University of Michigan-Flint
College of Health Sciences
Physical Therapy Department

Transitional DPT Student Handbook
2019-2020

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303 E. Kearsley Street
Flint, MI  48502-1950
Phone: (810) 762-3373
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Useful Links

University of Michigan-Flint
- UM-F Mission & Vision Statements
- UM-F Residency Requirements
- UM-F Student’s Rights, Responsibilities, and Policies

College of Health Sciences (CHS)
- CHS Mission Statement
- CHS Home Page
- CHS Student Appeals & Academic Standards Policies

Physical Therapy Department (PTD)
- PTD Mission, Vision, Goals
- PTD Physical Therapy Department Faculty
- Staff Profiles
- PTD DPT Academic Calendar

American Physical Therapy Association (APTA)
- APTA Home Page (apta.org)
- APTA Move Forward Consumer Homepage

Michigan Physical Therapy Association (MPTA)
- MPTA Home Page
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UM-Flint Office of Financial Aid

University of Michigan-Flint reserves the right to modify any policies or procedures described in this handbook. In the event such an action is taken, students and clinical sites affected will be advised. Every effort will be made to give as much advance notice as possible.
Scholarship Information and Awards

Physical Therapy Department Scholarships

University of Michigan-Flint Scholarships

- Frances Ann Frazier Student Travel Scholarship
- Selig Award of Excellence

University of Michigan – Flint College of Health Sciences Awards

- Dean’s Award for Excellence in Critical Thinking & Problem Solving
- Dean’s Award for Excellence in Cultural Competence & Awareness
- Dean’s Award for Excellence in Professional Integrity

University of Michigan – Flint Physical Therapy Awards

- The Cindy Pfalzer Physical Therapy Horizons Award

Student Services and Campus Support

Information Technology Services (ITS) .................................................. https://www.umflint.edu/its
Office of Extended Learning (Blackboard)............................................. http://www.umflint.edu/oel/
Department of Public Safety.............................................................. http://www.umflint.edu/safety/
Inclement Weather Policy................................................................. http://www.umflint.edu/safety/personalsafety/weather.htm
Marian E. Wright Writing Center....................................................... http://www.umflint.edu/writingcenter/
Student Success Center – Academic Advising................................. http://www.umflint.edu/advising/
  Tutoring.................................................. https://www.umflint.edu/tutoring/student-success-center-tutoring
  Counseling Services.................................................. http://www.umflint.edu/caps/counseling_services.htm
  Accessibility Services.................................................. http://www.umflint.edu/caps/accessibility_services.htm
Ellen Bommarito LGBTQ Center....................................................... http://www.umflint.edu/lgbt/
Women’s Educational Center............................................................. http://www.umflint.edu/wec/
International Center.......................................................................... http://www.umflint.edu/international/
Student Government.......................................................................... http://www.umflint.edu/sgc/
Early Childhood Development Center (ECDC)..................................... http://www.umflint.edu/ecdc/
Office of the Ombuds........................................................................ https://www.umflint.edu/dsa/ombuds.htm
Thompson Library............................................................................... http://libguides.umflint.edu/library
University of Michigan – Flint
Mission Statement
The University of Michigan – Flint is a comprehensive urban university of diverse learners and scholars committed to advancing our local and global communities. In the University of Michigan tradition, we value excellence in teaching, learning, and scholarship; student centeredness; and engaged citizenship. Through personal attention and dedicated faculty and staff, our students become leaders and best in their fields, professions, and communities.

University of Michigan – Flint
Vision Statement
Engaging Minds, Preparing Leaders through Academic Excellence, Student Centeredness, and Engaged Citizenship

University of Michigan – Flint
College of Health Sciences
Mission Statement
The mission of the College of Health Sciences is to educate students to the highest standard in health professions. We are dedicated to excellence and creativity in teaching, scholarship, practice, and service. Our commitment to community and professional service is enabled through campus-community partnerships, outreach initiatives, and interdisciplinary collaboration. We strive to provide the highest quality culturally appropriate health care services, health promotion, and disease prevention services while contributing to the knowledge base of professional practice.

American Physical Therapy Association
Vision Statement
Transforming society by optimizing movement to improve the human experience.

