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Information Technology Services (ITS)
Office of Extended Learning
Department of Public Safety
Marian E. Wright Writing Center
Financial Aid
Cashier’s Office
School of Health Professions & Studies
Organizational Chart

David Gordon, M.D.
Dean of SHPS

SHPS Advisory Board

SHPS Management Team

Director
Marge Andrews, Ph.D.
Nursing

Director
Allon Goldberg, PT, Ph.D.
Physical Therapy

Director
Suzanne Selig, Ph.D.
Public Health & Health Sciences

Associate Dean
Donna Fry, Ph.D.
Urban Health & Wellness Center

Associate Dean
Donna Fry, Ph.D.

Assistant to the Dean
Randall Wilger

Administrative Specialist
Cheryl Szychler

Major Gifts Officer
Ellen Brothers

Advisor/Recruiter/Special Projects
Stacy Salin-Tjervik

Grant Manager
Annalee Heims

September 2012
Note: Other part-time administrative faculty positions are under some of the Associate Director positions (i.e., Cert coordinators). Admin support will report directly to the Business Administrator for performance management, disciplinary action, work schedule and time reporting and job responsibilities. Other direction provided from the appropriate Associate Director and faculty support is assigned to the appropriate staff member.
School of Health Professions and Studies

Physical Therapy Department

CURRICULAR PLAN: PHILOSOPHY, VALUES & PRINCIPLES

I. Introduction

The philosophy of physical therapy education that forms the basis of action for the faculty of the Physical Therapy Post-Professional Transitional DPT Program (hereafter called “tDPT”) and/or Clinical Concentrations/Certificate programs (neurology, pediatric, geriatric, cardiovascular pulmonary, orthopedic) are built on values relative to professional practice, health and illness, and relationship of human beings to present and future society.

The tDPT belongs to the profession of physical therapy and is sponsored by the University. The values, culture, and mores of the Physical Therapy Department and the tDPT emanate from the profession. However, structural elements of the curriculum are congruent with university requirements. Membership and participation in the American Physical Therapy Association and its components is expected of faculty and strongly encouraged for students. Members of the profession support the tDPT through provision of instructional support for lectures on specific modules within the curriculum and clinical mentorship of students in the clinical concentration/certificate program pursuing APTA Clinical Residency.

Belief in the dignity of human beings and their natural right to fulfill their potential in life is the foundation upon which all health professions are built. Preservation and/or restoration of a person’s dignity and health is the basic tenet of the practice of the health professions. Within this principle are the concepts that a person is a social being and one’s health is a state of well-being relative to his interdependent relationships between self, family, and community. Persons enter
the practice of the health professions to express themselves in service to those whose well-being is either threatened or altered by illness, injury, or natural processes.

Physical therapy seeks to promote and restore health through implementation of preventive and therapeutic programs based on evaluation of body system functions relative to body movement. The physical therapist as the practitioner of physical therapy must be prepared to function as a distinct health professional in interaction with other health personnel. Continued pursuit of excellence in physical therapy education prepares an individual to integrate social, behavioral, and biological sciences essential to fulfilling the role of a physical therapy practitioner.

Congruent with APTA Vision 2020, the faculty educate “physical therapists who are doctors of physical therapy, recognized by consumers and other healthcare professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function and health.”. The practitioner is defined as a provider of physical therapy services who is capable of establishing and achieving preventive and therapeutic goals for individuals, groups, and communities that include but are not limited to client examination, evaluation, diagnosis, prognosis, and implementation of appropriate therapeutic interventions to maintain, improve, adapt and/or restore body systems relative to physical function. Implicit in this role of competencies is application of principles and practices of psycho-social factors related to health, the teaching-learning process, leadership, interpersonal and group dynamics, community awareness, and advocacy within a culturally diverse community. In fulfilling this role in the health care system, the physical therapist will be more effective if he/she is committed to the helping process and to accepting responsibility for his/her actions as they relate to others.
Relationships among the faculty and between students and faculty in the didactic portion of the post-professional tDPT and clinical concentrations/certificates is based upon a collegial model. Among the key elements of this model are:

- Responsible and accountable productive personal and professional behavior
- Promotion of equal status among faculty, staff, and students
- Use of communication rather than authority strategies to modify behavior
- Expressed appreciation of each individual’s uniqueness and their individually defined strengths and weaknesses to enable mutual nurturing and to mediate productive interactions
- Time variable, performance constant model based on individual student needs and capacity
- Faculty governance model in which the director serves as an agent of the Physical Therapy faculty and staff.

It is expected that academic faculty will recognize that, to the degree that a collegial model can be established and fostered in their setting, productive attitudes toward present and future learning and professional performance will occur and the efforts of the academic faculty will be productive.

II. Scope of Practice

Physical therapy educational programs have the responsibility both to lead and follow the profession. In keeping with this perspective, the post-professional tDPT curriculum is designed to prepare students to practice at a level of practice currently associated with legal practice in the state of Michigan and *CAPTE Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists, Normative Model of Physical Therapist Professional
Education, and the Guide to Physical Therapist Practice. The concept of diagnosis, as defined in the Guide to Physical Therapist Practice, is within the scope of physical therapy practice and is included in the curriculum. Education on diagnosis contributes to the capacity of graduates to develop the competency to be primary care providers and to recognize the type of conditions appropriate for evaluation and the circumstances under which to make appropriate keep-refer decisions.

III. Expected Student Outcomes

The Post-Professional Clinical Concentrations/Certificates curriculum are designed to be congruent with the description of specialty practice in orthopedics, pediatrics, geriatrics, neurology and cardiovascular pulmonary to meet the requirements for specialty practice and APTA Residency. Expectations for student performance in the t-DPT curriculum are consistent with the APTA’s The Preferred Curricular Model For The Transition Clinical Doctoral (t-DPT) Program and Learner. (Published 2002)

Unique Elements of Curriculum Which Define the Post-Professional Transitional DPT at the University of Michigan-Flint

1. Professional Practice Expectations

Professional practice expectations within the tDPT encompass the core values of the profession (APTA Code of Ethics, APTA Standards of Practice and APTA Professional Core Values, 2003): accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility, APTA Vision 2020 and the APTA’s The Preferred Curricular Model For The Transition Clinical Doctoral (t-DPT) Program and Learner. Core values are modeled by the faculty in their interactions with students and with others, both inside and outside
the classroom. Development of appropriate professional behaviors to achieve these professional practice expectations is facilitated in both professional and personal experiences. Components of expected professional behaviors are threaded throughout the curriculum including the service learning course, capstone course and optional Advanced Practicum. Students are expected to internalize the core values of the profession and reflect this in their behaviors in the classroom and service learning activities and optional Advanced Practicum.

2. Critical Inquiry and Scholarly Activity

Evidence-based practice and clinical decision-making principles are integrated throughout the curriculum capstone course and optional Advanced Practicum. Critical inquiry and scholarly activity including research are important processes in physical therapy education for both student and faculty growth. Such activities provide maximal advantage to students and the profession if students are adequately prepared to undertake such activities. The faculty believe students must engage in a scholarly project to become competent users of scholarship and to be prepared for assuming responsibility for evidence-based clinical decision-making and clinical scholarship and inquiry. If critical inquiry and scholarly activity were not included in the student’s preview professional degree, it is required for the t-DPT.

Students will work in small groups in the research class that the Associate Director for Research teaches. Clinical outcomes research projects must be completed within this one semester class. Students must be PEERs certified and follow UM-Flint informed consent procedures. The clinical outcomes research projects are structured with a limited number of research questions the students then address from proposal preparation to final written manuscript.

3. Clinical Competency for APTA Credentialed Residency
Terminal outcomes of the educational process shall be the demonstration of competencies which are necessary for effective practice of physical therapy in the student’s area of concentration/certification. The graduate of the program shall be capable of specialty in their area of concentration/certification. There should be an appreciation of specialized practice in the context of the entire scope of practice of the profession. Post-professional education in a concentration/certification should provide the graduate with the capacity to succeed at ABPTS clinical specialization.

4. Positive Utilization of Associated Health Professions, Supportive Personnel and Community Health Care Resources

Graduates should have an understanding and recognition of the contribution of medicine and other health care disciplines to the practice of physical therapy. Physical therapy should be practiced within a patient-centered, holistic framework of health and illness. Emphasis is placed upon the practice of physical therapy in collaboration with other disciplines and assistive and supportive personnel in a team approach to provide optimal patient care. Flexibility of role is encouraged to the degree that it is congruent with the American Physical Therapy Association’s Standards of Practice for Physical Therapy, the Guide to Physical Therapist Practice and APTA Vision 2020.

IV. Curriculum Assessment

The modular structure of the post-professional tDPT curriculum enables the curriculum to be dynamic and address developing areas in contemporary practice and topics identified in curricular assessment that require modification, addition, or deletion from the curriculum. The curriculum is assessed annually as outlined in the Evaluation Policy and Procedure that includes
the Program Assessment Policy and Procedure within the Physical Therapy Department. This plan includes gathering of multiple data points from which to triangulate assessment data on the curriculum. (See TABLE 1 for t-DPT program and TABLE 2 for Concentrations/Certifications program) A multi-day curriculum development meeting is held annually to address necessary revisions of the curriculum based on the data from the assessment plan.

