

DOCTOR OF PHYSICAL THERAPY STUDENT HANDBOOK

**Physical Therapy & Rehabilitation Science
Graduate Program
The University of Iowa**

2011-2012

The University of Iowa Nondiscrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact the Office of Equal Opportunity and Diversity, (319) 335-0705.

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MISSION AND PRACTICE OF PHYSICAL THERAPY

The faculty of The University of Iowa Physical Therapy Graduate Program unanimously supports the following mission statement regarding the education of the entry-level physical therapy student:

Physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximum physical functions. We prepare our graduates to examine, evaluate, treat, and prevent impairments, functional limitations, and disabilities; to maintain and promote fitness, health and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to patients/clients. As essential participants in the health care delivery system, our graduates are prepared to assume leadership roles in prevention and health maintenance programs, in the provision of rehabilitation services, and in professional and community organizations. Our graduates are also able to play important roles in developing health policy and appropriate standards, as well as assessing clinical outcomes for the various elements of physical therapy practice.

Source: *Guide to Physical Therapist Practice*, 2nd ed. *Physical Therapy*. 2001;81:9-744.

PROGRAM DESCRIPTION

The Physical Therapy and Rehabilitation Science Graduate Program is located within the medical education complex of The University of Iowa. Post-baccalaureate graduate study toward a clinical entry-level doctor of physical therapy (DPT; two and one-half years; 101 total semester hours) and the doctor of philosophy in Physical Rehabilitation Science (PhD; approximately four years; minimum of 72 semester hours beyond the baccalaureate degree including 12 semester hours of dissertation research) are available.

PROGRAM GOALS

The Program, faculty, and staff are committed to the following goals:

1. Enhance the quality of the education program.
2. Continue to demonstrate a viable, creative, and productive physical therapy effort which is respected by and competitively comparable to other health professionals.
3. Prepare physical therapy practitioners, teachers, and researchers.
4. Effectively integrate within the educational program relevant elements of clinical practice, teaching, and research for different levels of training.
5. Expand and solidify relationships with other disciplines, agencies, and facilities while striving to increase the independent and interdependent status of physical therapy.
6. Enrich physical therapy with meaningful and constructive attitudes, empathy, and values.
7. Provide services which meet the needs of the patient, profession, and community.
8. Provide clinical, didactic and physical resources, and secure adequate finances to accomplish these goals.
9. Convey the accomplishments of the Physical Therapy and Rehabilitation Science Graduate Program at The University of Iowa to internal and external groups/agencies/institutions/interested parties.

PROGRAM MISSION STATEMENT

The mission of the Physical Therapy and Rehabilitation Science Graduate Program is to advance the health of humankind by:

- 1) excellence in education,
- 2) discovering new knowledge, and
- 3) developing leaders in healthcare and science.

Approved 1/29/2007

PROGRAM VISION STATEMENT

The vision of the Physical Therapy and Rehabilitation Science Graduate Program is to be the recognized leader in clinical practice, research, and education.

Approved 1/29/2007

TECHNICAL STANDARDS

Graduates from the Doctor of Physical Therapy (DPT) Program at The University of Iowa must possess and demonstrate the physical, cognitive, and emotional abilities required to provide physical therapy services in a broad variety of clinical situations and environments. All candidates in the DPT Program must perform, the skills listed below in a safe, effective, and efficient manner and in compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice, with accommodations when appropriate.

1. Communicate effectively through utilization of appropriate verbal, nonverbal, and written communication with patients, families, and others.
2. Demonstrate ability to apply universal precautions.
3. Utilize appropriate tests and measures in order to perform a physical therapy examination. Examples include, but are not limited to, the examination and evaluation of cognitive/mental status, vital signs, skin and vascular integrity, wound status, endurance, segmental length, girth, and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, cranial and peripheral nerve function, posture, gait, functional abilities, assistive devices fit/use, psychosocial needs, and the pulmonary system.
4. Demonstrate ability to reach diagnostic and therapeutic judgements through analysis and synthesis of data gathered during patient/client examination in order to develop an appropriate plan of care.
5. Perform fully or in a reasonably independent manner, physical therapy interventions appropriate to the patient's status and desired goals. These include but are not limited to, exercise and aerobic conditioning, functional training in self-care and home management, functional training in community and work integration activities, manual therapy techniques, prescription and application of appropriate prosthetic and orthotic devices, airway clearance techniques, wound management, physical agents and mechanical modalities, and cardiopulmonary resuscitation (CPR).
6. Apply teaching/learning theories and methods in health care and community environments.
7. Accept criticism and respond by appropriate modification of behavior.
8. Possess the perseverance, diligence, and consistency to complete the physical therapy curriculum and enter the practice of physical therapy.