University of Michigan – Flint Physical Therapy Department
Mission Statement
The University of Michigan – Flint is a comprehensive urban university of diverse learners and scholars committed to advancing our local and global communities. In the University of Michigan tradition, we value excellence in teaching, learning, and scholarship; student centeredness; and engaged citizenship. Through personal attention and dedicated faculty and staff, our students become leaders and best in their fields, professions, and communities.

Our work is guided by the following principles:

- Act with professional and ethical responsibility.
- Foster environments for collaboration, diversity, service, and accountability.
- Act with caring and compassion.
- Support and reward excellence and innovation.
- Create competencies for lifelong learning.
- Use evidence-based decision making in all physical therapist practice.
- Advocate for patient-centered care, access and equity.
- Service to benefit our community and our profession.
College of Health Sciences
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”) is 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.

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 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
Expectations for student performance in the t-DPT curriculum are consistent with the APTA’s The Preferred Curricular Model For The Transitional 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 Transitional 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. 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
American Physical Therapy Association. Standards of Practice for Physical Therapy found at
https://www.apta.org/about/standards/standards.html

University of Michigan – Flint Physical Therapy Department
APTA Professionalism in Physical Therapy: Core Values

<table>
<thead>
<tr>
<th>CORE VALUE</th>
<th>DEFINITION</th>
</tr>
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<tbody>
<tr>
<td>Accountability</td>
<td>Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.</td>
</tr>
<tr>
<td><strong>Altruism</strong></td>
<td>Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist’s self interest</td>
</tr>
</tbody>
</table>
| **Compassion/Caring** | Compassion is the desire to identify with or sense something of another’s experience; a precursor of caring.  
Caring is the concern, empathy, and consideration for the needs and values of others. |
| **Excellence** | Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge. |
| **Integrity** | Integrity is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do. |
| **Professional Duty** | Professional duty is the commitment to meeting one’s obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society. |
| **Social Responsibility** | Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness. |

APTA. Professionalism in Physical Therapy: Core Values BOD P05-04-02-03 nationalgovernance@apta.org.
# University of Michigan – Flint Physical Therapy Department
## Professional Behaviors

### Preamble
In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et.al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. Al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002).

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</td>
</tr>
<tr>
<td>Communication</td>
<td>The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</td>
</tr>
<tr>
<td>Use of Constructive Feedback</td>
<td>The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.</td>
</tr>
<tr>
<td>Effective Use of Time and Resources</td>
<td>The ability to manage time and resources effectively to obtain the maximum possible benefit.</td>
</tr>
<tr>
<td>Stress Management</td>
<td>The ability to identify sources of stress and to develop and implement effective coping behaviors. This applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</td>
</tr>
</tbody>
</table>

Policy Statement on Curriculum Review and Revision Form

Core faculty members of the Physical Therapy Department are responsible for the review, development, revision and implementation of curriculum with input from all program faculty as well as from students, graduates and others.

Students must accept the above philosophy as a condition of enrollment in the transitional DPT program. To ensure this acceptance, the statement below, “Statement Regarding Changes in transitional DPT Curriculum” will be reviewed with and signed by the students.

Statement Regarding Changes in Transitional DPT 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 Transitional DPT 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.

Name (Please Print) Date

Signature Date

Adopted 7/97
Reviewed 7/19
### A. Core Courses:
all students must take these core courses

- PTP 871 - Post-Professional Evidence-Based Practice (2).
- PTP 894 - Post-Professional Service Learning (1).

### B. Individualized Learning Plan:
Each student’s curriculum is based on an individualized learning plan that best prepares the student to earn the 24 credits needed for degree completion. Physical therapists with bachelor’s or master’s entry-level PT degrees frequently take a selection of the following courses.