REFERENCES


POLICY STATEMENT ON CURRICULUM REVIEW AND REVISION FOR POST-PROFESSIONAL EDUCATION PROGRAMS

Core faculty members of the Physical Therapy Department are responsible for the review, development, revision and implementation of curriculum with input from all department faculty as well as from students, graduates and others. APTA documents such as “A Normative Model of Physical Therapy Professional Education”, CAPTE “Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists” and “A Guide to Physical Therapist Practice, Volume I and II” are utilized in this process.

Students must accept the above philosophy as a condition of enrollment in the post-professional tDPT program. To ensure this acceptance, the statement below, “Statement Regarding Changes in tDPT Curriculum” shall be reviewed and signed by the students prior to program start.

STATEMENT REGARDING CHANGES IN tDPT CURRICULUM

Members of the Physical Therapy Department faculty are responsible for review and implementation of curriculum. I accept as a condition of enrollment in the tDPT program that during my educational experience courses may be added, deleted or modified and I will abide by the faculty decision in terms of my educational requirements.
UNIVERSITY OF MICHIGAN-FLINT
School of Health Professions and Studies
Physical Therapy Department

Academic Standards Policy and Procedures

Post-Professional Transitional DPT Program and Certificate/Residency Programs

1.0 OPERATIONAL DEFINITIONS. For the purposes of this policy, the following operational definitions are employed:

1.1 **Admitted students:** Students who have been admitted to the Post-Professional Transitional DPT (t-DPT) Program and/or Certificate/Residency Programs.

1.2 **Good standing:** A student with an overall GPA of 3.0 (on a 4 point scale or 5.0 on a 9 point scale) or higher.

1.3 **Post-Professional t-DPT program:** The Transitional DPT bridges the gap between BS PT/MPT degree entry-level practitioners and the current DPT entry-level graduates. The program offers an opportunity to compliment current knowledge and skills with advanced content designed to promote evidence-based practice and a high level of competence and autonomy.

1.4 **Certificate/Residency program:** The Certificate/Residency program will meet the needs of practicing physical therapists by enhancing knowledge in important areas within areas of clinical specialization using an evidence-based practice approach and the APTA descriptions of specialty practice in orthopedics, neurology, geriatric, and pediatric physical therapy.

1.5 **Core courses:** Courses in the Post-Professional t-DPT program and/or Certificate/Residency programs whose course numbers are solely designated by the prefix "PTP".

1.6 **Elective courses:** Courses in the Post-Professional t-DPT program that are jointly numbered or that are offered solely by another academic unit.

1.7 **Faculty:** Individuals employed primarily in the program, including the Associate Director and other faculty who report to the Director.

1.8 **Associated faculty:** Individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not faculty.

1.9 **Grading system for the Post-Professional t-DPT program and/or Certificate/Residency programs:**

1.9.1 Definitions: A, excellent; B, good; C, fair; D, poor; E, failure; I, incomplete; Y, Course in Progress; W, officially withdrawn; P, pass, as defined by the university registrar; F, fail.

1.9.2 Grades of C- and below are considered failing grades. Courses in which a C- or below is earned do not count toward the t-DPT degree requirements.
1.9.3 A grade once reported (with the exception of I) may be changed only
to correct a demonstrable clerical error and then only with the
approval of the Director of the Department and the Dean of the
School of Health Professions and Studies.

1.9.4 Only Post-Professional t-DPT program courses and PT Department
“PTP” prefixed Independent Study courses will count in the GPA
calculation.

1.9.5 Grade point scale for post-professional t-DPT program:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>D-</td>
<td>0.7</td>
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<td>E</td>
<td>0</td>
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<tr>
<td>P*</td>
<td>0</td>
</tr>
<tr>
<td>F*</td>
<td>0</td>
</tr>
</tbody>
</table>

*Not considered in computing grade point average.

1.9.6 Incomplete: All course work and exams are required to be completed
by the end of the semester in which the student is registered for the
course. An incomplete grade may be assigned to a student only if the
student is passing and has completed at least 75% of the course work,
and the incomplete request is approved by the course instructor.
Examples of acceptable reasons for an instructor to grant an
incomplete include: extended student illness, family crises, and to
allow adequate time for a student to re-take a final cumulative practical
or written exam as indicated in section 3.5.

2.0 INSTITUTIONAL AUTHORITY

2.1 The core faculty of the Department, acting on behalf of the University, has
the responsibility of defining academic standards. The faculty reserves the
right to remove from the post-professional t-DPT program and/or
certificate/residency program any student whose academic standing, in the
judgment of the faculty, is regarded as unsatisfactory (as defined in 3.0).
2.2 Removal from the post-professional t-DPT program and/or certificate/residency program does not imply or intend dismissal from the School of Health Professions and Studies (SHPS) or from the University of Michigan-Flint.

2.3 Action taken under the provisions of this policy does not preclude other action required by the faculty under its policies dealing with student health, violation of professional conduct, or safety.

3.0 GENERAL ACADEMIC STANDARDS POLICY

Academic Standards determinations are made by the PT Department faculty and communicated to the student through the Departmental Director. The faculty is guided by the following guidelines for decision making. The faculty is not constrained to use these guidelines if circumstances exist, in the opinion of the faculty, to deviate from the guidelines.

3.1 Admission decisions are determined by action of the faculty during a regularly scheduled faculty meeting. There is no appeal of admission decisions.

3.2 Admitted students must satisfactorily complete all requirements that are stated as a condition of their admission.

3.2.1 If an admitted student fails to comply with conditions of admission to the post-professional t-DPT program and/or certificate/residency programs:

3.2.1.1 The admitted student is in violation of this policy and admission to the program will be rescinded.

3.2. The faculty expects students to be pro-active in communicating any issues with the instructor that may impact their final course grade at the time the issues occur.

3.3 Post-Professional t-DPT Degree Progression and/or Certificate/Residency Progression and Graduation Requirements. In order to graduate students must meet ALL of the following criteria:

3.3.1 Achieve an overall GPA of 3.0 (on a 4 point scale or 5.0 on a 9 point scale) or higher upon completion of the degree program, and

3.3.1.1 Students who do not achieve a cumulative GPA of 3.0 (on a 4 point scale or 5.0 on a 9
point scale) at the completion of the didactic portion of the curriculum will be dismissed from the program.

3.3.2 Receive no grade of C- or below.

3.3.2.1 Grades of C- and below are failing grades

3.3.2.2 Students who fail a course in the curriculum will be dismissed from the program.

3.4 Academic Probation

3.4.1 Students are placed on academic probation for any semester in which their cumulative GPA falls below 3.0 (on a 4 point scale or 5.0 on a 9 point scale).

3.4.2 Students must be in “good standing” to be eligible for scholarships.

3.4.3 Probationary Actions for Students.

3.4.3.1 The first semester a student is placed on probationary status, he/she will be issued a warning.

3.4.3.2 The second semester a student is placed on probationary status he/she will be issued an up-or-out warning.

3.4.3.3 If the student does not achieve an overall GPA of 3.0 (on a 4 point scale or 5.0 on a 9 point scale) or higher by the end of the semester, they are on up-or-out status and the student will be dismissed from the program.

3.5 Resolution of Incomplete Course Grades.

The student and the instructor must discuss the matter of the "incomplete" assignment. A grade of "I" (incomplete) will automatically revert to "E" if all work is not satisfactorily completed by the end of the second week of the next semester in which the student is registered for classes. If for sufficient reasons a student cannot resolve the incomplete within the two-week period the course instructor will determine if an extension will be granted. If an
extension is recommended, a Grade Extension Request form must be approved by both the Associate Director of the appropriate program and the course instructor and forwarded to the Office of the Registrar. An "incomplete" that has been resolved according to the above procedure will appear on a student's transcript along with the revised grade, e.g., I/B+.

3.6 Course Final Exam Re-take

3.6.1 Availability of re-take exams are the prerogative of the course instructor.

3.6.2 Only one re-take exam is provided if the faculty member teaching the course has specified a re-take exam in the course syllabus. If a re-take exam is offered and the re-take schedule is not specified in the course syllabus, then the student must complete the re-take by the end of the University designated final exam period.

3.6.3 Preparation for the re-take exam is the responsibility of the student.

3.6.4 The maximal achievable score on the re-take examination is 80%. Thus, if a student performs above 80% percent on the exam, the exam grade will be entered as an 80% in their course grade calculation

3.7 Temporary Program Withdrawal

3.7.1 Students may request to temporarily withdraw from the t-DPT program and/or certificate/residency programs with intent to return to have time to deal with matters that affect their ability to perform well in the program. Such a request is made through a letter to the Associate Director of the t-DPT program and must receive faculty approval.

3.7.2 The Associate Director of the t-DPT program will inform the student of the faculty action in a letter to the student specifying the conditions of temporary withdrawal and return to the t-DPT program.

