

Physical Therapy Student Handbook of Policies & Procedures

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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-dated for your own reference.

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

Sincerely,

A handwritten signature in blue ink that reads "Jennifer Collins".

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

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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 (writing Intensive)	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 343 Abnormal Psychology	3cr.	PTU 304 (W) Professional Issues I	4cr.
PSY 201 Statistics and Research Methods I	3cr.	PSY 226 Adulthood & Late Life	3cr.
RES330/ 335 or any 200 or above-level PHL Course	3cr.	PSY 202 W Statistics and Research Methods II	4cr.
Any other 200 or 300 Level Psych Course	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	3cr.
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		15-16
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.
		PTR 532/HHS 598 Contemporary Topics Intrprf Pract	1 cr.
	15		15
Summer Session YEAR VI [BS.DPT] / YEAR III [DPT.AS]			
PTR 712 Interaction of Disability and Environment	2cr.	PTR 635 Clinical Education II (2 nd 8 weeks)	6cr.
PTR 661 Research III	1cr.		
PTR 521 Health Care System	3 cr.		
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	3 cr.	PTR 726 Clinical Education V – 8 weeks	6cr.
PTR 636 Clinical Education III (8 weeks) A or B	6 cr.	PTR 761 Research V	3cr.
PTR 760 Research IV	2 cr.	PTR 728 Elective	3cr.
PTR 725 Clinical Education IV	2 cr.		
	16		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 in developmental disabilities, geriatrics, and home care. She has been in physical therapist education for twenty years, 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 (clinical and academic). Her research interests are primarily qualitative in the areas of PT education, professionalism and professional development, health and wellness in children, and home health care. She is active in professional activities at the local, state, and national level and is currently Vice President of the New York State Physical Therapy Association (NYPTA) serving as a member of the Executive Committee.

Assistant Professor: Andrew Bartlett, PT, MPT, PhD

Dr. Andrew S. Bartlett has a bachelor's degree in physical therapy from Utica College of Syracuse University (1997) and a PhD in Physical Therapy from Nova Southeastern University (2010). Prior to achieving his Physical Therapy degree Dr. Bartlett obtained a BS in Therapeutic Recreation and a Masters in Public Administration. In addition to teaching full time within Nazareth's Physical Therapy Department, he practices part time at Visiting Nurse Services, a home health agency.

His areas of interest for teaching are cardiopulmonary, exercise science, prosthetics and orthotics, and professional issues. His area for research pertains to self-management strategies for individuals with diabetes, with a particular interest in telehealth. He is the faculty advisor for our Physical Therapy Club and is active in organizing a number of community events including: a 5k race for the American Diabetes Association, Rochester Wheels basketball game, spaghetti dinner for physical therapy research, and coordinating three off-site pro-bono clinics.

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 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 patients. Dr. Chau has published articles

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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.

Clinical Assistant Professor/Director of Clinical Education: Elizabeth Clark, PT, DPT, NCS

Dr. Clark is the Director of Clinical Education and Clinical Assistant Professor at Nazareth College. Prior to this appointment, she was a full time clinician for Unity Health System, in Rochester, NY. Her almost nine year history with Unity afforded her the opportunity to achieve her Doctorate in Physical Therapy from Upstate Medical University in 2006, her board certification in Neurology in 2008, and assist in the successful credentialing of the Residency in Neurologic Physical Therapy program at Unity Health in 2011. She received her Bachelor of Arts in Biology at SUNY Geneseo in 1999, and graduated from SUNY Upstate Medical University Magna cum laude with both a Bachelor of Science in Health Science and a Masters in Physical Therapy in 2002.

Dr. Clark's primary area of interest in clinical practice, teaching, and research include neurologic physical therapy, specifically traumatic brain injury, stroke, and vestibular rehabilitation and health systems administration.

Clinical Assistant Professor: Michelle Donahue PT, DPT

Michelle Donahue received her Bachelor of Science in Health Science with a minor in Gerontology and Master of Science in Physical Therapy from Nazareth College. She completed her Doctor of Physical Therapy degree at Shenandoah University. Michelle completed Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Fellowship at Golisano Children's Hospital at the University of Rochester. She is an APTA level I and II credentialed clinical instructor.