- PTP 623 - Introduction to Musculoskeletal Imaging (1).
- PTP 624 - Systems Review and Screening in Clinical Decision Making (3).
- PTP 625 - Advanced Medical Imaging for Diverse Populations (1).
- PTP 712 - Post-Professional Neuroscience in Physical Therapy (2).
- PTP 732 - Pediatric Examination and Intervention in Practice (3).
- PTP 747 - Examination and Intervention in Practice for Integument Conditions (2).
- PTP 748 - Post-Professional Pharmacology in Physical Therapy (2).
- PTP 786 - Post-Professional Geriatrics in Physical Therapy (2).
- PTP 861 - Literature Analysis in Evidence-Based Practice (2).
- PTP 870 - Assistive Technology in Accessibility (1).
- PTP 871 - Post-Professional Evidence-Based Practice (2).
- PTP 881 - Teaching, Learning and Health Education (2).
- PTP 891 - Post-Professional Management in PT Practice (3).
Photograph/Audio/Videotape Consent Policy & Procedure

I. 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:

   A. 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.
   B. There is no time limit for which the consent is in effect. The signed form will be stored in the student’s permanent file.
   C. No claims or demands for remuneration for use of such materials will be made by the subject.

II. PROCEDURE

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

   A. Acquire a Photograph/Audiotape/Videotape Consent form from Physical Therapy Department staff.
   B. Discuss the content of the form with the subject.
   C. Secure the dated signatures of the subject and witness on the appropriate lines.
   D. 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.
FORM
UNIVERSITY OF MICHIGAN-FLINT
College of Health Sciences
Physical Therapy Department

PHOTOGRAF/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)


FORM
UNIVERSITY OF MICHIGAN - FLINT
College of Health Sciences Physical Therapy Department

Policy Regarding Release of Oral or Written Information for 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 to academic and clinical performance in the Transitional DPT program. Students indicate in writing on page two their choice of two options.

OPTION ONE: 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 One, at the discretion of the faculty, the type of information released may include:

- General and specific academic strengths and weaknesses
- Academic records
- Attendance pattern
- Scholarships and awards
- Certifications
- Summary of personal and professional characteristics, including behaviors in educational, professional, and University-related activities

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

Requests for references should be directed to the student’s advisor. If the reference is provided in written format, a copy 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 TWO: Does NOT permit the Physical Therapy Department to release any information to a prospective employer who inquires either orally or in writing.

Under Option Two, 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.
PLEASE CHOOSE ONLY ONE OPTION BELOW.

OPTION ONE:

I have read the Policy Regarding Release of Oral or Written Recommendations for Scholarships and Employment.  I authorize the Physical Therapy Department to release information described in Option One of the policy.

__________________________________________________________________________  _________________________
Print Name                                                               Signature
__________________________________________________________________________  _________________________
                                      Date

OPTION TWO:

I have read the Policy Regarding Release of Oral or Written Recommendations for Scholarships and Employment.  I do not authorize the Physical Therapy Department to release any information about my academic or clinical performance to any prospective employer, scholarship, or award provider.  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 Two of the policy.

__________________________________________________________________________  _________________________
Print Name                                                               Signature
__________________________________________________________________________  _________________________
                                      Date
UNIVERSITY OF MICHIGAN-FLINT  
College of Health Sciences  
Physical Therapy Department  

Academic Standards Policy

UM-Flint PTD Policy  
Academic Standards Policy and Procedure Transitional DPT Program

Effective: 4/1/1998
Revised: 2/20/2019

Responsible Party: Student Progress Committee

Scope: Student academic performance throughout the curriculum

I. Purpose
a. To define the academic standards and procedures for the Transitional DPT Program

II. Definitions
a. **Admitted students**: Students who have been admitted to the Transitional DPT program
b. **Associated faculty**: Individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty
c. **Core faculty**: Individuals appointed to and employed primarily in the DPT program, including the Associate Director for Post-Professional Education and the Associate Director for Professional Education.
d. **Grading for the professional DPT program**:
   i. A: excellent
   ii. B: good
   iii. C: fair
   iv. D: poor
   v. E: failure
   vi. F: fail
   vii. I: incomplete
   viii. Y: Course in Progress
   ix. W: officially withdrawn
   x. P: Pass

e. **Incomplete**: Grade received when all course work and exams are unable to be completed by the end of the semester.
f. **Remediation**: A plan agreed upon by both the student and faculty member designed to demonstrate mastery of the course content.

g. **Satisfactory completion of a didactic course**: Grades of C or above for didactic coursework.
h. **Support courses**: Courses in the Transitional or Professional DPT program that are jointly numbered or that are offered solely by another academic unit.

i. **“Up and Out” status**: When a student on previous warning fails to obtain a 3.0 grade point average (GPA) in the next term of enrollment. If the term grade point average is a 3.0 or higher but is not sufficient to raise the cumulative GPA to a 3.0 or higher, the student will continue on up or out status. If the term GPA is below a 3.0, the student will be dismissed. Grades of “I” will be considered grades below C.

