

Physical Therapy Student Handbook of Policies & Procedures

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Nazareth College
4245 East Ave
Rochester, New York
14618-3790
585-389-2900
fax 585-389-2908
www.naz.edu



**Physical Therapy
Department**

[www.naz.edu/dept/
physical_therapy/](http://www.naz.edu/dept/physical_therapy/)

Dear Physical Therapy Student:

Welcome to the professional part of your education in physical therapy at Nazareth College! As you enter this phase, it is important that you understand the differences between your courses that prepared you to be here, and the courses you will now complete to become a competent, compassionate physical therapist. To help build this understanding, we have compiled a set of documents in this handbook for your reference.

Additionally, over the next few weeks, you will be involved in an orientation and several professional issues course meetings that emphasize the transition. Please read this handbook carefully and utilize these meeting times to better prepare yourself for professional physical therapist education.

This handbook should be used as reference in answering your questions about the program. As information changes, I will bring you additional or replacement pages for this handbook. You are responsible to keep it up-to-date for your own reference.

Please contact me if you have questions about anything contained in this handbook.

Sincerely,

Jennifer Collins, P.T., M.P.A., Ed.D
Chair and Associate Professor of Physical Therapy

Mission

The Mission of the **Nazareth College School of Health and Human Services** is to prepare professionals who work collaboratively and proactively, and act as agents of change in the global health care community.

The mission of the school embraces the vision developed by the Health Professions Education Committee of the Institute of Medicine (2002):

All health professionals should be educated to deliver [person]- centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.

Core Values

The School's professional programs are dedicated to learning through community service and partnerships. Programs strive to foster students' development of:

1. Cultural competence
2. Respectful and caring attitudes
3. Concern for and commitment to individuals who are underserved
4. Ethical personal and professional behavior
5. Inter-professional understanding and collaboration skills
6. Effective written and oral communication
7. Leadership skills
8. Critical thinking and problem solving skills
9. Integration of liberal arts and professional knowledge
10. Intellectual inquiry for life-long learning
11. Research skills to promote effective practice and accountability

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Mission Statement

The Nazareth College Physical Therapy Program prepares physical therapists dedicated to lifelong learning, reflection, and accountability, who are grounded in intellectual, ethical, and aesthetic values. The program will prepare professionals who are committed to meeting community health needs through engagement and service. The program graduate will possess the adaptive competence necessary to provide sound patient care, as well as preventive, educational, administrative, and consultative services that respect individuality.

Philosophy

The faculty of the Nazareth College Physical Therapy Program believes that a pre-professional foundation in the liberal arts and sciences promotes strong interpersonal and communication skills, innovation and creativity, problem solving, and critical thinking. The professional curriculum is designed to reflect current trends in autonomous, evidence-based practice, stimulating critical inquiry. The faculty creates an educational environment in which students are responsible for learning. Faculty serve as role models in demonstrating responsibility and accountability as teachers, clinicians, scholars, consultants, and administrators who are committed to serving community health needs

Goals of the Program

- Incorporate the mission of Nazareth College and the American Physical Therapy Association (APTA) throughout the curriculum
- Foster the core values of professionalism in the curriculum and in faculty and student activities
- Actively promote opportunities for faculty and student collaboration with local, regional, and national organizations
- Respond to societal trends and changes for continuous improvement of curriculum and practice.
- Contribute to the accumulation of evidence for teaching and clinical practice through faculty scholarship and faculty/student research
- Promote experiential learning in practice administration, education, and consultation throughout the program.
- Promote faculty and student growth for the advancement of physical therapy practice
- Engage faculty and students in service to the community for rehabilitation, health, and wellness

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Terminal Objectives

Graduates of the Nazareth College Physical Therapy Program will be able to:

- 1.0 Apply the knowledge, skills, and values obtained in liberal and professional studies to the multiple roles required of a physical therapist.
 - 1.1 Demonstrate clinical reasoning, judgment, and reflective practice.
 - 1.2 Respond to a changing health care environment.
 - 1.3 Critically evaluate literature related to clinical and professional issues and problems.
- 2.0 Utilize the patient/client management model for persons with movement dysfunction to optimize outcomes throughout the lifespan.
 - 2.1 Perform screening and/or comprehensive examinations.
 - 2.2 Interpret the results of selected tests and measures and make necessary clinical judgments to complete the physical therapy evaluation.
 - 2.3 Develop a physical therapy diagnosis, plan of care, and prognosis.
 - 2.4 Provide all components of physical therapy intervention effectively and safely.
 - 2.5 Evaluate the outcomes of physical therapy intervention to modify and progress the plan effectively.
 - 2.6 Complete thorough and accurate documentation to facilitate evidence based practice.
- 3.0 Engage in professional activities that reflect and advance the expectations of contemporary practice.
 - 3.1 Identify and engage in opportunities to teach others.
 - 3.2 Coordinate and deliver physical therapy services in primary, secondary, and tertiary care settings.
 - 3.3 Lead personnel in the effective delivery of physical therapy services.
 - 3.4 Provide evidence to expand the body of knowledge that supports both the art and science of the physical therapy.
 - 3.5 Promote prevention, health, and wellness in all professional and personal activities.
 - 3.6 Effectively and ethically market physical therapy services and advocate for the profession.
 - 3.7 Critically evaluate self-performance and the performance of peers to facilitate continued and enhanced competence.
 - 3.8 Contribute meaningfully to community organizations and professional associations.
- 4.0 Demonstrate professional behaviors in all interactions with patients, other professionals, health care organizations, support personnel, and the public at large.
 - 4.1 Communicate in a manner that displays cultural competence.
 - 4.2 Demonstrate respect and appreciation for individual differences when engaged in physical therapy practice, research, and education.
 - 4.3 Engage in lifelong learning to meet the demands of being a licensed health care professional.
 - 4.4 Consult and collaborate with other professionals to provide coordinated, efficient, and effective care.
 - 4.5 Practice in accordance with ethical and legal standards.

Guide to Physical Therapist Practice, 1999, p.1-5.