Michelle has taught at Nazareth College as an adjunct instructor for the Pediatric physical therapy modules embedded into the Neuromuscular Management courses, developed and taught an Advanced Pediatric Physical Therapy Elective, served as Kids Camp Coordinator and Clinical Instructor, as well as a Problem Based Learning tutor. She has treated children in the Early Intervention, Preschool, and School setting. Michelle has served on various evaluation and Assistive Technology teams. She has presented at conferences on a variety of pediatric topics such as: community-based recreational activities, reflex integration, assistive technology, and pediatric evaluation techniques. She has coordinated, taught, and trained volunteers and skaters an adaptive ice skating program for children with various disabilities.

Associate Professor: Staffan Elgelid, PT, PhD, CFT

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 Complementary Approaches to Health, Guided Imagery, Healthy Aging, Mentoring, Awareness, Core Strengthening, and Feldenkrais, both in the US and in Europe.

Dr. Elgelid currently has held several positions within the North America and International Feldenkrais Community. He is on the advisory board of the International Association of Yoga Therapists, and on the editorial board of several journals. Dr Elgelid has also produced videos on different approaches to strengthening.

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 bachelor's degree and master's degree in physical therapy from Ithaca College. After practicing in an orthopedic outpatient physical therapy clinic for several years, she pursued her doctoral

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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.

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. Miller has over 30 years of clinical experience, with a practice focus in spine care. She teaches in the areas of musculoskeletal management, differential diagnosis and medical imaging.

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 Excellus and Preferred Care physical therapy subcommittees, and was a founding member of the Physical Therapy Alliance of Upstate New York. She is currently a member of the New York Physical Therapy Association's Advisory Panel on Reimbursement. Dr. Miller is a tenured faculty member. Her research interests include musculoskeletal diagnosis and osteoarthritis management.

Assistant Professor: J. J. Mowder-Tinney PT, PhD, NCS

Dr. Mowder-Tinney earned her bachelor of Science degree in Psychology from the University of Colorado-Boulder, her Master's of Science in Physical Therapy from the University of Miami, and her PhD in Physical Therapy from Nova Southeastern University. J.J. is a Board Certified Neurology Specialist, and Neuro-Developmental Treatment certified. She teaches the Neuromuscular series at Nazareth Physical Therapy School and has conducted nationwide seminars on the Treatment of Patients with Neurological deficits and Balance Challenges.

Dr. Mowder-Tinney's research interests include: balance and falls assessment, neurological interventions, spinal cord injury, 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. She is an active member of several professional organizations and currently the Program Chair of the New York Physical Therapy Association and an APTA Clinical Instructor and Credentialing Trainer.

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

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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.

Clinical Assistant Professor: Mary Ellen Vore, PT, MS

Mary Ellen Vore holds a Master of Science degree in physical therapy from D'Youville College, Buffalo, NY and a Bachelor of Science degree in physical education from Brockport College, Brockport, NY. She is a PhD candidate in physical therapy at NOVA Southeastern University in Fort Lauderdale, FL. She has experience as a clinical practitioner in the areas of orthopedic, acute care, prevention and wellness.

Her current research interests are in fitness/wellness of individuals with Multiple Sclerosis and critical thinking skills of physical therapy students. Ms. Vore has served in various leadership roles at the district and chapter level of New York Physical Therapy Association and as a NYS delegate for the APTA House of Delegates.

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Associated Faculty

Richard Doolittle, PhD

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 Assistant Provost of Undergraduate Education. 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.

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Lynne Minkel, PT

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 prevention and wellness.

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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)

Procedure

Student

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 can we put P.T. Program
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.
7. If a faculty member suspects a student of academic dishonesty, the faculty member informs the student of the suspicion immediately.
8. Notify Program Chair.

Faculty

Program Chair

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.

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

Policy: Students who enter the professional phase with a cumulative overall GPA of less than 3.0 OR with a cumulative science GPA of less than 2.75 enter on academic probation.

Responsible Person(s)

Program Chair

Procedure

1. Notifies students who enter the professional phase of Physical Therapy with a cumulative overall GPA of less than 3.0 OR with a cumulative science GPA of less than 2.75, that they are entering the program on academic probation and have the Summer semester to achieve a cumulative GPA of at least 3.0 in professional courses.
2. Notifies Dean of Health and Human Services regarding students on academic probation.
3. Achieve cumulative GPA of at least 3.0 in professional courses at the end of the summer semester.
4. If student does not achieve a cumulative GPA of at least 3.0 in professional courses at the end of the summer semester, notifies student of dismissal from the program.

