, pass rates on licensing Examinations are contained in the program website in the prospective student listing (application request, student outcomes)

http://www.health.umt.edu/schools/pt/prospective/admission_require.htm

Costs of the program (tuition, fees, and refund policies) are contained in the program website in the prospective student listing and the refund policy is contained in the University catalog page 341-342

http://www.health.umt.edu/schools/pt/prospective/admission_fiscal_needs.htm

<http://www.umt.edu/catalogs/default.aspx>

Financial aid information is available through the University website listing and the program website in the prospective student listing

<http://ordway.umt.edu/sa/finaid>

http://www.health.umt.edu/schools/pt/prospective/admission_fiscal_needs.htm

Process for filing compliant with CAPTE – this information is contained in the student handbook on page 5

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Job/career opportunities – the procedure for providing this information to DPT students is contained in the student handbook on page 29

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

Access to health services – this information is contained in the student handbook on page 30 and on the University website with the Curry Health Center listing.

<http://www.health.umt.edu/schools/pt/documents/StudentHandbook0708.pdf>

<http://www.umt.edu/curry/>

- Health and professional liability insurance requirements – this information is contained in the program’s clinical education web listing (current students, policies and procedures for clinical education program)
http://www.health.umt.edu/schools/pt/documents/clined/policies_procedures.pdf
- Information about the curriculum is contained in the program’s website in the prospective student section
<http://www.health.umt.edu/schools/pt/prospective/dptatum.htm>
- Information about the clinical education program, including travel expectations is contained in the program’s website in the clinical education section
http://www.health.umt.edu/schools/pt/documents/clined/program_overview.pdf
- Required health information is contained in the program’s website in the clinical education section
http://www.health.umt.edu/schools/pt/documents/clined/immunization_health_record.pdf
- Potential for other clinical education requirements such as drug testing and criminal background checks – this information is contained in the program’s website in the clinical education section
http://www.health.umt.edu/schools/pt/documents/clined/criminal_background.pdf
- Access to and responsibility for the cost of emergency services in off-campus educational experiences – the information is contained in the program’s website in the clinical education section (Immunizations, Health Record Requirements and Emergency Medical Services)
<http://www.health.umt.edu/schools/pt/documents/Immunicationandinsurancerequirements.doc>

APPENDIX C – HIPAA Regulations

Congress enacted *HIPAA* in 1996 to, among other things, improve the efficiency and effectiveness of the health care system through the establishment of national standards and requirements for electronic health care transactions and to protect the privacy and security of individually identifiable health information. Collectively, these are known as *HIPAA*'s Administrative Simplification provisions, and the U.S. Department of Health and Human Services has issued a suite of rules, including a privacy rule, to implement these provisions. Entities subject to the *HIPAA* Administrative Simplification Rules (see 45 *CFR* Parts 160, 162, and 164), known as "covered entities," are health plans, health care clearinghouses, and health care providers that transmit health information in electronic form in connection with covered transactions. See 45 *CFR* § 160.103.

"Health care providers" include institutional providers of health or medical services, such as hospitals, as well as non-institutional providers, such as physicians, dentists, and other practitioners, along with any other person or organization that furnishes, bills, or is paid for health care in the normal course of business. Covered transactions are those for which the U.S. Department of Health and Human Services has adopted a standard, such as health care claims submitted to a health plan. See 45 *CFR* § 160.103 (definitions of "health care provider" and "transaction") and 45 *CFR* Part 162, Subparts K–R. The *HIPAA* Privacy Rule requires covered entities to protect individuals' health records and other identifiable health information by requiring appropriate safeguards to protect privacy, and setting limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

General Principle for Uses and Disclosures

Basic Principle. A major purpose of the Privacy Rule is to define and limit the circumstances in which an individual's protected health information may be used or disclosed by covered entities. A covered entity may not use or disclose protected health information, except either: (1) as the Privacy Rule permits or requires; or (2) as the individual who is the subject of the information (or the individual's personal representative) authorizes in writing.¹⁶

Required Disclosures. A covered entity must disclose protected health information in only two situations: (a) to individuals (or their personal representatives) specifically when they request access to, or an accounting of disclosures of, their protected health information; and (b) to HHS when it is undertaking a compliance investigation or review or enforcement action.¹⁷

Criminal Penalties. A person who knowingly obtains or discloses individually identifiable health information in violation of the Privacy Rule may face a criminal penalty of up to \$50,000 and up to one-year imprisonment. The criminal penalties increase to \$100,000 and up to five years imprisonment if the wrongful conduct involves false pretenses, and to \$250,000 and up to 10 years imprisonment if the wrongful conduct involves the intent to sell, transfer, or use identifiable health information for commercial advantage, personal gain or malicious harm. The Department of Justice is responsible for criminal prosecutions under the Privacy Rule.