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Nazareth College Physical Therapy Curriculum

| Year I | | | |
|--|-----------|--|-----------|
| Pre- Professional Phase | | | |
| Fall Semester | | Spring Semester | |
| ENG 101 Freshman Comp I | 3cr. | ENG 102 Freshman Comp II | 3cr. |
| FRS 101 Freshman Seminar | 3cr. | PSY 101 or PSY 102 Intro. to Psychology | 3cr. |
| BIO 103 Gen. Biology I/Lab | 4cr. | BIO 150 Anatomy & Phys/Lab | 4cr. |
| CHM 145/46 Chemistry I /Lab | 4cr. | CHM 147/48 Chemistry II/Lab | 4cr. |
| | 14 | | 14 |
| Year II | | | |
| Fall Semester | | Spring Semester | |
| Perspective I/Core curriculum | 3cr. | Perspectives I/Core curriculum | 3cr. |
| PSY 224 or PSY 221 Development I: Childhood and Adolescence (Perspectives II) or any other psych course that is required | 3cr. | Perspectives I/Core curriculum (Global) | 3cr. |
| MTH 111 Applied Calculus or MTH 113 Calculus I | 3cr. | Perspectives I/Core curriculum | 3cr. |
| BIO 151 Anatomy & Phys II/Lab | 4cr. | PHY 208/204L Gen. Physics II/Lab (PII/Core) | 4cr. |
| PHY 207/203L Gen. Physics I/Lab | 4cr. | Perspectives I/Core curriculum | 3cr. |
| | 17 | | 16 |
| Year III** | | | |
| Fall Semester | | Spring Semester | |
| PSY 323 Abnormal Psychology | 3cr. | PTU 304 (W) Professional Issues I | 4cr. |
| PSY 201 Statistics and Research Methods I | 3cr. | PSY 321 Developmental II: Middle Age and Aging | 3cr. |
| RES330/ 335 or any 200 or above-level PHL Course | 3cr. | PSY 202 W Statistics and Research Methods II | 4cr. |
| PSY 222. Social Psychology or 334. Counseling and Psychotherapy | 3cr. | Elective | 3cr. |
| Elective | 3cr. | | |
| | 15 | | 14 |

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| Summer Session YEAR IV [BS.DPT] / YEAR I [DPT.AS] | | | |
|--|-----------|---|--------------|
| PTR 518/PTR 518AS Human Gross Anatomy | | 6cr. | |
| PTR 524/PTR 524AS Pat./Client Management I | | 4cr. | |
| PTR 520AS Professional Issues I | | 3Cr. [DPT.AS students only; BS.DPT students already completed as PTU 304] | |
| Year IV [BS.DPT] / Year I [DPT.AS] | | | |
| Fall Semester | | Spring Semester | |
| PTR 511/PTR 511AS Kinesiology | 4cr. | PTR 514/PTR514AS Exercise Science | 2cr. |
| PTR 513/PTR 513AS Pathophysiology | 3cr. | PTR 522 Professional Issues II | 2 cr. |
| PTR 512/PTR 512AS Neuroscience | 4cr. | PTR 525/PTR 525AS Pat/Client Management II | 4cr. |
| PTR 523/PTR 523AS Soft Tissue Techniques | 3cr. | PTR 516/PTR 516AS Applied Neuroscience | 3cr. |
| PTR 515/PTR 515AS Evidence in Clinical Practice | 1cr. | PTR 628/PTR 628AS Differential Diagnosis and Medical Imaging | 3cr. |
| Note: Half of cohort will take PTR 515/515AS during | | PTR 515/PTR 515AS Evidence in Clinical Prac. | 1cr. |
| the fall semester; remainder will take during spring. | | 14-15 | 14-15 |
| Summer Session YEAR V [BS.DPT] / YEAR II [DPT.AS] | | | |
| PTR 528 Clinical Education I (1 st 8 weeks) | | 6 cr. | |
| Year V [BS.DPT] / Year II [DPT.AS] | | | |
| Fall Semester | | Spring Semester | |
| PTR 659 Neuromuscular Management I | 4cr. | PTR 629 Musculoskeletal Management II | 4cr. |
| PTR 626 Cardiopulmonary Management | 4 cr. | PTR 660 Neuromuscular Management II | 4cr. |
| PTR 627 Musculoskeletal Management I | 4cr. | PTR 632 Prosthetic/Integ | 4 cr |
| PTR 650 Research I | 3 cr. | PTR 654 Research II | 2 cr. |
| | 15 | | 14 cr |
| Summer Session YEAR VI [BS.DPT] / YEAR III [DPT.AS] | | | |
| PTR 712 Interaction of Disability and Environment | | 2cr. | |
| PTR 661 Research III | | 2cr. | |
| PTR 521 Health Care System | | 2 cr. | |
| | | PTR 635 Clinical Education II (2 nd 8 weeks) | |
| | | 6cr. | |
| Year VI [BS.DPT] / Year III [DPT.AS] | | | |
| Fall Semester – Class splits into A and B | | Spring Semester | |
| PTR 710 Business & Mgmt for the P.T. | 3 cr. | PTR 721 Professional Issues III | 3cr. |
| PTR 615 Health Promotion and Wellness | 2 cr. | PTR 726 Clinical Education V – 8 weeks | 6cr. |
| PTR 636 Clinical Education III (8 weeks) | 6 cr. | PTR 761 Research V | 3cr. |
| PTR 760 Research IV | 2 cr. | PTR 728 Elective | 3cr. |
| PTR 725 Clinical Education IV | 2 cr. | | |
| | 15 | | 15 |

Core Faculty

Chair of the Department: Jennifer Collins, PT, MPA, EdD

Professor, Department of Health Science and Physical Therapy

Dr. Jennifer Collins has a bachelor's degree in physical therapy from Russell Sage College, (1978) a master's degree in public administration from the State University of New York at Brockport, (1989) a certificate in gerontology from St. John Fisher College and a doctoral degree in higher education from the University of Rochester (2001). She has more than thirty years of experience as a physical therapist with fifteen years in physical therapist education, and is a tenured faculty member at Nazareth.

Her areas of interest for teaching are psychosocial aspects of disability, professional issues, qualitative research, management, and education. Her research interests are primarily qualitative in the areas of PT education, professionalism and professional development, functional mobility in older adults, and home health care. She is active in professional activities at the local, state, and national level and is currently Secretary of the New York State Physical Therapy Association (NYPTA) serving as a member of the Executive Committee.

Assistant Professor: Andrew Bartlett, PT, MPA

Andrew S. Bartlett graduated from Utica College of Syracuse University in Physical Therapy in 1997. Prior to achieving his Physical Therapy degree Mr. Bartlett obtained a BS in Therapeutic Recreation and a Masters in Public Administration. He is currently working towards to his PhD in Physical Therapy from Nova Southeastern University. In addition to teaching part time within Nazareth's Physical Therapy Department, Andrew practices part time at Visiting Nurse Services, a home health agency.