Student on Academic Probation

Program Chair

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 2.75 science GPA or above.
 - b. Attain a 3.0 overall average while completing science requirements in “a”.
 - c. Acquire 10 observation hours in physical Therapy.

Program 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.

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.

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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

Student

Program Chair

Procedure

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 Faculty 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

Procedure

Faculty

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

Program 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.

Program Chair/Faculty

6. Present student awards at designated events.

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

Created: August 2005
Revised: May 19, 2011

Policy Title: Clean Space

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

Responsible Person

Procedure

Program Chair (*or Designee*)

1. Meet with each class to discuss need for clean space.
2. With student input, develop schedule for clean up of space.

Assigned Students

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.
5. Adhere to scheduled laundry duties.

Policy Title: Complaints Regarding 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)

Procedure

Program Director

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)

Procedure

Student, parent, or any party of interest

1. Submits a record of a specific complaint about the program to the Chairperson on the **Complaints Form** can be found on website at: <http://www.naz.edu/health-and-human-services/physical-therapy>.

Program Chair

2. Investigates problem/complaint.
3. Responds to the party registering complaint.
4. Maintains files of complaints and responses in the main office.

Party of interest

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.

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

Created: June 2003

Policy Title: Confidentiality

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

Responsible Person(s)

Procedure

Program Chair/Faculty/ACCE

1. Provide students with accurate, timely information regarding Health Information Portability and Accountability Act (HIPAA).

Student

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 of Policies and Procedures

*Created June 2003
Revised: May 11, 2008
May 19, 2011*

Policy Title: Continuous Matriculation – Professional

Policy: At 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+” or below, notifies student of status change to academic probation. See policy in Graduate Catalog. Students are allowed only one semester on academic probation at the professional level.

Student

3. Upon notification of probationary status 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. Achieves cumulative GPA of 3.0/4.0 or above during all subsequent semesters.

Program Chair

6. If student does not maintain cumulative GPA of 3.0/4.0 or above or receives a second grade of “C+” or below, notifies student that he/she is dismissed from the program.

Policy Title: Continuous Matriculation – Pre-Professional courses

Policy: All pre-professional, matriculated physical therapy students will maintain the program’s academic standard of 2.75/4.0 for science courses and an overall grade point average (GPA) 3.0/4.0.

Responsible Person(s)

Procedure

Student

1. Maintain a cumulative 2.75/4.0 GPA for required science courses and a 3.0/4.0 overall GPA for all pre-professional courses.

Program Chair

2. If student does not achieve required GPA, notifies student of status change to academic probation. Students are allowed only one semester on academic probation at the pre-professional level.

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. Achieve cumulative overall GPA of 3.0 or greater and/or cumulative science GPA of 2.75 or greater.

Program Chair

6. If a student does not raise the cumulative GPAs to the required level(s) by the subsequent semester, OR if the cumulative GPAs fall below the required thresholds in ANY subsequent semester, notifies student that he/she is dismissed from the program.

7. If there is no opportunity to raise the cumulative science GPA, the student will be placed on probation upon entering the professional phase of 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 and Dean’s office.

Department Secretary

2. Electronic survey of course evaluation forms for student completion.

PT Student

3. Complete course evaluations within requested timeframes.

Department Secretary

4. Collects and tabulates data.

5. Provides summary to the faculty member and Program Director.

Program Chair

6. Schedules end of semester curriculum review meeting.

Students and Faculty

7. Participate in end of semester review meeting.

Program Chair

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

Created: January 2007

Revised: May 2011

Policy Title: CPR Certification

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

Responsible Person(s)

Procedure

Program Chair

1. Informs students of need for CPR certification (Adult and Child with AED) and provides date for submission of copy of certification card.

Student

2. Completes certification and submits copy of card to departmental secretary by the date specified.

Department Secretary

3. Collects documentation of CPR certification and provides Program Chair and DCE with list of any students not in compliance.

Program Chair/DCE

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.
5. Sends student name to Registrar to count as 2nd Physical Education.