3.7.3 To re-enter the program following a temporary program withdrawal the student must:

3.7.3.1 Submit a letter to the Associate Director of the t-DPT program and/or Associate Director for Non-Degree Programs
requesting re-entry into the t-DPT program and/or Certificate/Residency program no later than 30 days prior to the proposed re-entry date

3.7.3.2 Satisfy other requirements for return that were specified in the letter from the Associate Director of the t-DPT approving the temporary program withdrawal.

4.1 Academic Advising

4.2 Each students’ academic performance will be reviewed at the end of each semester and the faculty advisors of students who are required to receive academic advising based on the criteria in 4.3. Each student will receive a letter directing them to contact their advisor.

4.3 Students who have less than 3.0 (on a 4 point scale or 5.0 on a 9 point scale) cumulative GPA or who received a grade of C during the previous academic semester will be required to prepare a written plan that addresses: 1) means to improve their academic performance in future courses, 2) resources / methods to review in areas of academic weakness as demonstrated by prior course performance, and 3) a statement on how the student will demonstrate completion of the plan. The student must present this plan to their faculty advisor for discussion, modification, and approval within two weeks of the beginning of the next semester.

4.4 Students who have less than 3.0 (on a 4 point scale or 5.0 on a 9 point scale) semester GPA or who received grades of B- or less during the previous academic semester will be required to meet with their faculty advisor for discussion within two weeks of the beginning of the next semester to improve their academic performance in future courses, and identify resources / methods to review in areas of academic weakness as demonstrated by prior course performance.

5.0 OPERATIONAL PROCEDURES

5.1 Student Orientation. The Associate Director of the t-DPT program shall review the t-DPT Program Academic Standards Policy and Procedure with students.

5.2 Student Notification of Academic Standards Violations. After determination by the t-DPT program and/or certificate/residency programs faculty that an academic standards violation has occurred, the Associate Director of the t-DPT program will inform the student in writing: 1) that the violation occurred, 2) the academic consequence of the violation, and 3) the appeal process for the academic standards sanction.
6.0 APPEAL PROCESS

6.1 Students to which the academic discipline policy is applied have a right of appeal to the Director of the Department. The appeal to the Director must be written on the PT Department Academic Standards Appeal Form. The appeal form must be received by the Director no later than five business days after the student has received written confirmation of the faculty’s decision. During the departmental and school appeal processes the student may not be enrolled in courses for which the student has not successfully completed the prerequisite courses.

6.1.1 The student must specify the basis for the appeal on the PT Department Academic Standards Appeal form that is submitted to the Director.

6.1.2 All evidence relevant to the appeal claim must be presented to the Director prior to or at the time of the appeal hearing. The Department Director is best able to make an informed decision only if all evidence pertinent to the case is presented before or during the departmental appeal hearing.

6.2 Upon receipt of notification of appeal, the Director shall in a timely manner hear the appeal if any of the following conditions exist:

6.2.1 The decision is in violation of established departmental, school or university policies or procedures.

6.2.2 New evidence is presented which bears upon the validity of the faculty’s decision.

6.3 Following appeal to the PT Department Director, the student may seek further appeal to the Student Appeals Committee of the School of Health Professions and Studies (SHPS).

6.3.1 If pursuing an appeal at the SHPS level, the student should contact the Dean's Office for a copy of the policy and procedures relative to student appeals.

6.3.2 The decision of the Student Appeals Committee of the School of Health Professions and Studies shall be final.

7.0 RECORD KEEPING AND INFORMATION TRANSMITTAL

7.1 The Director shall record essential elements of the process and place them in the PT Departments students file in the PT Department.
7.2 In case of an appeal, appropriate information and documentation will be forwarded to the body hearing the appeal.

7.3 Information related to academic discipline of a student are available to that student in the PT Department file.
UNIVERSITY OF MICHIGAN - FLINT
School of Health Professions and Studies
Physical Therapy Department

Professional Conduct Policy and Procedure for PTD Professional Programs

Physical therapists should be consistently aware that the physical therapy profession is judged in part by the social and business conduct of its members. Students who enroll in the post-professional education programs within the Physical Therapy Department (PTD) agree to comply with certain obligations and responsibilities. As such, students admitted to the PTD post-professional programs are expected to observe approved standards of professional conduct, some of which relate to ethical principles and others which relate to expected behavior. The Professional Conduct Policy and Procedure is built on the premise that students uphold and conduct themselves at all times in a manner which demonstrates appropriate professional conduct with regard to the Core Values of the American Physical Therapy Association (APTA)(BOD P05-04-02-03): 1) accountability, 2) altruism, 3) compassion/caring, 4) excellence, 5) integrity, 6) professional duty, and 7) social responsibility emphasizing honesty, ethics, and sound professional behavior as they support others in maintaining these same values. The same personal integrity that prevents students from acting dishonorably or unprofessionally compels them to do something about unethical behavior that they observe in others. In the PTD collegial model, physical therapy faculty and students collectively have responsibility to uphold the standards of academic integrity, professional integrity, and accountability. The expectation for high standards of behavior applies for PTD students in all settings. Physical therapy students should conduct themselves, in all situations, in a manner that reflects positively on the University, faculty, staff, profession, classmates, and on themselves.

This document describes the professional conduct policy and procedures, including the expectations for professional conduct and the responses to violations of professional conduct by students enrolled in post-professional programs in the PTD. The Professional Conduct Policy and Procedure covers all students’ nonacademic and extracurricular activities including use of electronic media, whether these activities take place on or off campus and whether or not they are affiliated with, sponsored by, or sanctioned by the PTD, including work and optional advanced practicum courses.

1.0 PROFESSIONAL CONDUCT IN ACADEMIC AND NON-ACADEMIC SETTINGS

1.1 Definitions and Explanations of Conduct

1.1.1 Academic Integrity

The PTD faculty adopts by reference the University of Michigan-Flint policy on Academic Integrity, UM-F current catalog.

Students may not deceive for the purpose of individual gain for themselves or
Electronic media includes, but is not limited to: cell phones, iPhones, Blackberries, social networking pages, and web pages.
another person. Such deception indicates that the student is not prepared to undertake the responsibilities of professional practice. Such deception may include, but is not limited to the following:

1.1.1.1 Plagiarism: taking credit for someone else’s work or ideas, submitting a piece of work (for example an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without fully and accurately attributing those same portions to their correct source.

1.1.1.2 Cheating: using unauthorized notes; study aids; old exams, quizzes or assignments; or information from another student or student's paper on an examination or assignment; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one’s work, then submitting the work under one’s own name.

1.1.1.2.1 The student is to presume that the quiz/examination/assignment is to be done independently without input from other students unless explicitly stated on a test or assignment that collaboration is allowed.

1.1.1.2.1.1 While taking any form of examination, a student is not permitted to ask another student for clarification on exam questions or instructions. Likewise a student who provides another student any information during an examination is assumed to be aiding and abetting the other student.

1.1.1.2.1.2 Conversing or using electronic media during any form of examination to anyone other than the course instructor is strictly prohibited

1.1.1.3 Fabrication: fabricating data; selectively reporting or omitting conflicting data for deceptive purposes; presenting data in a piece of work when the data were not gathered in accordance with guidelines defining the appropriate methods for collecting or generating data; failing to include
a substantially accurate account of the method by which the data were gathered or collected.

1.1.1.4 Aiding and Abetting Dishonesty: providing material or information to another person when it should reasonably be expected that such action could result in the other student using these materials or information for an examination or assignment which was to be performed independent of other students.

1.1.1.4.1. Providing another student with information regarding the content or focus of written or practical examinations before the receiving student has completed the examination is considered a violation of this policy.

1.1.1.5 Misrepresentation and Other Acts of Academic Dishonesty: fraudulently obtaining and/or using academic materials that would give oneself an unfair advantage over other students or would deceive the person evaluating one’s academic performance.

1.1.2 Deception for the purpose of individual gain for themselves or another person violates the principles of integrity and accountability. Acts of deception indicate that the student is not prepared to undertake the responsibilities of professional practice. In addition to the Students’ Responsibilities stated in the University of Michigan-Flint catalog under the Student Rights Policy, the following activities are prohibited. Examples for each item listed below are not intended to be all-inclusive.

1.1.2.1 Falsification of Records and Official Documents: altering documents affecting academic records; forging a signature of authorization or falsifying or omitting necessary information on an official academic document, election form, grade report, letter of permission, petition, or any document designed to meet or exempt a student from an established department, school, or university academic regulation; falsification or unauthorized altering of information in any official academic computer file.

1.1.2.2 Identity Theft: assuming another person’s identity or role through deception or without proper authorization. Communicating or acting under the guise, name, identification, email address, signature, or indicia of another person without proper authorization or communicating under the rubric of an organization, entity, or unit that you do not have authority to represent.

1.1.3 Misuse of Community Assets Including:

1.1.3.1 Employing community assets in any activity that constitutes an attempted
violation of any department, school, or university policy, procedure, guideline or rule.
1.1.3.2 Using such assets for personal gain such as generating personal income through consulting activities.