Associate Professor: Connie Chau, PT, PhD

Dr. Connie Chau's main research interest is motor control with an emphasis on neurophysiology and neuropharmacology. She received her undergraduate and graduate training from McGill University where she earned a BS in physical therapy and an MS in rehabilitation science. She pursued her doctoral training in the Physiology Department, Center for Neurological Science, University of Montreal, Canada. Dr. Chau also undertook further training as a postdoctoral fellow to better understand the changes of receptors in the spinal cord after injury using autoradiographical techniques.

She has a keen interest in fundamental scientific research and the application of this research to humans. Her research goals are to conduct human studies based on findings from animal research and to develop potential treatment strategies in the rehabilitation of patients with neurological deficits. Dr. Chau is actively conducting studies of locomotion in both pediatric and adult populations using the Gaitrite analysis system. She will present her latest results on locomotion in children with autism at the upcoming Neuroscience meeting in November, 2008.

She has also completed a pilot study investigating the combined effects of Physical Therapy and interactive treadmill training on the recovery of locomotion in chronic stroke patients. Currently, she is investigating the effects of body weight supported-treadmill training on chronic stroke

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patients. Dr. Chau has published articles in *Journal of Neurophysiology*, *Progress in Brain research* and *Journal in Physiology*. She has also co-authored book chapters on recovery of locomotion and spinal cord plasticity.

Associate Professor: Staffan Elgelid, PT, PhD, CFT, LMT

Staffan Elgelid has been a Physical Therapist for 20+ years. A native of Sweden and graduate of the University of Central Arkansas, Staffan has worked in a wide variety of settings, including owning his own clinics, and has presented at conferences on a wide variety of topics such as Guided Imagery, Healthy Aging, Mentoring, Awareness, Core Strengthening, and Feldenkrais, both in the US and in Europe.

Dr. Elgelid currently serves as the North American Representative for the International Feldenkrais Federation, is on the board of directors for the North American Feldenkrais Guild, is the Editor of The International Feldenkrais Federation on-line research journal; and is an Advisory Board member of the International Association of Yoga Therapists. A former Nazareth professor, he has returned to teach in areas such as Soft Tissue Techniques, Health Promotion and Wellness, and a wide array of clinical courses.

Assistant Professor: Sara Gombatto, PT, PhD

Dr. Gombatto received her bachelors degree and masters degree in physical therapy from Ithaca College. After practicing in an orthopedic outpatient physical therapy clinic for several years, she pursued her doctoral degree in Movement Science in the Physical Therapy Program at Washington University in St. Louis School of Medicine. During her doctoral training, she was awarded competitive doctoral training scholarships from the Foundation for Physical Therapy (PODS I & II, Barnes-Leahy Scholarship).

Dr. Gombatto's areas of interest for teaching include kinesiology, musculoskeletal diagnosis and treatment, and research. Her primary area of interest for clinical practice and research is in the examination of treatment of musculoskeletal pain, and in particular low back pain. Her dissertation work focused on examining mechanisms underlying chronic/recurrent low back pain and this work has been published in peer-reviewed journals such as: *Physical Therapy*, *Clinical Biomechanics*, and *Archives of Physical Medicine and Rehabilitation*. She recently presented a portion of her dissertation research in poster format at the World Congress for Low Back and Pelvic Pain in Barcelona, Spain and at the APTA Combined Sections meeting in Nashville, TN in February 2008.

Currently, using the new 3-D motion capture system in the Physical Therapy Department, Dr. Gombatto is interested in extending on her doctoral work to examine the relationship between the movement patterns we observe during a clinical test and movement patterns displayed during functional activities in people with low back pain.

Associate Professor: Marcia Miller Spoto, PT, DC, OCS

Dr. Miller received a bachelor's degree in physical therapy from Daemen College in Amherst, New York and a Doctor of Chiropractic degree from Palmer College in Davenport, Iowa. She is certified as an orthopedic specialist by the American Board of Physical Therapy Specialties. Dr.

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Miller has over 25 years of clinical experience, with a practice focus in orthopedic conditions of the spine. She teaches in the areas of musculoskeletal diagnosis and treatment, differential diagnosis and kinesiology.

Her research interests are in the areas of physical therapy diagnosis and manual therapy education. She is the owner of STAR Physical Therapy in Fairport, NY, and has been active in promoting the interests of private practice in the Rochester area. She has served on several local committees, including the Blue Choice and Preferred Care physical therapy subcommittees, and was a founding member of the Rochester Physical Therapy Alliance. She has served as a consultant to Xerox Corporation in the development of a back school. Dr. Miller is a tenured faculty member and recently had a summer grant to develop a student manual for the kinesiology course that she teaches.

Director of Clinical Education: J. J. Mowder-Tinney PT, PhD

Dr. Mowder-Tinney is the Director of Clinical Education. Prior to this appointment, she taught at Nazareth College as an adjunct instructor providing many different areas of expertise including: Associate Director of Clinical Education, June 2004 to 2006, Rehabilitation Course Coordinator, Spring 2002, 2003 and 2004. She received her Bachelor of Science in Psychology from the University of Colorado, Boulder and her Master of Science in Physical Therapy from University of Miami in Florida. She completed her doctorate in physical therapy at NOVA Southeastern University.

In addition she is a member of the American Academy of Wound Management, Fellow, Certified Wound Specialist, American Physical Therapy Association, and a Neurology Certified Specialist of the American Board of Physical Therapy Specialists. Dr. Mowder-Tinney's research interests include: balance and falls assessment, neurological interventions, and interventions for Parkinson's Disease. She has served on many professional committees related specifically to spinal cord injury rehabilitation, wound care, and adaptive seating.

Assistant Professor: Mary Ellen Vore, PT, MS

Mary Ellen Vore received a BS degree in physical education from the State University of New York College at Brockport, and a MS degree in physical therapy from D'Youville College in Buffalo, NY. She is a doctoral candidate in physical therapy at NOVA Southeastern University in Ft. Lauderdale, Florida. She has experience as a clinical practitioner in the areas of orthopedic, acute care, prevention and wellness.

Her current research focus includes investigating critical thinking skills of physical therapy students and efficacy of modalities. Ms. Vore serves as the Chapter Director and a Delegate Assembly member for the Finger Lakes District of the New York Physical Therapy Association. She is also a member of the Ethics Committee for the New York Physical Therapy Association. Professor Vore spear-headed the Nazareth P.T. Multiple Sclerosis exercise groups.