III. **Policy**

a. The core faculty of the department, acting on behalf of the University, has the responsibility of defining academic standards. The core faculty reserves the right to remove from the Transitional DPT Program any student whose academic standing, in the judgment of the core faculty, is regarded as unsatisfactory.

i. Removal from the Transitional DPT Program does not imply or intend dismissal from the College of Health Sciences (CHS) or from the University of Michigan-Flint.

b. Academic Standards determinations are recommended by the faculty team, acted upon by the PTD faculty, and communicated to the student through the Associate Director for Post Professional Education. The faculty is not constrained to use these guidelines if circumstances exist, in the opinion of the faculty, to warrant deviate from the guidelines.

c. 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.

d. Once a grade is reported, it may only be changed to correct a demonstrable clerical error and then only with the approval of the Associate Director for Professional Education with the exception of an incomplete grade.

e. In order to graduate students must:

i. Satisfactorily complete all didactic courses.

ii. Achieve an overall GPA of 3.0 (on a 4.0 scale) upon completion of the degree program.

IV. **Procedures**

a. **Grade Point Calculation**

i. Only Transitional DPT program courses and PT Department Independent Study courses will count in the GPA calculation. Courses in which a C- or below is earned do not count toward the Transitional DPT degree requirements.

b. **Grade point scale for Transitional DPT program**:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.0 – 100.0%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84.0 - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 - 83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>74.0 - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 - 73.9%</td>
</tr>
</tbody>
</table>
D+  67.0 - 69.9%
D   64.0 - 66.9%
D-  60.0 - 63.9%
E   ≤  59.9%
p*  Pass
f*  Fail
*Not considered in computing grade point average.

b. Probation during didactic program:
   a. Students are placed on academic probation for any semester in which their cumulative GPA falls below 3.0
      i. The first semester a student is placed on probationary status, he/she will be issued a warning.
      ii. The second semester a student is placed on probationary status he/she will be issued an up-or-out warning.
      iii. If the student cannot achieve an overall GPA of 3.0 or higher by the end of the semester they are on up-or-out status the student will be dismissed from the program.
   b. Students on academic probation are not eligible for department scholarships.

c. Dismissal from the didactic program:
   a. Students who do not achieve a cumulative GPA of 3.0 at the completion of the didactic portion of the curriculum will be dismissed from the program.
   b. If the student cannot achieve an overall GPA of 3.0 or higher by the end of the semester they are on up-or-out status the student will be dismissed from the program.
   c. A student earning more than 3 grades below a B will be dismissed from the program.
   d. A student earning a grade of C- or below will be dismissed from the program.

d. Incomplete Course Grades
   a. The student and the instructor must discuss the matter of the "incomplete" prior to its assignment.
   b. A grade of "I" (incomplete) will automatically revert to "E" if all work is not satisfactorily completed within 12 months of receiving the grade.
   c. 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+.

e. Written or Practical Exam Remediation
   a. Availability of a repeat exam at the discretion of the course instructor.
   b. Only one remediation exam is provided if the faculty member teaching the course has specified a remediation exam in the course syllabus. If a remediation exam is offered and the remediation schedule is not specified in the course syllabus, then the student must complete the remediation by the end of the Physical Therapy Department designated exam period.
   c. Preparation for the remediation exam is the responsibility of the student.
   d. The maximal achievable score on the repeat examination is 80%. Thus, if a student performs above 80% on the exam, the exam grade will be entered as an 80% in their course grade calculation.
f. Temporary Program Withdrawal
   a. Students may request to temporarily withdraw from the Transitional DPT program with
      intent to return. Such a request is made through a letter to the Associate Director for
      Post-Professional Education and must receive core faculty approval.
   b. The Associate Director for Post-Professional Education will inform the student of the
      faculty action in a letter to the student specifying the conditions of temporary withdrawal
      and return to the Transitional DPT program.
   c. To re-enter the program following a temporary program withdrawal the student must:
      i. Submit a letter to the Associate Director for Post-Professional Education
         requesting re-entry into the Transitional DPT program no later than 30 days
         before the proposed re-entry date
      ii. Satisfy other requirements for return that were specified in the letter from the
          Associate Director for Post-Professional Education approving the temporary
          program withdrawal.