1.1.4 Disruptive Conduct:

1.1.4.1 Includes obstructing or disrupting classes, research projects, talks or other presentations, or other activities or programs of the school or other parts of the University
1.1.4.2 Includes obstructing access to department community assets or to similar resources in other parts of the University
1.1.4.3 Excludes any behavior protected by the university's policy on “Freedom of Speech and Artistic Expression” (University of Michigan Standard Practice Guide 601.1).

1.1.5 Harassment: including not only sexual harassment, but also hazing, stalking, repeatedly sending e-mails, making derogatory statements on social networking pages or other electronic media, making phone calls or transmitting documents that are uninvited and unwanted, making threats, and any other wrongful conduct that seriously interferes with the work or study of any member of the physical therapy department community, guest or any person with whom the offender is interacting in connection with any department program or activity. The university’s definition of sexual harassment can be found in the Student Rights Policy in the UM-Flint catalog.

1.2 Student Expectations for Conduct With Regard To Personal Behavior In Educational and Professional Settings. Students are expected to:

1.2.1 Comply with Federal and State of Michigan laws or the state in which you are licensed and regulations related to licensure and professional practice (e.g. HIPAA).

1.2.2 Comply with the University of Michigan-Flint students’ responsibilities specified in the Student Rights Policy found in the University of Michigan-Flint catalog.

1.2.3 Comply with the policies, procedures, and guidelines established by the School of Health Professions and Studies, the Physical Therapy Department, and the Physical Therapy Program in which they are enrolled. In addition, students are responsible for being informed of the policies, procedures, and guidelines that govern their Physical Therapy Program and all updates.

1.2.3.1 As a condition of enrollment to sign the required PT Department Policy, Procedures, and Guidelines Compliance Form.

1.2.4 Conduct themselves in strict compliance with the APTA Code of Ethics, Standards for Practice, Guidelines for Professional Conduct, and Core Values. Should any conflict exist between these documents, due to differences in integration or subsequent modification, the APTA Code of Ethics takes precedence. Students receive the above documents within the first semester of the t-DPT program.
1.2.5 Comply with the required non-discrimination policies of the University and avoid any conduct that is discriminatory or harassing.

1.2.6 Demonstrate the highest concepts of honor and personal integrity.

1.2.7 Undertake the study of physical therapy with good intent. Students are obligated to develop to their maximum potential knowledge, skill and attitudes, as described in the Professional Socialization and Development Policy and Procedure, to equip them to meet the needs of the clients / patients they will serve.

1.3 In all learning experiences in educational and professional settings, students will exhibit courtesy and respect for instructors, staff and other students. Students are expected to show respect for others.

1.4 Violations Related to Implementation of the Professional Conduct Policy and Procedure:

1.4.1 Retaliation: retaliating against administrative staff, faculty, or student colleagues because of their participation in the Professional Conduct process.

1.4.2 False Accusations: making false accusations regarding professional conduct of administrative staff, faculty, or student colleagues.

1.4.3 Failure to Participate in Professional Conduct Process: failing to participate in the professional conduct process in both a timely and professionally accountable manner. Specifically, failure to comply with requests of the professional conduct investigators, Professional Conduct Hearing Committee, PTD Director, SHPS Student Appeals Committee or SHPS Dean.

1.4.4 Violation of Confidentiality in Professional Conduct Process: intentionally violating the confidentiality of the professional conduct process or student record for the purpose of contributing to the deception of anyone in the physical therapy or university community.

1.5 In the collegial model, the physical therapy faculty and students collectively have responsibility to uphold the standards of academic integrity. This is not only a matter of ethical behavior, but also of public safety since students who have violated the standards of academic integrity potentially lack necessary knowledge to safely and effectively treat physical therapy patients. Therefore, violations of academic integrity standards are considered very serious matters.

1.6 Lack of knowledge and understanding of laws, policies, procedures, or guidelines that govern a student’s academic and professional conduct is not an acceptable defense to a charge that the student has violated this policy or the Academic Standards Policy and Procedure.

2.0 ATTENDANCE

The requirement for attendance in course offerings such as synchronous learning experiences, chats and online advising is based upon professional realities and expectations in the educational model employed in the Physical Therapy department. The faculty, therefore, is responsible for ensuring that graduates of the program participate fully
in the educational experiences of the program to maximize each graduate's effectiveness as a physical therapist.

The curriculum often requires student active engagement and student initiated learning experiences as important elements of the instructional process. Students give to as well as take from the richness of the curriculum. Therefore, student lateness or absence markedly diminishes the effectiveness of instructional efforts for both themselves and their classmates. To foster accountability as an essential, professional responsibility and to ensure that a student's record reflects accurate attendance trends for recommendations sought for employment, education, or other purposes, records of attendance will be kept in the student's file. The following additional specific rules, regulations, guidelines and remedies follow from professional requirements for responsibility, self regulation and accountability.

2.1 The requirements for student attendance are set by individual instructors as necessary and appropriate for courses for which they have been assigned instructional responsibility. Attendance requirements for the course are stated on the first day and will appear in writing as part of the course pack if a course pack is provided. For courses in which attendance is not mandatory, it is still necessary to notify the department of your delay or absence. All class times listed in the course pack are considered scheduled classes. Repeated absences as defined in the course pack will be considered a violation of the Professional Conduct Policy and Procedure.

2.2 For absences of a short duration (parts of a day up to 2 days) or unanticipated significant tardiness whether it be for physical therapy online classes or required non-physical therapy online classes in other departments, the student is required to inform the Physical Therapy Department by reporting their absence by phone or email to the Student Services Administrative Assistant on the day beginning their absence. The student is to indicate: 1) he/she will not be present, 2) the extent of the absence if known and 3) reasons or explanation. The term "personal reasons" will be considered necessary and sufficient if it is not used on multiple occasions to explain excessive absence or lateness to online meetings. The online instructor will record the information regarding the absence. At the end of the month, occurrences are recorded on an individual student attendance sheet which is housed in the student file. If a student has more than 3 occurrences in one month, the director of the post-professional program will be informed and will request the student advisor to meet with the student and determine if further action is required.

2.3 For planned absences of a prolonged nature during the:

2.3.1 Didactic portion of the program, the student must first consult with the t-DPT Program Director. Extended absences are authorized at the discretion of the faculty and generally only in the case of commitments made before entering the program, personal illness requiring care, death or illness in the immediate family or judicial matters requiring student presence or other similar circumstances. Should a student be unable to attend scheduled classes, he/she is required to notify each instructor involved as much in advance as possible in order to facilitate the restructuring of class learning experience and/or remediation of any anticipated student deficiencies.

2.3.2 For extended absences or restrictions due to a medical condition, students must submit a letter to the Director of the t-DPT Program from their physician indicating
any restrictions. The physician letter should include: diagnosis, specific restrictions, and estimated duration of restrictions.

2.3.3 In order to clear previously established medical restrictions, a letter from the physician must be submitted to the Director of the t-DPT Program. The letter must include the date the restrictions are removed, the physician name, clinic, clinic address, and phone number.

2.4 In the extreme case that a student cannot inform a PT Department staff member regarding lateness or absence, it is acceptable for another student, family member, or a designated proxy to act on the student’s behalf. However, it remains the student’s responsibility to assure that he/she complies with provisions of the policy and procedure.

2.5 Inability to attend rescheduled classes in non-regular class times must be discussed with the course instructor.

2.6 Students are cautioned that extensive tardiness and multiple unplanned and unexplained absences will be noted by instructors and may influence grades and future employer references, as well as lead to violation of the professional conduct policy. Instructors are especially sensitive to unexplained absences which occur prior to major examinations or prior to or immediately after recesses or holidays.

2.7 For all absences, students are responsible to seek out their course instructors in a timely manner to determine how to make-up any missed assignments or examinations.

2.8 Students are expected to attend regularly scheduled class meetings.

2.9 Students are expected to attend specially scheduled meetings with the Physical Therapy t-DPT Program Director or his/her designee. Exceptions may be granted by the Director or his/her designee in special circumstances.

3.0 REPORTING PROCEDURE

Inability to abide by the policies and procedures in this document indicates that a student lacks sufficient maturity, stability, dedication or control of his/her conduct to practice physical therapy in an accountable manner.

3.1 Any reasonable suspicion of a student’s violation of this policy and procedure observed by a fellow student is required to be reported promptly to the course instructor or to the observing student’s faculty advisor. The report should be in writing on the Professional Conduct Incident Report form unless the urgency of the matter warrants an immediate oral report. In this case, the observer should follow up with a written report of the event within 24 hours.

3.2 Anyone reporting a suspected violation may request anonymity to the extent feasible given the necessary investigation procedures.

3.3 Failure by any student to report legitimate suspicions of violations will be viewed as nonconformance with the APTA Core Values of accountability, integrity, professional
duty, and social responsibility.

4.0 PROFESSIONAL CONDUCT POLICY ACCOUNTABILITY PROCEDURES

4.1 Student Orientation. Students are informed of the Professional Conduct Policy and Procedure as part of their orientation to the post-professional T-DPT program and in the orientation to Advanced Practicum Courses. This orientation will include information regarding treatment of violations of the policy.