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Associated Faculty

Richard Doolittle, PhD

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Richard L. Doolittle earned a Bachelor of Arts degree in Biology at the University of Bridgeport in 1975. He went on to earn both M.S. and Ph.D. degrees in 1980 at the University of Rochester School of Medicine through a dual degree program in anatomy and pathology. After a two year postdoctoral fellowship with the Hematology Unit/Department of Medicine at that same university, Dr. Doolittle moved on to accept a faculty appointment in the Department of Anatomy with the University of New England College of Osteopathic Medicine in Biddeford, Maine. In 1986, he relocated back to Rochester to accept a position as a faculty member of the Department of Biological Sciences at the Rochester Institute of Technology. He was awarded tenure in 1990 and promoted to the rank he now holds as Full Professor in 1994. In 1999, he accepted an offer to work with Nazareth College to help implement a new program in Physical Therapy where he designed and taught courses in human gross anatomy, histology/pathology, and neural sciences. In 2001, he was recruited back to RIT to serve as Department Head for the Allied Health Sciences Department and has since expanded that administrative role to now serve as Head of the School of Life Science, which encompasses both departments of Biological Sciences and Medical Sciences (previously, Allied Health). The School currently houses 35 faculty, 15 staff, a total of 10 programs, and approximately 700 majors. Amidst his administrative responsibilities, Dr. Doolittle has maintained an active research program, has continued to publish manuscripts, and has submitted and been awarded multiple targeted gifts, foundational moneys, and federal grants to support research pursuits. He has maintained his connection with Nazareth College by serving as course director for the summer Human Gross Anatomy class designed to meet the needs of students enrolled in the DPT program.

Allison Kling-Simonian, MSPT

Allison received her Bachelor of Science in Kinesiology from The University of Maryland at College Park (1996). She received her BS/MS in Physical Therapy from The City University of New York, the College of Staten Island (2000). She began her Physical Therapy career working in a rehabilitation setting at the Jewish Home of Rochester and then moved in to orthopedics at STAR Physical Therapy in Fairport (2002). Allison has been an associate adjunct professor of Human Anatomy and Physiology in the Biology Department at Monroe Community College since the Fall 2000. She joined the Nazareth faculty in 2002, as a part-time, visiting instructor with her primary areas of interest in Human Gross Anatomy and Kinesiology.

Lynn Minkel

Lynne received her Bachelor of Science degree in Physical Therapy from the State University of NY at Buffalo in 1991. She has been an adjunct instructor in the Physical Therapy Department at Nazareth College since the spring of 2008. She is an APTA Credentialed Clinical Instructor. Lynne has clinical experience in acute care, long term care, outpatient orthopedics, work hardening as well as home care. Her primary area of interest is in geriatric neurology.

Mary Therese Novak, PT, MBA

Mary Therese Novak has been an Adjunct Instructor in the Physical Therapy Department at Nazareth College since 1998. She received her BS in Physical Therapy from Russell Sage College in 1985 and her MBA in Health Systems Administration from Union College in 1990. She also taught in the Physical Therapy programs at SUNY Health Science Center in Syracuse, NY and Russell Sage College in Troy, NY prior to joining the Nazareth faculty. Her clinical experience is primarily in outpatient orthopedics.

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Andrew Opett, MSPT

Andrew Opett received a Bachelor of Science degree in Biology from SUNY Geneseo (1996), a Bachelor of Science degree in Health Sciences from Nazareth College (2000), and a Master of Science degree in Physical Therapy from Nazareth College (2001). Andrew is currently employed at STAR Physical Therapy in Fairport. He has a special interest in orthopedic manual therapy and aquatic therapy. He has attended continuing education courses including Proprioception and Dynamic Stabilization for the Lower Extremities, Mulligan Concepts and Techniques, and Differential Diagnosis in Physical Therapy. Andrew is also an adjunct professor of human anatomy in the Department of Biology at Monroe Community College.

Denise Reynolds, PT

Denise Reynolds received her Bachelor of Science degree in Physical Therapy from the University at Buffalo in 1996. She began as an adjunct instructor at Nazareth College in 2007. Denise has 12 years of clinical experience at Strong Memorial Hospital. Her clinical experiences have served a very diverse patient population from Neurological to Orthopedics. As a practicing clinician in the Acute Rehabilitation Unit at Strong, she brings current experience into the classroom. She is a certified Trainer for the American Red Cross in CPR/AED/First Aid.

Annette M. Willgens, PT, MA, PCS

Annette has been an adjunct to the Nazareth College Faculty for 3 years with expertise in the area of Pediatrics and Neurology. She has been a Pediatric Physical Therapist for 16 years and has a Master's degree in Developmental Disabilities from NYU. In addition to teaching, Annette is interested in hippotherapy and is pursuing Level 2 certification. She is a Pediatric Clinical Specialist, as certified by ABPTS.

Brianne Young, PT, DPT

Brianne received a Bachelor of Health Science degree from Nazareth College (2002), a Master of Science degree in Physical Therapy also from Nazareth College (2003), and a transitional Doctor of Physical Therapy degree from the University of Scranton (2006). She is currently employed at Lifetime Care, a home health company in Rochester, but also spent 3 years at Strong Memorial Hospital in Rochester working in pediatrics. She has an interest in pediatrics especially in the Neonatal Intensive Care Unit, Pediatric Intensive Care Unit, and pediatric oncology. She has attended continuing education courses including Pediatric Myofascial Release, Pediatric Seating and BART Pediatric Massage.

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Policy Title: Academic Honesty

Policy: The Physical Therapy Program at Nazareth College promotes academic honesty at all times. Honesty is an integral part of being a professional.

Responsible Person(s)

Student

Procedure

1. Read and abide by the policy titled “Academic Integrity” as published in the Nazareth College *Academic Policies and Procedures Handbook*.
2. Sign **Code of Academic Conduct** for P.T. Program (*see appendix 1.1*).
3. Refrain from using any information sources during exams other than those authorized by faculty.
4. Utilize proper referencing for all written and oral assignments.
5. Seek assistance from faculty if there is any doubt regarding a behavior/action and whether it constitutes academic integrity.
6. Uphold the standards of academic integrity in all academic and clinical situations.

Faculty

7. If a faculty member suspects a student of academic dishonesty, the faculty member informs the student of the suspicion immediately and informs them that the Program Director will be informed.
8. Notify Program Director.

Program Director

9. Meets with student and notifies student that faculty will meet to determine consequences of academic dishonesty. Student is informed that penalty is at the discretion of the faculty up to and including dismissal

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Policy Title: Academic Performance

Policy: Faculty members will inform students of concerns regarding academic performance in writing.