V. Operational Procedures
   a. Students shall review the Transitional DPT Program Academic Standards Policy and Procedures
      independently and direct any questions to the Associate Director for Post-Professional Education.
   b. Academic Performance:
      i. Staff will review students’ academic performance at the end of each semester and notify
         the Associate Director for Post-Professional Education of any violations that have occurred
         based on the criteria in 4.b. or 4.c. The ADPPE will then notify the student and the
         instructor on record in writing: 1) that the violation occurred, 2) the academic
         consequence of the violation, and 3) the appeal process for the academic standards
         sanction.
      ii. The student will schedule a meeting with the Academic Advisor within 2 weeks of
          receiving a letter of notification to review academic performance.
          1. If the student does not schedule this meeting, they will receive a professional
             conduct violation
      iii. The Associate Director for Post-Professional Education may waive or alter all deadlines
           when it is in the best interest of the student and department to do so.

VI. APPEAL PROCESS
   a. Students to whom the academic discipline policy is applied have a right of appeal to the Associate
      Director for Post-Professional Education if they believe any of the following conditions exist:
      i. the decision is in violation of established departmental, school or university policies or
         procedures.
      ii. new evidence or mitigating circumstances
      iii. the decision is clearly prejudicial, grossly inequitable, or academically indefensible.

   b. The appeal to the Associate Director for Post-Professional Education must be written on the PT
      Department Academic Standards Appeal Form. The appeals form must be received by the
      Associate Director for Professional Education no later than 7 business days after the student has
      received written confirmation of the dismissal.
      i. The student must specify the basis for the appeal on the PT Department Academic
         Standards Appeal form that is submitted to the Associate Director for Professional
         Education.
      ii. All evidence relevant to the appeal claim must be presented to the Associate Director for
          Post-Professional Education prior to or at the time of the appeal hearing. The Associate
Director for Post-Professional Education 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.

iii. 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.

c. Upon receipt of notification of appeal, the Associate Director for Post-Professional Education will review the appeal and provide a written determination within 15 working days.
d. Following appeal to the PT Department Director, the student may seek further appeal to the Academic Standards Committee of the CHS.
   i. Students pursuing an appeal at the CHS level will find instructions and appropriate forms on the CHS webpage: https://www.umflint.edu/sites/default/files/groups/College_of_Health_Sciences/chs_student_appeal_cover_sheet.pdf
   ii. The decision of the Academic Standards Committee of the CHS shall be final.

VII. RECORD KEEPING AND INFORMATION TRANSMITTAL
   a. In case of an appeal, appropriate student information will be forwarded to the body hearing the appeal.
   b. Information stored in the student file related to academic performance is available upon request for review.

Adopted date:
Revised April 1998
Revised July 1998
Revised August 1999 (6.3.2. and 6.3.3.)
Revised August 2001 (sections: 4.0, 5.0, 8.3, 9.0)
Revised August 2002 (section 9.0)
Revised September 2004 (sections: 4.2 and 4.3)
Revised August 2007 (entire document)
Revised June 2009 (entire document)
Revised August 2009 (section 1.10.5)
Revised June 2010 (section 4.3)
Revised June 2012
Revised June 2013 (section 3.0, 6.4)
Revised Feb. 2019
UNIVERSITY OF MICHIGAN-FLINT
Physical Therapy Department
Misconduct Policy and Procedure for PTD Academic Programs

UM-Flint PTD Policy Number: 350.03

Effective: 08/01/1996

Revised: 7/17/2019

Responsible Party: The Student Progress Committee, PTD Professional, and Post-professional faculty as appropriate

Scope: Umbrella policy setting forth the academic and non-academic expectations for students enrolled in all PTD academic programs.

I. Purpose
   a. To establish standards of behavior and conduct consistent with professional, scholarly, and general expectations of PT students enrolled in the DPT, tDPT & Ph.D. program.