Applicants who because of a health condition or disability believe they need accommodation to meet the technical standards for graduation should contact The University of Iowa's Office of Student Disability Services at (319) 335-1462.

DPT CURRICULUM OBJECTIVES

In agreement with the mission and vision of the University of Iowa Physical Therapy and Rehabilitation Science Graduate Program, graduates of the Doctor of Physical Therapy (DPT) program will:

Patient Care

1. Demonstrate the ability to practice in an ethical, legal, safe, caring, and effective manner in areas of:
 - standards of practice
 - applicable state and federal laws
 - ethical principles
 - scientific basis of evaluation, prevention and treatment
 - responsibility to refer to other physical therapists and other members of the health care team when indicated.
2. Be able to screen individuals to determine the need for physical therapy examination or for referral to other health professionals by identifying potential health problems and recognizing patient problems that may require other professional attention in addition to that from a physical therapist.
3. Determine in any patient with physical dysfunction a diagnosis that is within the scope of physical therapy by:
 - obtaining pertinent history and identifying patient problems through interview or other appropriate methods
 - selecting and performing appropriate examination
 - interpreting the results of physical therapy examinations of the neurological, musculoskeletal, cardiovascular, pulmonary, integumentary, and other systems as appropriate.
4. Design a comprehensive physical therapy plan of care that includes:
 - realistic measurable physical therapy goals and length of time for achievement
 - therapeutic procedures that have the potential for achieving the goals
 - recognition of the influence of biological, psychological, cognitive, social, and cultural factors on compliance and achievement of goals
 - concepts of health maintenance and promotion and prevention of disease and disability
 - collaboration with patients, families, those individuals responsible for the patient, and colleagues
 - re-evaluation and modification of the treatment and goals.
5. Manage a physical therapy plan of care by:
 - implementing a comprehensive treatment plan

- interact with patients and families in a manner which provides the desired psychological support
- appropriately delegate to and direct the physical therapist assistant and supervise other personnel
- participate in discharge planning and follow-up care including referral to other community resources as indicated
- document relevant aspects of history, examination, assessment, planning, and treatment
- demonstrate effective written, oral, and non-verbal communication with patients, families, colleagues, health care providers, and the public
- promote effective interpersonal relationships in all aspects of professional practice.

Physical Therapy Delivery System

6. Apply concepts and principles of management in the provision of physical therapy to individuals, organizations, and communities
7. Apply concepts of teaching and learning theories in designing, implementing, and evaluating learning experiences used in the education of patients, students, colleagues, and the community
8. Apply basic principles of scientific method to read and interpret professional literature, to participate in clinical research activities, and to critically analyze new concepts and findings
9. Design and implement cost effective physical therapy services
10. Plan and implement programs designed to promote and maintain health and wellness
11. Use current information management technologies in the delivery of physical therapy services and analysis of data when indicated
12. Demonstrate effective professional writing skills
13. Assess treatment and service outcomes
14. Participate in quality assurance programs
15. Plan for future professional development to maintain a level of practice consistent with acceptable standards.

Health Care System and Society

16. Recognize the need for demonstrating accountability, cost effectiveness of service provided, and efficacy of services
17. Participate in developing methods to meet the physical therapy needs of society
18. Serve as consultants to individuals, colleagues in physical therapy, other health professionals, organizations, and the community.
19. Serve in leadership positions as clinicians, researchers, and health policy managers.

GENERAL INFORMATION

1. Students will register for classes via the web at on the UI's ISIS system at <http://www.uiowa.edu/>. Click "ISIS" under "Current Students".
2. ICON (Iowa Courses Online) is the course management system at the University of Iowa that several courses in the program use. Students can log in to ICON at <http://icon.uiowa.edu>. Enter your HawkID and password and go to the "MyHome" page where all available courses will be listed.
3. A student liaison from the senior DPT class is assigned to each entering student to facilitate transition to a DPT student.
4. A faculty adviser is assigned to each student upon admission. Feel free to communicate with them any questions or concerns you may have.
5. The semester schedule as distributed will be followed unless announcements are posted, emailed, or given verbally. Every attempt will be made to give as much notice as possible of any schedule changes.
6. A booklist will be provided prior to each semester. Most books are available at the University Medical Student Bookstore in the Atrium area of the Medical Education & Research Facility (MERF). Hours are limited to 12:30 to 1:15 p.m., Monday through Friday, and Monday and Wednesday 4:45 to 5:30 unless otherwise indicated.
7. By policy, no food or beverages are allowed in 1-261 and 1-260 MEB (lab & teaching areas), 1-140 MEB (Alumni Study/Lounge), and 1-146 MEB (Conference Room) except for during special events.
8. Carefully read and abide by the Key Plan (page 8) and maintain security at all times.
9. A locker in the Program's locker room will be assigned to each student. Combination or other locks are to be provided by the student.
10. Student mailboxes are located in 1-276 MEB. Faculty mailboxes are located in 1-250 MEB.
11. Students may use the Program copier for a fee of 10¢/copy. A bill will be delivered to student mailboxes at the beginning of each month for any copies made. The number of copies made are to be logged on the notepad located on the copier.
12. Local phone calls may be made via the phones in the Alumni Study/Lounge (1-140 MEB). Push 8 to get an outside line.
13. Use of cell phones is prohibited during class time. Please turn the ringer off your phone before lecture or lab. You may give the Program's main phone number (319-335-9791) for emergency purposes and a staff member will find you.