Responsible Person(s)

Procedure

Faculty Member

1. Monitors student performance throughout the semester.
2. If a student is performing below expected standards, informs student of the performance in writing and provides suggested actions, including meeting with academic advisor.
3. Provides copy of letter to advisor and for student academic file.

Student

4. Meets with faculty member and/or advisor to plan a course of action for improvement.

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**Policy Title: Academic Status - Transition Pre-professional to
Professional Program**

Policy: Students who enter the graduate phase with a cumulative GPA of less than 3.0, enter on academic probation.

Responsible Person(s)

Chairperson

Student on Academic Probation

Chairperson

Procedure

1. Notifies students who enter the professional phase of Physical Therapy with a cumulative GPA of less than 3.0, that they are entering the program already on academic probation and only have the first semester to raise the GPA to at least 3.0.
2. Notifies V.P. of Graduate Studies of students on academic probation.
3. Raises GPA to 3.0 during first semester.
4. If student does not achieve 3.0 during the first semester of the professional phase, notifies student of dismissal from the program.

Policy Title: Admissions: Change of Major

Policy: Matriculated Nazareth College students, who wish to change to Physical Therapy, must meet program criteria for admission.

Responsible Person(s)

Procedure

Student

1. A matriculated Nazareth College student who wishes to change his/her major to Physical Therapy must:
 - a. Complete four, four credit required laboratory sciences at a 2.5 science GPA or above.
 - b. Attain a 2.75 overall average while completing science requirements in “a”.
 - c. Acquire 10 observation hours in physical Therapy.

P.T. Program Director/Chair

2. Upon completion of above request meeting with P.T. program Director/Chair to review transcript from above.
3. Review academic record and observation hours to determine if requirements are met.
4. Consider availability of space in desired student cohort for admission.
5. Determine whether change of major admission to P.T. is to be approved.
6. Notify student of admissions or non-approval for change of major.

Student

7. If approval is obtained gather additional observation hours to total 40 prior to professional phase.
8. Maintain required academic record.

Created: May: 2006

Policy Title: Admissions Undergraduate

Policy: Undergraduate admissions to physical therapy department will be determined by admissions office, according to agreed upon criteria.

Responsible Person(s)

Procedure

Program Director and Director of Undergraduate Admissions

Undergraduate Admissions Staff

Program Director

1. Agree upon minimum undergraduate admissions criteria and publish on institution website.
2. Review undergraduate applicants and recommend actions.
3. If uncertain about particular applicants, consults with Program Director.
4. Review applicants as necessary and make recommendations based on applicant's ability to meet criteria and space in the entering cohort.

Policy Title: Admissions: Graduate Students

Policy: Following receipt of information from Physical Therapy Centralized Application Service, Physical Therapy Graduate Admissions Committee will recommend admissions.

Responsible Person(s)

Director of Graduate Admissions,
Physical Therapy Director, Physical
Therapy Graduate Admissions
Committee

Director of Graduate Admissions

Physical Therapy Admissions
Committee

Program Secretary

Physical Therapy Graduate Admissions
Committee.

Graduate Admissions Office

Procedure

1. Determine or re-affirm pre-requisite criteria for Graduate Admissions regularly.
2. Post admissions criteria and instructions in coordination with www.ptcas.org
3. Receive applicant data from PTCAS.
4. Review data for completeness and notify PT Graduate Admissions Committee of need to review.
5. Review applicant files and recommend candidates to be interviewed.
6. Coordinate interview schedule with candidates according to information received from PT Graduate Admissions Committee.
7. Upon applicant arrival, coordinate tour, on-site spontaneous essay and interview.
8. After interviews and essay review, meet to determine applicant admissions status.
9. Consult with Program Director to resolve any problems or concerns.
10. Provide recommendations to Graduate Admissions Office.
11. Notify applicants of admissions status and coordinate subsequent actions.

Policy Title: Advisement in Physical Therapy

Policy: The Physical Therapy faculty expects students to initiate meetings with faculty advisors to enhance the quality of the educational experience.

Responsible Person(s)

P.T. Secretary

Faculty Advisor

Student

Faculty Advisor

Procedure

1. Assigns incoming students to a faculty advisor, at least one week prior to the start of semester, or as soon as matriculation is known.
2. Posts dates/hours of availability for student advisement.
3. At designated dates for registration and anytime notified of academic difficulty, makes appointment with advisor for discussion.
4. Whenever concerned about an issue that impacts academic performance, makes appointment with advisor for discussion.
5. In the event that a student does not initiate a required advisement meeting, notifies student to do so.
6. Documents all meetings with student advisees, in the students file including a notation if faculty needed to initiate.

Created: December 2008

Policy Title: Appeal of Program Status Decisions

Policy: PT Students have the right to appeal a dismissal determination.

Responsible Person(s)

Program Chair

Procedure

Student

Program Chair

1. Informs student of faculty determination of dismissal.
2. Provides explanations as requested.
3. If a student wishes to appeal a determination of dismissal, writes a letter of appeal to the Program Chair within 10 days.
4. Upon receipt of appeal letter for a dismissal determination, calls for full faculty discussion and determination of response to appeal.
5. Compiles faculty determination regarding student appeal and provides written response to student within 14 days of receipt of appeal.
6. Written response includes conditions for retention and dismissal.
7. Notifies Graduate Studies, Financial Aid, Academic Advisement offices and Student Advisor of determination.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Created: June 2003

Policy Title: Attendance

Policy: The Physical Therapy Program expects students to attend all scheduled classes.

Responsible Person(s)

Procedure

Faculty

1. Distribute course syllabus and schedule at the beginning of every course.
2. Insure that students are informed of any changes to class schedule.

Student

3. Attend all scheduled classes.
4. If an absence is planned, inform faculty member as early as possible.
5. When an unplanned absence is necessary, inform faculty member of absence via email or voice mail as soon as possible. Do not wait for return to class to make contact.

Faculty

6. When informed of a student absence, determine need for make-up work to accomplish learning objectives.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Created: August 2005

Policy Title: Awards

Policy: Following nominations from students, faculty selects recipients of departmental awards.

Responsible Person

Faculty

Action

1. Review criteria for student awards during first half of spring semester (or at other times applicable to awards outside of Nazareth College)

Chair

2. Publishes criteria for each award.
3. Distributes nomination forms to students with deadline.

Students

4. Nominate self or peers for awards as applicable.

Faculty

5. Elect award recipients, considering student nominations.

Chair/Faculty

6. Present student awards at designated events.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Created: August 2005

Policy Title: Clean Space

Policy: All classrooms, Laboratory, and clinical spaces will be kept clean and free of debris.