II. Definitions
   a. ADCE: Associate Director for Clinical Education
   b. ADPE: Associate Director for Professional Education
   c. ADPPCPD: Associate Director for the Post-Professional Clinical Professional Development
   d. ADPhDPT: Associate Director for the Ph.D. in Physical Therapy program
   e. False Accusations: making knowingly untrue accusations regarding misconduct of administrative staff, faculty, or student colleagues.
   f. Hearing Committee: the Hearing Committee will consist of a quorum of the Physical Therapy department faculty (with the exception of the ADPE, ADPPCPD, or ADPhDPT as appropriate).
   g. Retaliation: actions against administrative staff, faculty, or student colleagues because of their participation in the Conduct process.
   h. Student Consultant: a confidant of the student outside of the university that may or may not be the student’s legal representative.
   i. Student Progress Committee: a standing committee comprised of three faculty members of the Physical Therapy Department who will follow outlined process and procedures for conduct involving Transitional DPT students. The committee for tDPT and PhD students will consist of three faculty members involved in the tDPT or PhD in PT programs, as appropriate.
   j. Violation of Confidentiality in Professional Conduct Process: intentionally and impermissibly breaching the confidentiality of those individuals participating in the outlined misconduct process.

III. Policy
    PT Students are expected to:
    a. Read and understand this Policy. Lack of knowledge of what is prohibited conduct is not an acceptable defense or justification for violations of this Policy, and it is the student’s responsibility to understand what is and isn’t prohibited conduct
    b. Understand that any attempts to commit an act prohibited by any portion of this policy may be punished to the same extent as a completed violation.
    c. Abide by the University of Michigan-Flint Code of Student Conduct. ([https://www.umflint.edu/rights-and-responsibilities](https://www.umflint.edu/rights-and-responsibilities))
d. Abide by the University of Michigan-Flint Policy of academic integrity as outlined in the Students Rights and Responsibilities section of the University of Michigan Flint Catalog. 
(http://catalog.umflint.edu/content.php?catoid=2&navoid=80)
e. Abide by the University of Michigan-Flint Information Technology policies and procedures. 
(http://www.umflint.edu/its/policies)
f. Comply with Federal and State of Michigan laws and regulations related to licensure and professional practice (e.g. HIPAA).
g. Comply with the policies, procedures, and guidelines established by the College of Health Sciences, the Physical Therapy Department, the Professional DPT program, the transitional DPT program, and the Ph.D. in PT program, and/or the clinical facility in which they are completing a clinical experience.
i. Maintain a personal appearance and demeanor that reflects their professional function. Personal attire should always be neat and appropriate to the situation. This entails following a particular course’s or clinical site’s dress code.
j. Comply with the required non-discrimination policies of the University and clinical sites and avoid any conduct that is discriminatory or harassing.
k. Exhibit courtesy and respect for instructors, staff, other students, patients, and facilities in all settings.
l. Follow attendance policies as outlined within individual course syllabi.
   i. Students may not attend other departmental educational opportunities that conflict with the regular class schedule (e.g. research, missing class to complete course assignments for another class) unless the student gets prior approval from the course instructor.
   ii. 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 if make-up is possible, reasonable and/or indicated in course syllabi.
m. Attend scheduled class meetings and comply with the requests of elected class officers.
n. Attend specially scheduled meetings with a faculty member as needed.

IV. Process and Procedure
a. Reporting an Alleged Violation
   i. Anyone may report an alleged violation of this Policy. If appropriate, individuals may submit their report via a Professional Conduct Incident Report and may also report their concern to a relevant course instructor, to the student’s faculty advisor, a program director, or to the Chair of the Professional Conduct Committee directly. In turn, those individuals should report the matter to the Chair of the Professional Conduct Committee.
   ii. Anyone reporting a suspected violation may request anonymity when reporting a potential violation. Anonymity will be maintained unless the submitter grants permission or we are otherwise required by policy or law to provide this information. Anonymity cannot be guaranteed.
   iii. If possible, all reports should be made within 2 business days of the occurrence of the misconduct or when an individual becomes aware of the alleged misconduct.
iv. Retaliation and false accusations will not be tolerated and may result in additional conduct violations.

v. A student who is accused of a violation of this Policy is not required to participate in the resolution / investigative process. If a student wishes not to participate, the matter will continue in their absence. We encourage all students to participate fully in the process.