4.2 The PTD Professional Conduct Committee:

4.2.1 Operates to make determinations in reported violations of professional conduct by students.

4.2.2 Is constituted with the following membership:

4.2.2.1 A quorum of Physical Therapy Department faculty with the exception of the Director.
4.2.2.2 Two students, one in their first year of study and one in their second year of study in the T-DPT Program will be appointed to the committee.

4.2.2.1 Students are appointed by the Director for one year terms from January 1 – December 31.
4.2.2.2 Only the student who is not a classmate of the student for whom the hearing was called will participate in the hearing.
4.2.2.3 The student serving on a case is not permitted to divulge any information about the case to other students, family, or community members.

4.2.2.3 One of the Associate Directors of Physical Therapy will serve as the chair of the committee.

4.3 Attempts. An attempt to commit an act prohibited by this code may be punished to the same extent as a completed violation.

4.4 Notice of Violations (see Appendix 1 for flow chart of process). Any faculty, staff, or student who becomes aware of a violation of the Professional Conduct Policy and Procedure for PTD Professional Programs will promptly inform the student of the violation and provide guidance to the student with regard to approaches to remediate the difficulty.

4.4.1 All violations of this policy and procedure will be logged by the involved faculty, staff, or student into the student file within 48 hours of the event using the Professional Conduct Incident Report and Plan (see Appendix 2), even if the violations are minor. The form documents a brief description of the incident, a statement from the student that he/she accepts responsibility if there is a warranted violation, and a description of how the student plans to correct the
violation.

4.4.2 The faculty, staff, or student filing the report will then notify the chair of the PTD Professional Conduct Committee within 24 hours of submission of the Incident Report.

4.5 The Chair of the Professional Conduct Committee will determine if a preliminary investigation is necessary. If the incident has been adequately resolved, the Chair of the Committee will submit a note to the student indicating that no further investigation of the incident will occur unless additional evidence is subsequently presented. Copies of the letter will go to the student file with notification to the faculty advisor and Director. The Chair will also notify the originator of the report that the professional conduct investigation process has been initiated.

4.6 Preliminary Investigation. A preliminary investigation will be conducted within 4 working days of determination by the Chair of the Physical Therapy Department Professional Conduct Committee that an investigation is necessary.

4.6.1 The preliminary investigation will be conducted by a PTD faculty member who is not involved in the case and the student committee representative who is in the same program, but not a classmate of the involved student.

4.6.1.1 The PTD Professional Conduct Committee Chair is responsible to appoint the preliminary investigators within 24 hours after being notified in writing of the purported violation of professional conduct.

4.6.1.2 The preliminary investigators have 4 working days after being appointed to investigate a case to investigate and make a preliminary recommendation to the chair of the PTD Professional Conduct Committee.

4.6.2 Examples of preliminary investigation include, but are not limited to interviews of the accused student and the person who accused the student.

4.6.3 The investigators will submit their findings in writing to the chair of the DPT Professional Conduct Committee. The committee chair in consultation with two other committee members will determine among the following courses of action:

4.6.3.1 The accusation is unwarranted.

4.6.3.1.1 A letter documenting the result of the preliminary investigation will be placed in the student file.

4.6.3.2 The violation is minor and can be readily resolved without a full investigation or hearing.

4.6.3.2.1 This letter must include documentation of how the violation will be resolved and must be signed by both the Chair of the PTD
Professional Conduct Committee and the involved student.

4.6.3.3 A full investigation and hearing are warranted.

4.6.4 Within 24 hours following review of the information from the preliminary investigation, a letter documenting the result of the preliminary investigation will be provided to the student with copies made for the student file, faculty advisor, and program director.

4.7 Full Investigation. If a full investigation is deemed necessary, the student will be notified promptly in writing by the PTD Professional Conduct Committee Chair via certified mail, email, student mailbox, and/or phone call, that a hearing will be scheduled by the Chair within one week of the determination of the outcome of the preliminary investigation. If the chair determines that a longer period of time is needed to thoroughly investigate the case the hearing will be delayed, but must occur no more than three weeks after the determination of the preliminary investigation.

4.7.1 The PTD Professional Conduct Committee Chair and the two investigating members of the committee who reviewed the findings of the preliminary investigation will do further investigation if necessary before the scheduled hearing and submit a written report and any supporting evidence at least 24 hours in advance of the scheduled hearing.

4.7.2 The PTD Professional Conduct Committee Chair will ask the student under investigation to submit to the committee a written statement regarding the accusation and any supporting evidence at least 24 hours in advance of the scheduled hearing. All evidence to support the case must be presented in writing at this time. Evidence submitted after this time will not be considered.

4.7.3 If the student wishes to have witnesses present at the hearing, he/she must submit a list of potential witnesses to the chair of the PTD Professional Conduct Committee at least 48 hours in advance of the scheduled hearing.

4.7.4 If the student wishes to have an advisor at the hearing, he/she must submit the name of the advisor and whether or not the advisor is an attorney to the chair of the PTD Professional Conduct Committee at least 48 hours in advance of the scheduled hearing.

4.7.4.1 The role of a student advisor during the hearing is limited to providing advice directly to the student. The advisor will not be permitted to speak directly to the PTD Professional Conduct Committee or other witnesses.

4.8 Professional Conduct Hearing.

4.8.1 The student will be asked to make a presentation of his/her case to the committee.

4.8.1.1 Only evidence and written statements submitted to the Professional
Conduct Committee Chair 24 hours prior to the hearing will be considered. The committee is best able to make an informed decision only if all evidence pertinent to the case is presented before or during the departmental hearing.

4.8.1.2 The student may have an advisor present during the hearing. The role of an advisor during the hearing is limited to providing advice directly to the student. The advisor will not be permitted to speak directly to the Committee or other witnesses.

4.8.2 The committee will then be allowed to question the student.

4.8.3 Witnesses may testify.

4.8.3.1 Witnesses the accused student invites will testify first.
4.8.3.2 Witnesses the chair invites based on the preliminary investigation will testify second.
4.8.3.3 Committee members may question all witnesses.
4.8.3.4 The accused student may question witnesses invited by the chair of the committee.
4.8.3.5 The chair of the PTD Professional Conduct Committee has the right to limit the number of witnesses if their testimony is expected to be redundant or limit the amount of time provided to witnesses if the information is redundant or irrelevant to the case.

4.8.4 The hearing will be closed to the public and will be audio recorded. A party to the hearing may request a copy of the recording.

4.8.4.1 All recordings of the proceedings will be controlled by the Physical Therapy Department. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of the Physical Therapy Department.

4.8.5 Upon completion of questioning, the accused student will be excused from the hearing and the committee will deliberate in private to determine an outcome.

4.8.5.1 A finding that the accused student is responsible for the alleged violation must be based on the totality of the evidence with the preponderance of the presented evidence supporting the committee’s conclusion.

4.8.6 The chair of the committee will prepare a formal letter for the student outlining the charges, evidence supporting the committee’s determination, sanction if any, and a reference to the appeal process. The student must be notified of the outcome of the hearing through this letter within one week of the hearing. A copy of this letter will be placed in the student’s file.

5.0 POSSIBLE PROFESSIONAL CONDUCT SANCTIONS
The following list of sanctions is not necessarily intended to be all inclusive. In some cases, a combination of sanctions may be imposed. Sanctions are effective immediately following student notification of the hearing outcome unless otherwise specified in the letter from the PTD Professional Conduct Committee chair. Possible sanctions include:

5.1 Formal Reprimand. Informing the student in writing that he/she has violated the code and that future violations will be dealt with more severely.

5.2 Professionalism and Ethics Counseling with the Student’s Advisor. A regular schedule of counseling meetings will be arranged with the student’s faculty advisor or his/her designee.

5.3 Educational Project. Completion of a class, workshop or project to help the student understand why his/her behavior was inappropriate and/or how to avoid a future violation.

5.4 Service. Performance of one or more tasks designed to benefit the school or the nearby community and to help the student understand why his/her behavior was inappropriate.

5.5 Disciplinary Probation. Designation of a period of time during which the student will not be in good standing with the t-DPT Program. Students not in good standing are restricted from applying for special affiliations and some scholarships.

5.6 Transcript Notation. A notation on the student’s transcript that a failing grade in a course was related to an academic integrity violation.

5.7 Suspension. Temporary removal of a student from the t-DPT Program for a specified or unspecified period, which will be permanently noted on the transcript. There can be stipulated conditions for re-admission to the student’s program as well as a time limit for meeting those stipulations.

5.8 Withholding a Degree. Withholding of the student’s degree until stated sanction requirements have been met. There may be a deadline set for meeting the requirements which, if not met, will result in the student’s loss of eligibility to receive the degree at any time in the future.