Created: August 2005

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

Procedure

Admissions Office
Or Graduate Studies

1. Upon Acceptance, provides all students with document titled Nazareth College PT Program Essential Functions.

PT Student

2. Reviews above document.
3. If unable to perform any function notifies office for Students with Disabilities to discuss accommodations.

Program Chair

4. At beginning of professional phase, reviews Essential Functions document and attains student's signature.

PT Student

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: Grading

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

Responsible Person(s)

Procedure

Faculty

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 of grade process delineated in *Nazareth College Academic Policies and Procedures Handbook*.

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)

Procedure

Faculty

1. Announce hours that laboratory facilities are available for student use for studying and practice.

Student

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 faculty member is not available, refrain from any physical therapy interventions which require supervision.

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.

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.

Program Chair

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.

Program Chair

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.

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

Procedure

- | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faculty Member | 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. |
| Core Faculty | 3. Determines most appropriate faculty member to monitor learning contract (content expert, advisor, DCE). |
| Faculty Member | 4. With student input, identifying learning objectives and activities to achieve. Including specific timeframes. Learning Contract Form |
| Student | 5. Sign and date form.
6. Achieve objectives. |
| Faculty | 7. If objectives were not achieved, notify Program Chair and advisor for subsequent specified action. |

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

Created: August 2005

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 Program 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

Procedure

Program Chair
Director of Clinical Education

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.

Faculty

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.

Student

4. Adhere to precautions and procedures as outlined in 2 & 3.

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

*Created: January 2005
Revised: January 2006
May 19, 2011*

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**
2. Provide an orientation to all professional level physical therapy students that clearly define 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.

Advisor

5. Identify specific behaviors in any class or program activity that does not display appropriate professional behavior.
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)

Student

Procedure

Faculty

DCE

Student

1. Demonstrate professional behavior and safe, competent practice in all coursework.
2. Identify any instance of unsafe or incompetent practice, or inadequate academic performance to student and to Director of Clinical Education (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.
7. If performance satisfactorily improves, proceeds to next clinical education course.
8. If performance does not improve, does not continue to clinical education courses.

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)

Procedure

Program Chair, DCE, Faculty

1. Notify students of regulations in particular settings that may require:
 - a. Criminal background checks
 - b. Laboratory blood work related to substance abuse
 - c. Immunizations
2. 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.

Student

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

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.

<u>Responsible Person(s)</u>	<u>Procedure</u>
Program Chair	1. Determine format for program handbook.
Faculty/Staff/Students	2. Inform Program Chair 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 Chair	4. Place policy and procedure in pre-determined format.
	5. Distribute Handbook with current policies/procedures to all faculty members 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 within first week of Professional Issues I course.

Created: June 2003

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)

Procedure

Program Chair/Faculty

1. Identify professional organizations and activities important for the development of students' professional roles.

Students

2. Elect liaisons or representatives to groups such as Finger Lakes District, NYPTA Leadership Development, and Student Assembly.

Program Chair

3. Designate total amount of funding available for student professional development each academic year.

Faculty

4. Determine number of students interested in participating.
5. Annually, discuss and determine method of allocating available funds to interested students.

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

Appendix 1.1
Created June 2003

Nazareth College Physical Therapy
Academic Conduct Form

The Physical Therapy Program at Nazareth College promotes academic honesty at all times. Honesty is an integral part of being a professional. Academic honesty and integrity includes the following actions:

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

My signature below indicates that I have read the policy titled “Academic Integrity” in the Nazareth College Graduate Catalog, Academic Policies and Procedures and in the Physical Therapy Department Student Policies and Procedures Handbook. I understand that I must abide by the policies related to Academic Integrity, or I will be subject to consequences as determined by faculty, up to and including, dismissal from the program.

Printed Name

Signature and Date

**Nazareth College Physical Therapy
Complaint Form**

Instructions: Individuals wishing to record a complaint about the Physical Therapy Program should complete this form and forward to the P.T. Program Director. A response will be provided within one week. If the response is not received, or is not satisfactory, the complaining party should proceed to the following individuals in the order listed below:

- Dean of Health and Human Studies
- Director of Graduate Student Services
- Vice President of Academic Affairs

Person/Organization Making Complaint: _____

Date of Complaint: _____

Briefly describe the nature of the complaint: _____

Action taken to date (*if any*): _____

Requested Resolution: _____

Name: (printed) _____

Signature: _____

Date Submitted: _____

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