vi. Investigative, resolution and appeal processes are administrative functions and are not subject to the same rules of civil or criminal proceedings. Because some violations of these standards are also violations of law, students may be accountable to both the legal system and the University.

b. Case Disposition

i. Concerns or complaints submitted against a PT student will be reviewed to determine the appropriate body to intake, review and/or resolve the matter. Matters may be directed to the following resources and/or individuals depending on the nature of the complaint and alleged violation:
   1. Department Chair/Director/Associate Directors/advisor(s)
   2. Diversity, Equity, and Inclusion Officer
   3. Physical Therapy Department Student Progress Committee (SPC)
   4. An official in another University school/college (e.g., if student alleged misconduct occurred while enrolled in another program or school)
   5. University of Michigan-Flint Student Code of Conduct Resolution Process
   6. Office of Institutional Equity
   7. The Division of Public Safety and Security

ii. For those matters to be managed and resolved within the PT Program (which will typically include academic misconduct matters), refer to the Cases Managed by PT Program section.

V. Cases Managed by PT Program

a. The Initial Review

i. The appropriate SPC will promptly notify a student who is accused of a violation and, prior to the initiation of a full hearing, will conduct an initial review of the reported allegation.

ii. Within 5 business days of receipt of the alleged violation, the SPC conducts initial review. Results of the initial review could result in any of the following:

   1. SPC determined no further action is needed. Chair of SPC informs student in writing.
   2. SPC determines remediation is needed. Specifics on remediation will be determined on a case by case basis. Chair of SPC submits note to student with copies to faculty advisor, appropriate AD, and the PTD Director.
   3. SPC determines that a hearing is warranted to resolve the allegation. The PT department faculty will be made aware of the situation and the hearing will be scheduled within three weeks. Chair of SPC will notify the student of the date and time of the full hearing. Please see appendix 1 for hearing procedures.

b. Hearing

i. The Hearing will be facilitated and orchestrated by the Chair of the SPC and the Hearing Committee will consist of a quorum of the Physical Therapy department faculty (with the exception of the ADPE, ADPPCPD, or AdPhDPT as appropriate).

ii. Students participating in a hearing may have an advisor present, who may be an attorney. The role of an advisor during the hearing is limited to providing advice directly to the accused student. The consultant will not be permitted to speak directly to the faculty or other witnesses.
iii. The Chair of the PTD Student Progress 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.

iv. Hearings are closed to the public and will be audio recorded except for deliberations. A party to the hearing may request a copy of the recording up and until the appeals process is exhausted. 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.

v. Students who have allegations pending and that have not yet been heard by the Hearing Committee may continue to take classes.

VI. Appeal Process
a. A student found responsible for a violation has a right of appeal to the ADPE, ADPPCPD, or ADPhDPT, as appropriate utilizing the following process:
   i. The appeal to the appropriate Associate Director should be written on the PT Department Misconduct Appeal Form.
   ii. The appeal form must include the basis for appeal and be received by the Associate Director no later than five business days after the student has received written confirmation of the decision of the Student Progress Committee.
   iii. No new evidence is permitted in the appeal process.
   iv. During the 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 (PTP 629, 630, 730, 823, 824, and 825) until their appeals are resolved since only students in good standing are permitted to proceed into these courses.

b. Within two weeks of receiving the Appeal Form, the AD will issue a written statement to the student either confirming, modifying or reversing the Hearing Committee’s decision. The appeal is final and no further appeals are permitted.

VII. Record Keeping and Information Transmittal associated with a Professional Conduct Violation
a. The Chair of the Professional Conduct Committee and the appropriate Associate Director shall record essential elements of the process and place them in the student’s file in the PT Department.