5.9 Expulsion. Permanent dismissal from the program, which will be permanently noted on the student’s transcript.

5.10 Complaints will be filed with the Physical Therapy licensing board of the state in which the student resides.

6.0 APPEAL PROCESS

6.1 The sanctioned student has a right of appeal to the Post-Professional Education Director. The appeal to the Director should be written on the PT Department Professional Conduct Appeal Form. The appeal form must be received by the Director
no later than five business days after the student has received written confirmation of the decision of the Professional Conduct Committee. During the departmental and school appeal processes the student may continue to take classes as long as the student does not present a potential threat to others in the university. However, students will be prohibited from proceeding into any clinical internships (PTP530, PTP564, and PTP631, PTP632, PTP733, PTP734, PTP735, and PTP736) until their appeals are resolved since only students in good standing are permitted to proceed into these courses.

6.1.1 The student must specify the basis for the appeal on the PT Department Professional Conduct Appeal form that is submitted to the Director.

6.1.2 No new evidence is permitted in the appeal process.

6.2 Upon receipt of notification of appeal, the Director will in a timely manner hear the appeal.

6.2.1 During the appeal, the Director will hear comments from:

6.2.1.1 The student if the student requests to be present during the appeal.

6.2.1.1.1 The student may have an advisor present during the appeal. The role of a student advisor during the appeal is limited to providing advice directly to the student. The advisor will not be permitted to speak directly to the Director.

6.2.1.2 A PTD faculty member representative from the Professional Conduct Committee

6.2.1.3 No witnesses will be permitted in the appeal.

6.3 The Director may grant the appeal if any of the following conditions exist:

6.3.1 The decision is in violation of established departmental, school or university policies or procedures.

6.3.2 The decision is clearly prejudicial, grossly inequitable or academically indefensible.

6.4 Following appeal to the PT Department Director, the student may seek further appeal to the Student Appeals Committee of the School of Health Professions and Studies.

6.4.1 If pursuing an appeal at the school level, the student should contact the Dean’s Office for a copy of the policy and procedures relative to student appeals.

6.4.2 The decision of the Student Appeals Committee of the School of Health Professions and Studies is final. (Pending approval of the revised SHPS Student Appeals Policy and Procedure)

7.0 RECORD KEEPING AND INFORMATION TRANSMITTAL

7.1 The Chair of the Professional Conduct Committee and the Post-Professional
Education Director shall record essential elements of the process and place them in the student's file in the PT Department.

7.2 In case of an appeal, appropriate records and documentation will be forwarded to the body hearing the appeal.

7.3 Records related to academic discipline of a student are available to that student in their file.

Approved July 21, 2009
Appendix 1

Incident observed by student, staff, or faculty member

Professional Conduct Incident Report and Plan filled out by observing person, involved student, and faculty advisor

Incident Report reviewed by Chair of Professional Conduct Committee (PCC) who determines next step

Issue resolved. Chair of PCC submits note to student with copies to faculty advisor, Director, and student file

Preliminary investigation occurs and investigators submit written report to Chair of PCC

PCC Chair and two other members of PCC review investigators report to determine next step

Accusation is unwarranted. Chair of PCC submits note to student with copies to faculty advisor, Director, and student file

Violation is minor and is resolved through counseling with Chair of PCC who then submits note to student with copies to faculty advisor, Director, and student file

Full investigation and hearing indicated. Full investigation report from investigators and statement from student with supporting evidence turned into Chair of PCC at least 24 hours before hearing.

Professional Conduct Hearing
PROFESSIONAL CONDUCT INCIDENT REPORT AND PLAN

The purpose of this document is to report incidents of suspected professional conduct violations as specified in the Professional Conduct Policy and Procedure for PTD Professional Programs. Reporting of suspected professional conduct violations alerts faculty to work with the student to improve their understanding of professional expectations in the field of physical therapy.

Suspected incidents may be reported by faculty, staff, or students. The “Student Comments/Plan for Improvement of Problem Area” will be filled out by the student after discussion with their generic abilities advisor or a faculty member if the incident occurred in a class session. The faculty member with whom the student met will fill out the “Resolution/Plan” section of the form. Turn in form to a Physical Therapy Department staff member.

Student: ___________________ PT Course: ___________________ Date Report Submitted __________

Incident Date: _______________ Faculty/Staff/Student Reporting Incident: _______________________

Description of Incident: ________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Contributing Factors: _________________________________________________________________

Potential Consequences: ______________________________________________________________

Student Comments/Plan for Improvement of Problem Area: _______________________________

__________________________________________________________________________________

__________________________________________________________________________________

Resolution/Plan: _________________________________________________________________

__________________________________________________________________________________

Student Signature: ____________________________________________________________ Date: __________

Signature of Reporting Individual: ____________________________ Date: ____________________

Presence of student signature indicates that the student has read and discussed the incident with the reporting faculty/staff/student.

Incident Reports are subject to review by the Chair of the PT Professional Conduct Committee. Further action by the Committee will be considered on a case-by-case basis. Refer to the Professional Conduct Policy and Procedure for PTD Professional Programs located in your student handbook for possible sanctions.

Copies to: Student’s File, Chair of PT Professional Conduct Committee File with faculty advisor and Director notified of the incident.

Form approved by Physical Therapy Faculty: Nov. 2007; revised 6/08
Guidelines for Student Inquiries to APTA

APTA's Board of Directors and staff receive numerous requests for information and assistance from members and non-members. A significant number of inquiries come from physical therapist and physical therapist assistant students. Although APTA is thoroughly committed to the highest quality member service, that commitment is frequently challenged by student inquiries that fail to exhibit prior independent "discovery," "investigation," or literature review that is a part of the learning experience. Based on a careful assessment of the number, scope, and purpose of past student inquiries, the following guidelines have been established:

1. Because APTA’s highest priority is to serve its members, responses to nonmember student inquiries will be determined by the recipient of the inquiry (BOD member or staff) on the basis of established priorities and timelines. Nonmembers who are eligible for membership will be invited to join the Association, and their names and contact information will be forwarded to the Membership Department for follow-up.

2. APTA will respond to student inquiries seeking clarification regarding APTA policies, positions, standards, or guidelines.

3. Student inquiries should include: student's full name, name of academic institution, the due date for any assignment, and membership status.

4. As a part of the overall inquiry process, students should consider the following as valuable sources of information and data: program directors, faculty members, students (same program or different program), student special interest groups (SIGs), APTA publications, graduates, or employers. Depending on the inquiry, students should also consider consultation with practicing physical therapists and physical therapist assistants.

5. Students should direct inquiries to APTA only after searching for information on APTA’s Web site (www.apta.org) and specific chapter Web sites. In most cases, student inquiries will be answered only if the information being sought is NOT available anywhere else.

6. Students should not direct inquiries to APTA that represent a substitute for typical student work expectations. A student’s education experience should require independent “discovery,” topic selection for papers, literature searches and reviews, literature recommendations, and discussions with faculty members and practitioners.

7. Students should allow not less than 5 business days for a response to any inquiry made to APTA Board members or staff.
GUIDELINES FOR THE TRANSFER OF CREDIT OF PREVIOUS COURSE WORK IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR POST-PROFESSIONAL (TRANSITIONAL) DPT DEGREE

PURPOSE
In order to recognize graduate credits earned in other accredited institutions of higher education, and in other schools and colleges of the University of Michigan, the University of Michigan-Flint Graduate Programs Committee has formulated a policy that provides for the transfer of graduate credit to its non-Rackham master’s degree programs. (This policy does not govern transfer of credit into doctoral programs at UM-Flint; programs set their own policy but are urged to follow this policy and consult with the Dean of Graduate Programs if using a differing policy.) The Post-Professional DPT Program policy is established to provide students and the faculty of the Physical Therapy Department with guidelines to expedite the consideration of requests for transfer of credit for specific graduate PT courses.

OBJECTIVES
1. To insure that students are not required to repeat instruction in a graduate PT course in which they are proficient.
2. To insure student competency in physical therapy.

SCOPE
This policy pertains to all courses in the post-professional DPT degree program in the Physical Therapy Department.

COURSES ELIGIBLE FOR TRANSFER TO PROFESSIONAL DPT PROGRAM
Course credits must be transferred in total or not at all. The transferred credit appears on the UM-Flint graduate record but the associated grades received for this credit do not appear and are not computed in the student’s cumulative GPA (with the exception of credits earned through the Michigan Intercollegiate Graduate Studies program). Credit from all quarter-system schools will be transferred according to the standard ratio of two semester hours for three quarter hours or two-thirds of a semester hour for each quarter hour.

UM-Flint differentiates between two types of course credit that may be transferred:
1. Graduate credits completed in residence at another accredited institution (that is not at the University of Michigan); or
2. Non-UM-Flint graduate credits completed in another University of Michigan school or college, e.g., Rackham School of Graduate Studies (any campus), University of Michigan-Dearborn, Ross School of Business, etc.
Up to one-half (1/2) the minimum number of credit hours required for a DPT degree program may be transferred to a student’s UM-Flint graduate record from both category one and two sources combined below. Such credit may be transferred only for approved graduate-level courses and if all of the conditions below are met.