Responsible Person

Program Chair (*or Designee*)

Procedure

1. Meet with each class to discuss need for clean space.
2. With student input, develop schedule for clean up of space.
3. At end of each class or clinic session, ensure that all items are disposed of properly and soiled items are in appropriate containers.
4. If an area requires cleaning notify office staff of need to contact housekeeping.

Assigned Students

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Created: September 24, 2008

Policy Title: Complaints about the Program to CAPTE

Policy: If anyone has a complaint about the physical therapy education program that has not been resolved at the program or institutional level, they may file a complaint with the Commission on Accreditation in Physical Therapist Education (CAPTE).

Responsible Person(s)

Program Director

Procedure

1. Inform all constituents of the method for filing complaints with the department and CAPTE.

Student/Faculty/Client

2. If an individual cannot obtain resolution of a complaint through departmental or institutional channels, they may file their complaint with CAPTE at:
http://www.apta.org/AM/Template.cfm?Section=Accreditation_Handbook&CONTENTID=19996&TEMPLATE=/CM/ContentDisplay.cfm

Policy Title: Complaints Regarding Program

Policy: The program has a procedure for accepting and maintaining records of complaints.

Responsible Person(s)

Student, parent, or any party of interest

Procedure

1. Submits a record of a specific complaint about the program to the Chairperson on the **Complaints Form** (*see Appendix 2.2*).
2. Investigates problem/complaint.
3. Responds to the party registering complaint.
4. Maintains files of complaints and responses in the main office.
5. If the Chairperson's response is not satisfactory, takes the matter to the next level in the sequence as follows: Dean of Health and Human Services, Associate V.P. of Graduate Studies; then Vice President of Academic Affairs
6. If the complaint is not satisfactorily resolved, may file a complaint with CAPTE

Chairperson

Party of interest

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Policy Title: Confidentiality

Policy: The Physical Therapy Program requires that students respect the confidentiality of information regarding all patients and clients.

Responsible Person(s)

Program Chair/Faculty/ACCE

Procedure

Student

1. Provide students with accurate, timely information regarding Health Information Portability and Accountability Act (HIPAA).
2. Understand the guidelines of HIPAA and abide by these to maintain patient/client privacy and transmit the “minimum necessary” information regarding patients/clients.
3. When communicating in writing for class purposes, utilize a pseudonym when referring to patient/client information.

Nazareth College of Rochester – Physical Therapy
Student Handbook Policies and Procedures

Revised: May 11, 2008

Policy Title: Continuous Matriculation – Professional

Policy: All professional level, matriculated physical therapy students will maintain the program and graduate school academic standard.

Responsible Person(s)

Procedure

Graduate P.T. Student

1. Maintains cumulative grade point average (GPA) of 3.0/4.0 and receives no more than one grade of “C+” or below in required courses.

Program Chair

2. Upon establishing that a student does not have a 3.0 in a given semester or achieves a grade of “C+”, notifies student of status change to academic probation. See policy in Graduate Catalog.

Student

3. Upon notification from Program Chair, makes appointment with Program Chair and/or Advisor to discuss strategies for improvement.

Program Chair/Advisor

4. Documents meeting and the strategies for improvement discussed during the meeting.

Student

5. Raises cumulative GPA to 3.0/4.0 during subsequent semester.

Program Chair

6. If student does not raise GPA to required level, or receives another grade below “C+” notifies student that he/she is dismissed from the program.

Created: June 2003

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Policy Title: Continuous Matriculation – Pre-Professional courses

Policy: All pre-professional, matriculated physical therapy students will maintain the program's academic standard of 2.5/4.0 for science courses and an overall 2.75/4.0 cumulative grade point average (GPA).

Responsible Person(s)

Procedure

Student

1. Maintain a 2.5/4.0 gpa in required science courses and a 2.75/4.0 cumulative gpa for all undergraduate courses.

Program Chair

2. Upon establishing that a student does not have the required grades, notifies student of status change to academic probation.

Student

3. Upon notification from Program Chair, makes appointment with Program Chair and/or Advisor to discuss strategies for improvement.

Program Chair/Advisor

4. Documents meeting with student and strategies discussed for improvement.

Student

5. Raises cumulative gpa to 2.75 or greater and/or science gpa to 2.5 or greater in subsequent semester to be removed from academic probation.

Program Chair

6. If a student does not raise the grades to the required level(s) by the subsequent semester, notifies student that he/she is dismissed from the program.

Policy Title: Course Evaluation

Policy: Students are active participants in the process of course evaluation and curriculum review.

Responsible Person(s)

Procedure

Faculty Member

1. Identifies need for course evaluation to department secretary.

Department Secretary

2. Copies and/or distributes course evaluation forms for student completion.

PT Student

3. Complete course evaluation forms within requested timeframes.

Department Secretary

4. Collects evaluations and tabulates data.
5. Provides copies to the faculty member and Program Director.

Program Director

6. Schedules end of semester curriculum review meeting.

Students and Faculty

7. Participate in end of semester review meeting.

Program Director

8. Maintains file of course evaluation results and incorporates into program and faculty assessment.

Nazareth College of Rochester – Physical Therapy
Student Policies and Procedures Handbook

Policy Title: CPR Certification

Policy: All P.T. students must be CPR certified during the professional phase of the program

Responsible Person(s)

Program Chair

Student

Department Secretary

Program Chair/DCE

Procedure

1. Informs students of need for CPR certification (Adult and Child with AED) and provides date for submission of copy of certification card.
2. Completes certification and submits copy of card to departmental secretary by the date specified.
3. Collects documentation of CPR certification and provides Program Chair and DCE with list of any students not in compliance.
4. Informs any students not in compliance that they will not be permitted to participate in activities or coursework that require patient/client contact until certification proof is submitted.

Policy Title: Essential Functions

Policy: Students in physical therapy are informed of and able to perform the essential functions (technical standards) for physical therapy.

Responsible Person

Admissions Office
Or Graduate Studies

PT Student

PT Department Chair

PT Student

Procedure

1. Upon Acceptance, provides all students with document titled Nazareth College PT Program Essential Functions (see core documents section).
2. Reviews above document.
3. If unable to perform any function notifies office for Students with Disabilities to discuss accommodations.
4. At beginning of professional phase, reviews Essential Functions document and attains students signature. **Essential Functions Form** (see Appendix 3.3)
5. If unable to perform an Essential Function, notifies Program Chair and Office for Students with Disabilities.
6. If ability to perform an Essential Function changes during the professional phase, the student must notify the Program Director and Director of Clinical Education (DCE) immediately.