Adopted date: 7-17-19 Replaces old Professional Conduct Policy

Professional Conduct Policy:
Sections below Revised 8/96:
   - Section 2.2.1 - Attendance, Subsections 2.2.1.1., 2.2.1.2., 2.2.1.4., 2.2.1.7., 2.2.1.8
   - Section 2.3.4 - General Use of Facilities, Subsections 2.3.4.1., 2.3.4.2., 2.3.4.3.
Revised August 1999 (7.4.2. and 7.4.3.)
Revised June 2000 (2.2.1.)
Revised August 2001 to replace MPT with DPT and Section 2.1.7.
Revised August 2002 (2.3 & 2.3.4.)
Revised August 2003 (2.1.7)
Revised June 2006 (2.1.7)
Revised August 2006 (2.2.1.3)
Revised November 2007 (entire document)
Revised June 2008 (1.2, 1.3, 7.5)
Reviewed July 2009
Revised September 2010
Revised June 2012
Revised July 2014
Appendix 1

At least 2 business days in advance of the Hearing:

   All potential witnesses’ names must be provided to the chair of the Student Progress Committee.
   If the student wishes to have a consultant present at the hearing, he/she must submit the name of their consultant. If the consultant is an attorney, the student is required to divulge that information to the chair of the SPC.
   Student under investigation may submit to the hearing committee a written statement regarding accusation and any supporting evidence.

The hearing will occur in this order:

   The student will make a presentation of his/her case to the committee.
   The faculty can then question the student.
   Witnesses will then testify.
   Witnesses invited by the accused student will testify.
   The committee can then question the accused student’s witnesses
   Witnesses the chair invites based on the preliminary investigation will testify.
   The student can then question the witnesses called by the committee chair.
   The accused student will then be excused from the hearing for committee deliberation in private.

The student will be notified of the outcome of the hearing within 10 business days via a formal letter prepared by the Chair of Student Progress Committee informing the student whether they have been found “responsible” or “not responsible” for the alleged violation and the applicable sanctions. The letter will also inform the student of the appeals process. Sanctions are effective immediately, pending appeal, following a student notification of the hearing outcome unless otherwise specified in the notification letter from the Student Progress Committee chair.
FORM
MISCONDUCT INCIDENT REPORT

The purpose of this document is to report incidents of suspected misconduct violations as specified in the Misconduct Policy and Procedure for PTD Programs. 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 faculty 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 the Chair of the Student Progress Committee.

Student: ______________________  PT Course: ___________________  Date Report Submitted __________

Incident Date: __________________

Faculty/Staff/Student Reporting Incident (optional): ______________________________

Description of Incident:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Student Comments (optional):
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Signature of Reporting Individual (optional): ________________________________
Date: ______________________

Presence of student signature indicates that the student has read and discussed the incident with the reporting faculty/staff/student. This is not required for form completion. Incident Reports are subject to review by the Chair of the Student Progress Committee. Further action by the Committee will be considered on a case-by-case basis.

Copies to: Student’s File, Chair of PT Student Progress Committee File, Faculty advisor and appropriate Associate Director notified of the incident
Misconduct Appeal Form

Submit this form to the ADPE, ADPPCPD, or ADPhDPT as appropriate within 5 business days of receiving written confirmation of the decision of the Hearing Committee.

Student Name: ______________ Date Filed: ______________

Student Signature: __________________________________________________________________________

Basis for appeal: (Check all that apply)

____ The decision made by the Hearing Committee is in violation of established departmental, school or university policies or procedures.

____ The decision of the Hearing Committee is clearly prejudicial, grossly inequitable, or academically indefensible.

____ The sanctions are disproportionate to the nature of the violation.

Statement citing evidence to support the indicated basis for appeal:

Form approved by Physical Therapy Faculty: Nov. 2007
Revised 6/08
Revised 6/12
Revised 3/2019

Additional Comments:

Plan: The student will

____ Request tutoring services  ____ Utilize writing center  ____ Consult health care provider

____ Contact Student Services  ____ Contact Women’s Center  ____ Other:

________________________________________________________________________________________

Faculty Signature ___________________________ Date ______________

________________________________________________________________________________________

Student Signature ___________________________ Date ______________

Note: Both faculty and student signatures acknowledge that the advising meeting occurred with the above information discussed.

Comments:
FORM
UNIVERSITY OF MICHIGAN-FLINT
College of Health Sciences
Physical Therapy Department

TRANSITIONAL 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 transitional 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 that are within the transitional 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 transitional DPT students at UM-Flint in these handbooks and I am responsible to read that information. I understand that the Transitional DPT Program has assigned a faculty advisor to me and that I can seek clarification from my advisor or from the program coordinator.

Name: ________________________________________________________________
(Please Print) 
Signature 

Date: ___________________________