1. **Outside Institution Transfer of Credit Policy**
The policy governing transfer of graduate credit completed in residence at another accredited institution is as follows:

Up to (12) semester hours required for a DPT degree program may be transferred from any combination of the above institutions to a student’s UM-Flint graduate record. Graduate programs may elect to allow less than 12 semester hours or prohibit transfer credits.* The transferred credit appears on the UM-Flint graduate record but the associated grades received for this credit do not appear and are not computed in the student’s cumulative GPA (except in cases of students taking courses through the Michigan Intercollegiate Graduate Studies program). Such credit may be transferred only for approved graduate-level courses and if all of the conditions below are met.

2. **University of Michigan System Transfer of Credit Policy**
The policy governing transfer of graduate credit completed in residence at another University of Michigan school or college is as follows:

**Conditions That Must Be Met To Transfer Credit**

1. Student must be admitted to the Post-Professional DPT graduate degree program.
2. Student must have submitted official final graduate transcripts/credentials.
3. Submission of the completed transfer of credit form signed by the student and the department or program graduate chair signifying approval; along with a current official final transcript from the institution you wish to transfer the credit from to the Office of Graduate Programs.

**Courses Cannot Be Transferred for Credit If:**

Already applied in whole or in part, in any way, toward any undergraduate degree, or a certificate or professional (entry-level) Physical Therapy degree.*

1. Credit(s) will be applied in whole or in part, in any way, towards any other current or future U-M degree or certificate.

2. Taken more than seven years before first enrollment in the present UM-Flint master’s program.

3. A grade below “B” was earned.

* Certificate refers to an academic credential given by an accredited postsecondary institution. It does not refer to teaching certificates.
4. Graduate-level work was not done.

Courses taken while enrolled as an undergraduate are **not** acceptable for graduate credit if:

1. **The courses were taken at an exclusively undergraduate institution.**
2. **The courses were taken for undergraduate credit.**

**PROCEDURE**

During the admission process the student shall inform the Director of the Post-Professional T-DPT or their designee that such a request to transfer credit is being considered.

A draft learning contract is developed that includes identification of courses that may potentially be transferred.

The student may be asked to provide additional supporting materials in addition to their official transcript in order to substantiate claimed fulfillment of the requirement / competency. Demonstration of claimed competency shall be at the discretion of the specific faculty member and may include but not be limited to:

1. Catalogue/course descriptions of former academic work or coursework
2. Course outlines of former academic work or course work
3. Interim or final examination of former academic work or assessment of course work
4. Letter from former instructors and/or supervisors
5. Descriptions of practice patterns which incorporate the knowledge, values, or skills in question.

The Director of the Post-Professional T-DPT or their designee shall provide the faculty member(s) responsible for providing instruction in the instructional areas for which an course transfer/exemption is requested with the supporting materials. The faculty member shall apply standards which are consistent with those expected of current graduates. In order to insure compliance with such standards, the faculty member shall match the objectives of the course with evidence that each objective has been met. Attention should also be given to the depth to which each objective has been met. Depth assessment should include consideration of course credit descriptions and contact hours. Generally, guidelines for depth are 15 continuing education or in-service training hours are considered equivalent to one credit. However, course equivalency may not be assumed in the absence of any didactic exposure to the course material.

The student is provided a written copy of the draft learning plan and is provided an opportunity to review and revise the learning plan including the courses identified for transfer credit. The student may appeal to change the learning plan to the Director of the Post-Professional T-DPT. The student shall be informed in writing of the Director of
the Post-Professional T-DPT decision within seven days. The student is provided a written copy of the final learning plan and must sign the contract prior to the start of the semester they are admitted to the program.

Failure to meet the deadline stated above for completion of the necessary paperwork will result in the student’s admission being delayed or denied.

The Director of the Post-Professional T-DPT or their designee shall inform the student of this policy, its provisions, and implications.

Under no circumstance shall a student be granted more than 12 credit hours of course equivalency towards the DPT.

**APPEAL PROCESS**
No appeal process is available after the Learning Plan is signed.

### Registration and Fiscal Implications

<table>
<thead>
<tr>
<th>TRANSFER</th>
<th>REGISTRATION</th>
<th>TUITION</th>
<th>RESPONSIBILITY FOR ADMINISTRATIVE IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more courses are transferred if equivalent course has been taken at another institution or the identical course has been taken previously at UM-F as long as transfer eligibility requirements are met.</td>
<td>Student does not register for course(s) involved. Transfer credit is given toward fulfillment Post-Professional (transitional) DPT degree. However, student assumes responsibility for all licensure and malpractice implications. <strong>NOTE: Student may forfeit eligibility for financial aid or awards requiring a specified number of credit hours.</strong></td>
<td>Student does not pay tuition for course(s).</td>
<td>Director of the Post-Professional t-DPT Program informs registrar.</td>
</tr>
<tr>
<td>No Transfer is granted, but permission to audit is given for individual modules/and or courses.</td>
<td>Student registers for course(s).</td>
<td>Student pays full tuition for course(s).</td>
<td>Appropriate faculty member teaching the course insures student compliance.</td>
</tr>
</tbody>
</table>

*Adopted November xx 2009*
UNIVERSITY OF MICHIGAN-FLINT  
School of Health Professions and Studies  
Physical Therapy Department  
Post-professional Programs  

Course Transfer Authorization Form for Registrar’s Office

**SECTION TO BE COMPLETED BY Student Services Administrative Assistant**

Date form submitted to faculty member ____________________

Student Name_________________________________________ UMID ________________

<table>
<thead>
<tr>
<th>Course Code or Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Institution</th>
<th>UM-Flint Course Equivalent Number</th>
<th>Equiv. Hours</th>
</tr>
</thead>
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</table>

For each class specify that the class DID NOT already apply in whole or in part, in any way, toward any undergraduate degree, or a certificate.*  

The class was taken within the previous seven years before first enrollment in the present UM-Flint Physical Therapy Graduate program  

Was the grade earned greater than or equal to a “B”  

Was the course for graduate-level work  

*Certificate refers to an academic credential given by an accredited postsecondary institution. It does not refer to teaching certificates.

Any No responses indicate the course is not eligible for transfer. If all yes responses, have Student Services Administrative Assistant provide documentation for faculty member teaching course. The registrar requires an official transcript be provided. Additional documentation submitted [catalog description(s), course outline(s), exam(s), letter(s) from former instructors/supervisors, etc.]
Transcript Verification: ________________

Date

SECTION TO BE COMPLETED BY UM-FLINT FACULTY MEMBER

The above-named student is contending that he/she has obtained equivalent knowledge for the above-named UM-Flint course. After reviewing the student's documentation and determining whether equivalent knowledge has or has not been obtained, please provide us with the following information.

Transfer Recommended? _____YES, student has equivalent knowledge _____NO

______________________________
Faculty Member's Signature

______________________________
Date

______________________________
Faculty Member's Name - Typed or Printed

______________________________
Department

SECTION TO BE COMPLETED BY PHYSICAL THERAPY DEPARTMENT

Action by Associate Director of Post-Professional Education and Research

______Transfer GRANTED

______Transfer NOT GRANTED

Registrar Notified: ________________  Student Notified: ________________

______date  ______date
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 is development of a professional portfolio. 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 Post-Professional Transitional Doctor of Physical Therapy (t-DPT) curriculum are assigned to a faculty member holding an appointment in the Physical Therapy Department.

• Assignments are made by the Student Services Administrative Assistant.

• 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 – Post-Professional t-DPT 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.


   2.1. Students should review criteria for scholarships and awards to determine their eligibility for the award.

   2.2. 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.

   2.3. Students should provide the following information for each letter of recommendation:

      2.3.1. Resume

      2.3.2. Scholarship or award criteria

      2.3.3. Other information as appropriate for faculty to write a positive letter of recommendation.

   2.4. 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.

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

   3.1. Release of information form has not been signed by the student.

   3.2. The student is not in good standing as defined by the Academic Standards Policy and Procedures – Post-Professional t-DPT Program and Professional Conduct Policy and Procedure for PTD Professional Programs.

   3.3. The student does not meet the criteria stated in the scholarship guidelines.

   3.4. The advisor has a conflict of interest with the scholarship application (e.g. serves on the selection committee).

   3.5. The student does not present enough time for letter to be written given faculty commitments (2 week minimum)
3.6. 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 with their faculty advisor.

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.