14. Be proud of our facilities. **All equipment, materials, etc., should be in place at the end of each day.** All should help at the end of labs with restoration.
15. Fees due the Physical Therapy & Rehabilitation Science Graduate Program for the summer 2011 session for first year students are:

Name pin	15.00
Student Evaluation Kit	110.50
Gait Analysis Book	27.00

We also strongly recommend APTA membership. National dues are \$80 and Iowa Chapter dues are \$20. You may join online at apta.org.

16. All students are responsible for assuring that **Health Screening is current and complete** with Student Health Services. If such is not the case, clinical facilities will not allow you to participate in clinical education. The result can be potential alterations in academic standing in the program.
17. Clinical Education Expenses c There will be some travel required to clinic sites in surrounding cities. A car is nice to have but not necessary as generally students can car pool. During the second summer (6 week session) and the last 27 weeks of the program, some travel will likely be required to off-campus clinical sites. Living expenses will vary depending on where the students complete their internships. Students select their internships from a list of sites provided by the program's Clinical Education Coordinator.
18. Malpractice insurance is required on all DPT students in the program. The University maintains professional liability insurance on the DPT students in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate per year. The cost for coverage is paid by the Program. Detailed information concerning limits of coverage, etc., may be obtained from Mr. Byron Bork, Academic Coordinator of Clinical Education.
19. Health insurance is required. If students do not provide proof of insurance they will automatically be enrolled in a health insurance plan and billed on their UI monthly bill. Proof of coverage must be provided yearly to the university. Also, many of our clinical internship centers will require the physical therapy intern to provide proof of health insurance coverage prior to beginning the internship.
20. Video/Audio Taping - Students must obtain the consent of the instructor before video/audio taping lectures or laboratory sessions.
21. Student Fees - Students in the DPT Program will be billed for books that are ordered and distributed through the Program, name pins, and other miscellaneous items.
20. Read the remainder of this handbook and retain for later use.

PROTOCOL FOR HANDLING EMERGENCIES

Physical Therapy Receptionist: **335-9791**

Medical Emergencies: **9-911**

Other Emergencies: Call 9-911

Public Safety/Campus Security:

Emergency 9-911

Non-emergency 335-5022

When Calling:

1. Give your name and University affiliation
2. Briefly describe the nature of the emergency situation
3. Indicate location and telephone number (specify room number and building)
4. Wait for questions--let the other party hang up first.

KEY AND SECURITY PLAN

The Program's main office area and teaching clinics are unlocked Monday-Friday 8:00 AM to 5:00 PM (except for University holidays). To gain access early mornings, evenings, weekends, or holidays, you will need to use your ID card. Card swipes for the Medical Education Building (MEB) are located at the door at the north side of MEB by the loading dock and at the exterior entrance to the Alumni Study/Lounge at the south side of MEB (down the stairs). Interior card swipes are at the main Program entrance and the entrance to the Student Study/Lounge. Please do not prop doors open for security and safety purposes. Unknown persons seeking admittance to student areas should be directed to the receptionist who will verify the identity of the person and the need for admittance. Any unknown person discovered within these rooms or loitering in the hallways outside these rooms should be reported to the program's receptionist during normal working hours or campus security at other times. The last person to leave an area is responsible for closing and latching the windows, turning off the lights, and locking the door. As a courtesy, it is a good practice to inform a colleague that you are leaving and he or she is the last person in the room.

Students will need access to individual faculty research laboratories while participating in the student research projects. One person from each student group will be designated the key holder for the group and will be issued an entry key. Keys issued in this manner will be for the period of the project. If you would like to gain access to faculty laboratories, you will need to check out a key through office staff.

