

UNIVERSITY OF MICHIGAN – FLINT
School of Health Professions and Studies
Physical Therapy Department

Student Policy and Procedure
Academic and Professional Development Advising Policy and Procedure

Purpose:

The faculty and staff of the Physical Therapy Department (PTD) at the University of Michigan-Flint play an active role in the advisement of students in both an academic and professional realm. The purpose of academic advising is to provide an opportunity for students and faculty to discuss academic matters in a confidential role. The purpose of professional development advising is to provide assistance to the student in developing professional attributes and core values. Included in this endeavor are development of a professional portfolio and monitoring of students service activity. This document ensures a more comprehensive approach to advising and serves to demonstrate the multiplicity of the faculty advising role.

General Advising Principles:

- All students enrolled in the professional Doctorate of Physical Therapy curriculum are assigned to a faculty member holding an appointment in the Physical Therapy Department.
- Assignments are made by the department staff
- Student assignments to a faculty member may be changed upon mutual consent of the faculty member and student advisee. Such changes encompass all aspects of the advising role.
- Such changes will occur at the request of the student or faculty member, must be mutually agreed upon by the prospective new faculty advisor, and will be brought to a faculty meeting for information.
- The student's assigned advisor will be available to serve as an advisor, teacher, and mentor for not only students who are meeting and exceeding academic and professional development outcomes but also for those demonstrating problems in either academic or professional behaviors.
- Students may also seek informal advising from other physical therapy faculty members. When this occurs, the faculty member may refer the student to their primary advisor if follow-up is necessary.
- Student issues that involve personal or emotional counseling beyond the scope of traditional advising will be referred to the Student Development Center or a counselor of the students' choice.
- At the end of each advising session, the student will review the Core Faculty Advising Summary Form (Attachment 1) from the advising session and sign it for placement in the student file.

Academic Advising Responsibilities of PT Students:

1. Coordinate and meet with their academic advisor at least once a year. The meeting will be conducted to review the following information:
 - 1.1. Discuss current academic performance and develop a plan of action to improve academic performance when indicated. Please refer to the Academic Standards Policy and Procedure – Professional PT Program as a reference.
 - 1.1.1. Upon completion of this meeting, the student will review and sign the Core Faculty Advising Summary Form before it is placed in the student file.
2. Professional Development Advising Responsibilities of PT Students
 - 2.1. Students will coordinate and meet with their advisor at least once a year to discuss their professional development and review the Integrated Core Values and Generic Abilities (ICVGA) document (Attachment 2).
 - 2.1.1. Faculty will review the ICVGA and assist student in setting achievable goals in professional socialization. Goals to be set should be limited to 2-3 and be focused on general themes of professional development as defined during the meeting.
 - 2.1.2. Students will be required to submit a reflective paper on progress toward their professional development goals at the end of each academic year. Guidelines for the paper will be reviewed and discussed with the students during PTP 580, Professional Orientation and Ethics. Faculty will review and comment on the paper at the next advisement appointment. This paper is a course requirement (PTP 580 Professional Orientation and Ethics, PTP 801 Service Learning I, PTP 802 Service Learning II) in each of the three years and will result in an incomplete grade in that course if not submitted. Students will have faculty sign a Student Confirmation of Meeting Form and submit this form to the respective course instructor as proof of fulfilling their course requirement.
 - 2.1.3. Students will be required to submit a paper reflecting on the service activity of that year to their advisor. The faculty advisor is responsible for reading the paper and returning it to the student for placement in their portfolio. This paper is a course requirement (PTP 580, Professional Orientation and Ethics, PTP 801 Service Learning I, PTP 802 Service Learning II) in each of the three years and will result in an “I” incomplete in that course if not submitted. Guidelines for the paper will be reviewed and discussed with the students during PTP 580, Professional Orientation and Ethics. Students will have faculty sign a Student Confirmation of Meeting Form and submit this form to the respective course instructor as proof of fulfilling their course requirement

3. Letters of Recommendation for Scholarships, Awards, and Employment.

- 3.1. Students should review criteria for scholarships and awards to determine their eligibility for the award.
- 3.2. Students should approach their faculty advisor for letters of recommendation at least two weeks prior to scholarship/award/other deadline. A request falling within that two week grace period may be granted at faculty determination of special circumstances.
- 3.3. Students should provide the following information for each letter of recommendation:
 - 3.3.1. Resume
 - 3.3.2. Scholarship or award criteria
 - 3.3.3. Other information as appropriate for faculty to write a positive letter of recommendation.
- 3.4. If a second letter is required for scholarships, the student may approach any other faculty for a recommendation. The time frame of two weeks will still be in effect.

4. Reasons for denial of a student request for a scholarship recommendation letter:

- 4.1. Release of information form has not been signed by the student.
- 4.2. The student is not in good standing as defined by the Academic Standards Policy and Procedures – Professional PT Program and Professional Conduct Policy and Procedure for PTD Professional Programs.
- 4.3. The student does not meet the criteria stated in the scholarship guidelines.
- 4.4. The advisor has a conflict of interest with the scholarship application (e.g. serves on the selection committee).
- 4.5. The student does not present enough time for letter to be written given faculty commitments (2 week minimum)
- 4.6. The faculty member feels it would be in the students' best interest to seek another faculty member due to personal issues (i.e. faculty does not know the student well, faculty and student have personal conflicts, faculty could not write a positive letter of recommendation).

Portfolio Advising Responsibilities of PT Faculty and Students

1. As part of their professional development, students will develop a portfolio documenting their professional development, scholarship and service throughout their educational program. Portfolio development and discussion of artifacts for the portfolio will be discussed in PTP 580, Professional Orientation and Ethics.
2. Faculty role includes mentorship into this process and reviewer of assembled materials. The student will present the early stage portfolio to their Advisor for review and possible recommendations at their annual advisement meeting.

Student Exit Interview Responsibilities of PTD Faculty

1. Students are responsible for setting up meetings with their advisor.
2. Meet with your advisor in final semester of didactic portion of the curriculum to complete an exit interview to provide feedback on clinical education. . Students must complete the exit interview to meet a course requirement in PTP 733, Clinical Education III.

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