Adopted July 2008
CORE FACULTY ADVISING SUMMARY FORM

Student Name: __________________________

Date of Meeting:

Check applicable topics

____ discussed coursework in the physical therapy curriculum
____ discussed current academic performance in coursework
   (Academic Standards Policy and Procedure – Professional PT Program)
____ discussed plan for academic remediation, if applicable
   (Academic Standards Policy and Procedure – Professional PT Program; 4.0)
____ discussed core values/generic abilities
   (Integrated Generic Abilities/Core Values Form)
____ set goals for core values/generic abilities for academic year
   (Integrated Generic abilities/Core Values Form and Reflective Summary)
____ discussed service project for academic year
   (Service Project Reflection)
____ discussed/reviewed portfolio
   (Portfolio Check Off Form)

Other Topics of discussion:
   ______ Finances
   ______ Personal Issues that might interfere with studies
   ______ Class Relations

________________________________________________________________________

Faculty Signature __________________________ Date __________________________

________________________________________________________________________

Student Signature __________________________ Date __________________________

Comments:
# Administrative Procedures for Post-Professional Transitional DPT Students

<table>
<thead>
<tr>
<th>Course Transfer Request</th>
<th>A student may request a transfer for a specific course. See Guidelines for the Transfer of Credit of Previous Course Work in Partial Fulfillment of Requirements for Post-Professional Transitional DPT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>In order for students to graduate from the University of Michigan – Flint, they must submit an <a href="#">Application for Graduation</a> on or before the posted deadline (deadlines are posted in the Schedule of Classes). See <a href="#">Graduation Commencement</a></td>
</tr>
<tr>
<td>Licensure</td>
<td>A student must provide a copy of their current Physical Therapy license prior to acceptance into the Post-Professional Transitional DPT Program.</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>All practicing clinicians should have current malpractice insurance.</td>
</tr>
<tr>
<td>Registration</td>
<td>Before open registration of each semester, the student will be given a list of classes. Registration is done via the web up until the first day of class.</td>
</tr>
</tbody>
</table>

Adopted 8/18/09
Closure at University of Michigan - Flint

In case of inclement weather which results in the University being closed, the director of the Department will be informed generally no later than 6:00 a.m. by the Dean of the School of Health Professions and Studies. The Director of the Department will then contact senior members of the faculty and the Student Services Administrative Assistant of the program. The Program Coordinator will then contact the students via email.

A. Additional data sources will be www.umflint.edu.

II. University of Michigan - Flint has not closed:

A. Class cancellation due to inclement weather when instructors are unavailable due to hazardous travel conditions.

1. Outside working hours - Instructor will directly contact the SSAA who will contact students via email. When office hours are initiated for that day, the instructor will contact the SSAA to inform him/her of the situation.

2. Inside normal working hours - the instructor will contact the SSAAI who in turn will contact the class via email. Students may phone the Department for clarification during normal office hours.

B. Class cancellation due to inclement weather when classes are in session with both students and instructors on site.

With the approval of instructors involved, the Director or the SSAA of the Department may suspend classes as necessary and appropriate.

III. If closure of University of Michigan - Flint cannot be ascertained by individual students, staff or faculty, it should be assumed that the University is not closed and Section II above applies.

Adopted 09/09
Photograph/Audio/Videotape Consent Policy and Procedure

POLICY

It is the policy of the Physical Therapy Department to ensure the privacy, dignity, and safety of all individuals including students, patients/clients, faculty, and staff who are involved in classroom, laboratory, clinical, research, and administrative activities of the educational program. Any constituent who will be photographed, audio-taped or videotaped as a function of the regular educational program and processes involved will be required to sign a consent form. The consent will be open ended and without obligations, which means:

1. It may be used for educational and/or scholarly activities and presentations, illustrations, publications, promotional material, advertising or trade exhibitions and/or released to news media.

2. There is no time limit for which the consent is in effect. The signed form will be stored in the student’s permanent file.

3. No claims or demands for remuneration for use of such materials will be made by the subject.

PROCEDURE

Faculty, staff, or students of the Physical Therapy Department who wish to photograph, audiotape or videotape subjects will:

1. Acquire a Photograph/Audiotape/Videotape Consent form from Physical Therapy department staff.

2. Discuss the content of the form with the subject.

3. Secure the dated signatures of the subject and witness on the appropriate lines

4. Return the completed form to department staff for filing.

Exception:
A faculty member may give verbal permission to have classroom presentations by the faculty member videotaped or audio-taped for educational use only by students enrolled in that course. Such recordings may not be placed in public domain venues.

Approved: 6/08
PHOTOGRAPH/AUDIO/VIDEOTAPE CONSENT FORM

I, __________________________ (print name) give my permission for photographs, and/or audiotapes, and/or videotapes to be taken of me and used by the faculty, students, or staff of the Physical Therapy Department at The University of Michigan-Flint. I understand that these materials may be used for educational and/or research purposes, illustrations, publications, promotional materials, advertising or trade exhibitions, and/or released to news media. Furthermore, I will make no claims or demands for remuneration for use of such materials and I release The University of Michigan-Flint and its faculty, students and staff from any liability arising from the use of these materials created by The University of Michigan-Flint or furnished by me in connection with its production.

__________________________________________  __________________________
NAME (Printed)                                      DATE

__________________________________________
NAME (Signature)

__________________________________________  __________________________
WITNESS NAME (Printed)                                  DATE

__________________________________________
WITNESS NAME (Signature)
UNIVERSITY OF MICHIGAN - FLINT
School of Health Professions and Studies
Physical Therapy Department

Policy Regarding Release of Oral or Written Recommendations for Scholarships or Employment

The purpose of this policy is to clarify the type of oral or written information that may be released regarding a students' record pertaining academic performance in the Post-Professional Transitional DPT program. Students indicate in writing on page two their choice of two options.

Students must either select option 1 or option 2 described below:

**Option 1:** Permits the Physical Therapy Department to release information related to academic and/or clinical performance to a prospective employer who inquires either orally or in writing.

Under Option 1, the type of information released may include at the discretion of the faculty:

- a. general and specific academic strengths and weaknesses
- b. general and specific strengths and weaknesses as demonstrated in clinical education
- c. academic records
- d. attendance pattern
- e. scholarships and awards
- f. certifications
- g. summary of personal and professional characteristics, including behaviors in educational, professional, and University-related activities

Requests to exclude any component of a through g above will not be honored.

Election of option 1 may be rescinded at any time by submitting a letter stating such to the department staff. This letter will be kept as a part of the student's record.

A request to respond to option 1 above may be directed to the student’s faculty advisor who will respond on behalf of the Department. A copy of the faculty advisor’s written recommendation will be included in the student's permanent file and will be available to the student according to standard university guidelines regulating student access to files.

**Option 2:** Does not permit the Physical Therapy Department to release any information to a prospective employer who inquires either orally or in writing.

Under Option 2, any oral or written request from prospective employers will be denied until such time that the Department receives a letter from the student authorizing the Department to release information to a specific facility/agency. No more than one request for each facility/agency will
be honored. The student will be required to submit a separate letter for each facility/agency which requests information.

**Please choose ONLY one option below.**

**OPTION 1:**

I have read the Policy Regarding Release of Information of Student's Records Pertaining to Academic Performance. I authorize the Physical Therapy Department to release information described in option 1 of the policy.

<table>
<thead>
<tr>
<th>PRINT NAME</th>
<th>SIGNATURE</th>
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</table>

Date

**OPTION 2:**

I have read the Policy Regarding Release of Information of Student's Records Pertaining to Academic Performance. I do not authorize the Physical Therapy Department to release any information about my academic performance to any prospective employer. I understand that this means that if I wish to have such information released, I will have to request this in a letter to the Department as described in option 2 of the policy.

<table>
<thead>
<tr>
<th>PRINT NAME</th>
<th>SIGNATURE</th>
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</table>

Date
Please sign, date, and return this form on no later than semester start via email.

POST-PROFESSIONAL DPT POLICY, PROCEDURES, AND GUIDELINES COMPLIANCE FORM

Compliance with existing policies and procedures is mandatory. Changes in existing policies and procedures supersede existing policies and procedures and become immediately effective for all students enrolled in the post-professional DPT program unless otherwise noted in the individual policy and/or procedure. I am aware that I will receive such changes as they may occur. I acknowledge I have read and fully understand the policies and procedures listed below that are within the Post-Professional DPT Student Handbook. I also understand that it is my responsibility to seek answers to questions that I have regarding information that is not clear to me. Furthermore, I may locate that information for post-professional DPT students at UM-Flint in these handbooks and at http://www.umflint.edu/pt and I am responsible to read that information. I understand that the Post-Professional DPT Program has assigned an advisor to me and that I can seek clarification from my advisor or from any faculty member including the Associate Director of Post-Professional Education (Director of the Post-Professional DPT Program).

Name: ____________________________________________  __________________________
   Signature                                      Print Name

Date: ____________________________________________

Please sign, date, and return this form no later than semester start via email to cwixson@umflint.edu.

The policies in the handbooks that must be read include the following:
Academic, Professional Development Advising Policy and Procedure
Academic Standards Policy and Procedure
Administrative Procedures for Post-Professional DPT Students (Graduation, Licensure, Registration, etc)
Policy Statement on Curriculum Review and Revision
Guidelines for the Transfer Credit of Previous Course Work in Partial Fulfillment of Requirements for Post-Professional DPT Program
Guidelines for Student Inquiry to APTA
Inclement Weather Policy
Photograph/Audio/Videotape Consent Form
Professional Conduct Policy and Procedure for PTD Post-Professional Programs
Policy Regarding Release of Oral or Written Information for Recommendations for Scholarship or Employment
Procedure to Facilitate Student Understanding and Compliance with Established Policies and Procedures

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