Policy Title: Generic Abilities

Policy: Faculty using the Generic Abilities form at regular intervals during the professional Curriculum will evaluate all Physical Therapy students, with the objective of developing entry-level professional behaviors.

Responsible Party

Faculty

Procedure

1. Identify which clinical courses will be designated as part of the **Generic Abilities Form** (*see Appendix 4.4*).
2. Review the form and process with students at the start of the semester.
3. Make observations and collect data for each student throughout the semester.
4. Schedule individual feedback sessions with each student during the last half of the course to review the GA form.
5. Document any concerns and forward them with the GA form, to the students, faculty and the Director of Clinical Education (DCE).
6. Consider the GA forms when making recommendations regarding student's professional behaviors prior to clinical education courses.

Designated Course Coordinator

Faculty

Nazareth College of Rochester – Physical Therapy
Student Policies and Procedures Handbook

*Created: June 2003
Revised: January 2007*

Policy Title: Grading

Policy: One consistent grading system is identified for each course in the curriculum.

Responsible Person(s)

Faculty

Procedure

1. In the syllabus for each course, identifies the specific methods for evaluating student performance.
2. When grades are determined at the end of the semester, converts the evaluation methods to a letter grade.
3. May use the attached conversion method, or another preferred method.

Student

4. In the event that a student questions a recorded grade, contacts faculty member immediately and makes appointment to discuss the question.
5. If question is not resolved to the student's satisfaction, follow appeal process delineated in *Nazareth College Academic Policies and Procedures Handbook*.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

*Created: June 2003
Revised: August 23, 2007*

Grade Equivalents

| <u>Numeric</u> | <u>Letter</u> |
|-----------------------|----------------------|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 74-76 | C |
| <74 | F |

Policy Title: Laboratory Facilities

Policy: Students are encouraged to utilize the physical therapy department laboratory facilities with appropriate supervision from a licensed physical therapist, when necessary.

Responsible Person(s)

Faculty

Procedure

1. Announce hours that laboratory facilities are available for student use for studying and practice.
2. If students wish to practice hands-on clinical skills, arrange for a faculty member with a physical therapy license to be available for supervision.
3. If appropriate faculty member is not available, refrain from any activities requiring supervision (any “hands-on” activity).

Student

Policy Title: Laboratory Practical Exams

Policy: Laboratory practical exams are an essential and integral part of all clinical courses. Therefore, an 80% must be achieved by all P.T. students.

Responsible Person(s)

Procedure

Faculty member

1. Clearly delineates proportion of course grade comprised by practical exams.
2. Provides format for practical exams to students at least one week prior to scheduled exam.

Student

3. Completes exam with at least 80%.
4. If an 80% is not achieved, makes appointment with course instructor for re-take.

Faculty

5. Reviews students' weakness on exam performance with student.
6. Schedules make-up exam within 10 days.
7. Informs student of format of make-up practical exam. The make-up structure may vary from the original exam, while content for student skill level and expected competencies remains consistent.

Student

8. Prepares for make-up exam.
9. Identifies personal needs for assistance in preparation.
10. If an 80% is achieved, passes the exam. Original exam grade is calculated for the course grade.
11. If an 80% is not achieved, fails the course.
12. If course is failed, makes appointment with student advisor.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

*Created: June 2003
Revised: October 2008*

Policy Title: Laboratory Practical Multiple Failures

Policy: A student who fails multiple laboratory practical exams is subject to program dismissal.

Responsible Person(s)

Procedure

Faculty Member

1. Makes Program Chairperson and full faculty aware that a particular student has failed a practical exam due to a score below 80%.

Faculty Advisor

2. Notes the need for laboratory practical re-take in advising folder on blue advisement form.

Director of Clinical Education

3. Tracks laboratory re-takes and alerts full faculty when an individual student has failed more than one laboratory practical in the professional phase.

Chairperson

4. Notifies the student who has failed two laboratory practicals in writing, that if a third, laboratory practical is failed the student is subject to dismissal from the program.

Full Faculty

5. If a student who has failed two laboratory practicals then fails a third, reviews the academic record of the student and recommends dismissal or retention in the program.

Chairperson

6. Notifies student of faculty decision. If it is dismissal, student is dismissed from the program. If it is retention, learning contract is developed for retention in the program.

Student

7. Participates with faculty to develop learning contract that includes self-assessment, remediation, and attainment of competencies.

Created: January 2006

Policy Title: Learning Contracts

Policy: A learning contract is an agreement between faculty and a student, utilized to insure demonstration of learning in specific areas necessary for program progression

Responsible Person

Faculty Member

Core Faculty

Faculty Member

Student

Faculty

Procedure

1. Meets with student and determines need for learning contract.
2. If skills and behaviors require input of other faculty, bring the issues to a faculty meeting for discussion.
3. Determines most appropriate faculty member to monitor learning contract (content expert, advisor, DCE).
4. With student input, identifying learning objectives and activities to achieve. Including specific timeframes.
Learning Contract Form (see Appendix 5.5)
5. Sign and date form.
6. Achieve objectives.
7. If objects were not achieved, notify Program Director and advisor for subsequent specified action.

Policy Title: Leave of Absence

Policy: Physical Therapy students may request a leave of absence for one year or less in accordance with the Graduate Studies Catalog. Leaves of greater than one year are subject to faculty approval.

Responsible Person(s)

Procedure

Student

1. When contemplating a leave of absence, meets with faculty advisor.

Faculty Advisor

2. If leave is for one year or less, follows policy and procedure in Graduate Studies Catalog.

3. If leave is for more than one year, notifies Program Chair and informs student of need to meet with Chair

4. Informs student that a request for greater than one year may be denied.

Program Chair

5. Meets with faculty to consider the student's academic status necessary to develop a plan for students the return.

6. Writes a contract for students plan for return in two years or less, including any expected remediation or competency check.

Policy Title: Potential Health Risks

Policy: Students will be informed of the potential health risks associated with being a student physical therapist, as well as resources to reduce health risk.

Responsible Person

Program Director
Director of Clinical Education

Procedure

1. Inform students at the beginning of the professional phase of the program, and prior to clinical education courses, of potential health risks in PT education, including but not limited to:
 - Musculoskeletal injuries such as back, shoulder, and knee
 - Exposure to contagious illnesses such as flu, AIDS and other infectious processes.
2. Educate students in proper uses of own body mechanics to prevent Musculoskeletal injury.
3. Arrange for training from Health Service Office and or Environmental Safety office in topics such as universal precautions and availability of immunizations.
4. Adhere to precautions and procedures as outlined in 2 & 3.