PHYSICAL THERAPY STUDENT ORGANIZATION (PTSO)

The University of Iowa Physical Therapy Student Organization is a recognized student organization within the Office of Student Life at The University of Iowa. Membership is open to all University of Iowa students enrolled in the physical therapy curriculum. Byron Bork serves as the faculty advisor and the officers consist of a president, a vice-president, and a secretary-treasurer. Additionally, each class elects or appoints two student representatives to attend faculty meetings, a social chair, a representative to the Iowa Physical Therapy Association, a representative to the Graduate Student Review and Promotion Committee and a representative to the Grievance Committee.

The organization's purpose is to enhance student participation in professional and community outreach activities related to the profession of physical therapy. Participation in this organization fosters those behaviors which are appropriate to a professional person and promotes the transition from student to professional practitioner. The organization represents physical therapy before other student groups and the public. In addition, the organization acts as a liaison between the physical therapy program and prospective physical therapy students.

Major activities of the PTSO include 1) an annual Wheelchair Challenge event designed to promote awareness to accessibility issues and to raise money to benefit selected charities; 2) planning and implementing an annual job fair, 3) organization and covering the mobile clinic, 4) organization of the Physical Therapy Ball, and 5) organization of a continuing professional education conference.

DPT COMPUTER WORKSTATIONS

- 1. Scheduling**
Please be considerate when using the computers in the Alumni Student Study/Lounge. Unresolved conflicts should be directed to the Department Chair.
- 2. Access**
See **Key Plan** for access.
- 3. Software**
Computer software installed on Program computer workstations is licensed for use ONLY on the computer on which it is installed! No student may copy and install licensed software on another computer. No software other than the program supplied software is to be installed. User files are to be stored on student owned and supplied storage media (CDs, DVDs, flash drives). No files may be stored on the hard disk. Any unauthorized files will be erased.

DPT SHORT-COURSE/WORKSHOP ENDORSEMENT PROTOCOL

In an effort to facilitate and support the efforts of individuals interested in offering short-courses or workshops to our DPT students, as well as keeping faculty informed and ensuring the appropriate use of resources, the following protocol is suggested for getting the endorsement of the Curriculum & Instruction Committee. This endorsement is required of all short-courses/workshops using any Program facilities or resources and strongly recommended of all short-courses/workshops offered to the DPT students.

The presenter should prepare a one-page outline that briefly describes the purpose, goals, content outline, intended audience, and presentation method.

For those short-course/workshops wishing to use the *Physical Therapy and Rehabilitation Science Graduate Program's* facilities and/or resources, the following should also be included: facilities required (if possible, including times and dates), faculty or secretarial support required, equipment needs, expendables required, and a plan for cost recovery (where appropriate).

The student facilitator should assign a clean-up crew to make sure the room is picked up and re-oriented after the short-course/workshop.

Adopted 5/01; Revised 6/07

POLICY ON ETHICS IN RESEARCH

The Program faculty wishes to heighten sensitivity of students to the ethical standards of the University community. All students will be expected to complete the online Protection of Human Subjects Certification. A portion of the University's Policy on Dealing with Conflicts of Interest is reproduced below from the University's operations manual. The entire Operations Manual is available online at <http://www.uiowa.edu/~our/opmanual/>.

CHAPTER 18: CONFLICTS OF COMMITMENT AND INTEREST (President 9/95; 2/03; 4/05; 2/06; 1/09)

18.1 INTRODUCTION.

The University of Iowa and its employees are committed to the principle of free, open, and objective inquiry in the conduct of its teaching, research, and service missions. Accordingly, it is crucial that University activities be conducted in an atmosphere that is free of conflicts of interest compromising this principle. For the purpose of protecting both the integrity and objectivity of its employees in the performance of their University obligations, it is the policy of the University that conflicts of interest should be avoided where possible, or otherwise disclosed and managed. University employees are compensated for the performance of all assigned duties arising from their employment with the University. In addition, however, there are many opportunities to develop relationships with outside entities and engage in other activities that enhance one's professional competency, render valuable service to the community, and benefit the individual and University. Such activities and relationships must be conducted in a manner consistent with institutional and public values. Occasionally, such relationships or activities create a conflict of either commitment or interest that must be disclosed and managed so as to avoid violation of state or federal law and/or basic principles of ethics and fairness. The existence of a conflict is not always clear-cut. University employees are expected to make a reasonable effort to determine whether their relationships and activities create, or appear to create, such conflicts. If there is any uncertainty, employees should consult their departmental executive officer (DEO) or equivalent.

This policy describes: 1) situations that may raise the question of the existence of conflicts of commitment or interest, and 2) disclosure and management mechanisms to ensure that such conflicts are properly reviewed and resolved or managed. It details the University of Iowa policy for conflict of commitment (II-18.4), conflict of interest in the workplace (II-18.5), and conflict of interest in research (II-18.6).