Faculty

Student

Policy Title: Problem Based Learning

Policy: The Physical Therapy Program faculty believes that problem-based learning improves students understanding of their clinical responsibilities.

Responsible Person(s)

Program Chairperson/Co-Director

Faculty/Staff/Students

Faculty

Students

Procedure

1. Introduce problem-based learning into the professional physical therapy curriculum at Nazareth
2. Learn about the benefits of problem – based learning and participate in the outcomes assessment of these curricular revisions
3. Participate in problem-based learning as a tutor and case developer
4. Evaluate the tutorial experience within his or her courses and report outcome at next curriculum retreat in fall or spring
5. Provide suggestions to improve the training of tutors.
6. Provide suggestions for additional cases to be added to case roster
7. Provide opportunities for case-based instruction in all courses
8. Inform Program Chair or Co-Director of difficulties associated with problem-based tutorials.
9. Prepare for and actively participate in the problem-based learning experiences through regular attendance and contribution.
10. Notify tutor by phone or email that he/she will not be at tutorial group meeting and provide reason for missing tutorial meeting.
11. Provide clear feedback to group members and receive feedback in the spirit it is intended; to improve group performance.
12. Complete all documentation requirements in a timely fashion.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

Created: January 2005
Revised: January 2006

Policy Title: Professional Behavior

Policy: The Physical Therapy Program expects that students will conduct themselves in a professional manner whenever engaged in academic, clinical, or professional activities.

Responsible Person(s)

Procedure

Faculty

1. Provide students with appropriate references to enhance the understanding of what constitutes professional behavior. These references include, but are not limited to: *Generic Abilities* by, May, et al. *Professionalism in Physical Therapy: Core Values*, APTA
2. Provide an orientation to all professional level physical therapy students that clearly defines professional behavior and the program's expectations.

Student

3. Follow program expectations for professional behavior.

Faculty

4. Approximately one month prior to the end of each semester, review all students' professional behavior at a faculty meeting designated for this purpose.
5. Identify specific behaviors in any class or program activity that does not display appropriate professional behavior.

Advisor

6. Determine need for advisor discussion and/or Learning Contract.
7. If faculty determine that a student displays behaviors not consistent with the expectations for professional behavior, informs the student of the inappropriate actions, and that continued inappropriate behavior may result in ineligibility for clinical education courses or need for Learning Contract. Document meeting results in student file.

Student

8. Develop plan to change behavior within time frames set by advisor/faculty.

Nazareth College of Rochester – Physical Therapy
Student Handbook of Policies and Procedures

*Created: June 2003
Revised: December 7, 2007*

Policy Title: Progress to Clinical Education Courses

Policy: In accordance with CAPTE Evaluative Criteria, faculty are responsible to insure student competence and safe practice prior to student enrollment in Clinical Education I, II, III, IV, and V.

Responsible Person(s)

Procedure

Student

1. Demonstrate professional behavior and safe, competent practice in all coursework.

Faculty

2. Identify any instance of unsafe or incompetent practice, or inadequate academic performance to student and to Director of Clinical Education (DCE).

DCE

3. Meet with student to inform them that safety and competence are in question, which jeopardizes continuation with clinical education courses.
4. Develop plan for improved performance with expected time frames. May utilize Learning Contract (see policy).
5. With appropriate faculty, evaluate whether student has achieved safe and competent performance.
6. Determine appropriate subsequent clinical education placement.

Student

7. If performance satisfactorily improves, proceeds to next clinical education course.
8. If performance does not improve, does not continue to clinical education courses.

Nazareth College of Rochester – Physical Therapy
Student Policies and Procedures Handbook

Created: June 2003

Policy Title: Regulation of Professions

Policy: The program will inform students of the presence of regulation for professionals and students in the area of study.

Responsible Person(s)

Program Chair, DCE, Faculty

Procedure

- | | |
|---------|--|
| Student | <ol style="list-style-type: none">1. Notify students of regulations in particular settings that may require:<ol style="list-style-type: none">a. Criminal background checksb. Laboratory blood work related to substance abusec. Immunizations2. Notify students of regulations for licensure. 3. If accepted as a student in a setting that has such requirements, complies with regulation prior to placement. |
|---------|--|

Nazareth College of Rochester – Physical Therapy
Student Policies and Procedures Handbook

Created: December 2008

Policy Title: Student Achievement of grade of “F”

Policy: A P.T. student receiving a grade of “F” is subject to dismissal from the program.

Responsible Person(s)

Procedure

Student

1. Earns a grade of “F” in a required course in the professional curriculum.

Program Chair

2. Upon review of grade reports, informs student of dismissal from P.T. program.

Student

3. May appeal dismissal from program.
4. Submits appeal within 10 days of notification of dismissal.

Faculty

5. If student appeals dismissal, determines whether student should be re- admitted.

Student

6. If re-admitted, student must minimally repeat the course and demonstrate competency for re-admission. Other conditions may be imposed, according to the specific situation.

Nazareth College of Rochester – Physical Therapy
Student Policies and Procedures Handbook

Created: June 2003

Policy Title: Student Handbook of Policies and Procedures

Policy: The Physical Therapy Program will make a handbook of current policies and procedures available to all faculty and enrolled students.

Responsible Person(s)

Procedure

Program Director

1. Determine format for program handbook.

Faculty/Staff/Students

2. Inform Program Chair or Co-Director of need for policy/procedure.

Faculty

3. Utilizing Nazareth College policy as a foundation, determine policy and corresponding procedure with input from appropriate individuals.

Program Director

4. Place policy and procedure in pre-determined format.
5. Distribute Handbook with current policies/procedures to all faculty when they join the program and all students when they enter the professional phase of the program. Provide updates/additions as necessary.

Students

6. Read Handbook and sign **Student Handbook Acknowledgement Form** (*see Appendix 6.6*) acknowledging they have read and understand the policies contained in the Handbook.

Policy Title: Student Participation in Professional Activities

Policy: The Physical Therapy Program supports and encourages student participation in professional activities at the local, state, and national levels.

Responsible Person(s)

Program Chair/Co-Director/Faculty

Procedure

Students

Program Chair

Faculty

1. Identify professional organizations and activities important for the development of students' professional roles.
2. Elect liaisons or representatives to groups such as Finger Lakes District, NYPTA Leadership Development, and Student Assembly.
3. Designate total amount of funding available for student professional development each academic year.
4. Determine number of students interested in participating.
5. Annually, discuss and determine method of allocating available funds to interested students.