Failure to disclose a conflict and/or comply with required management strategies constitutes a violation of University policy and may violate state and federal law. Official records of disclosure will be deemed confidential personnel information and not available under the State of Iowa open records law.

After consultation with their employees, individual units within the University may adopt more stringent rules, which must be approved by the vice president (or executive vice president and provost) responsible for that unit. Other University policies that address other types of conflicts of interest not covered by this policy are referenced at the end of this chapter.

27.4 GENERAL POLICY AND PROCEDURES FOR REVIEW OF RESEARCH PROJECTS INVOLVING USE OF HUMAN SUBJECTS. (President 8/7/75; amended 9/97; 11/00; 6/01; 8/02)

It is the general concern of the University that no research done under the jurisdiction of the University expose persons who participate as subjects or respondents to unreasonable risks to their health, general well-being, or privacy.

Specifically, the University is concerned that in all research and related activities involving the use of human subjects: 1) the rights and welfare of the individuals involved are adequately protected; 2) the participation of the subjects is based on freely given, legally effective informed consent; and 3) the risks to the subject are reasonable in relation to the sum of the benefit to the subject and the importance of the knowledge to be gained as to warrant a decision to allow the subject to accept these risks.

Therefore, all research and related activities involving the use of human subjects must be submitted for prior review by the appropriate University Institutional Review Board (IRB) to ensure that the above conditions are met.

Primary responsibility for assuring that the rights and welfare of research subjects are protected continues to rest with principal investigators conducting the research. Others engaged in the conduct of the research share this responsibility. Teachers who assign or supervise research conducted by students have an obligation to consider carefully whether those students are qualified to adequately safeguard the rights and welfare of subjects.

The University has provided the federal government with a formal commitment to ethical and appropriate review and conduct of human subjects research in a document entitled "Federalwide Assurance of Protection for Human Subjects." The detailed University policy and procedures are described in a manual entitled "Investigator's Guide to Human Subjects Research." Both documents are available via the World Wide Web at <http://research.uiowa.edu/hso> or in hard copy from the Human Subjects Office.

POLICIES AND REGULATIONS AFFECTING STUDENTS

A handout entitled "Policies and Regulations Affecting Students" is distributed in the *Daily Iowan* every fall. The procedures for handling many problems are outlined in that handout. If you did not receive a copy of the handout, you may call the office of the Dean of Students (335-3557) to obtain one. Your advisor is also a good person to consult for help with any academic issues. The University of Iowa also has an Ombudsperson. The Ombudsperson responds to problems and disputes presented by any member of the University community which seem unresolvable through existing policies or procedures. That office provides a confidential, neutral, and independent resource of people willing to listen, provide information, advice and mediate when necessary. The Ombudsperson's mission is to ensure that all members of the University community receive fair and equitable treatment. Email (ombudsperson@uiowa.edu) or call (335-3608) that office if they can help you. Individuals in a supervisory role are required to report incidents of sexual harassment of which they become aware. If an individual comes to a faculty member regarding such an incident, the faculty member must inform the student that they are required to report the incident and that if they want the information to be confidential, they must go to a confidential resource such as the Ombudsperson, Women's Resource and Action Center, Rape Victim Advocacy Program, Faculty and Staff Services, or University Counseling Service. Other offices particularly helpful to students are:

Associate Dean for Academic Affairs
Graduate College
(general grievances)
6 Gilmore Hall
319-335-2137

University Counseling Service
(educational, personal, vocational counseling)
3223 Westlawn
319-335-7294
<http://www.uiowa.edu/ucs>

Student Disability Services
(disability diagnosis, disability accommodations)
3015 Burge Hall
319-335-1498; 319-335-1498 (TTY)
<http://www.uiowa.edu/~sds>

Student Health
(health concerns, drugs/alcohol problems)
4189 Westlawn South
319-335-8370
<http://studenthealth.uiowa.edu/>

Student Legal Services
(general legal advice)
157 Iowa Memorial Union
319-335-3276
<http://imu.uiowa.edu/legal-2/>

Public Safety
(safety concerns)
808 University Capitol Centre
319-335-5022
<http://police.uiowa.edu/>

Rape Victim Advocacy Program
(women's health/safety concerns)
322 South Linn St, Suite 100
319-335-6001;
Rape Crisis Line: 319-335-6000
<http://www.rvap.org/>

STUDENT MISTREATMENT

A number of reporting and counseling avenues exist at the University of Iowa for students who have been mistreated. In addition to those services, students are encouraged to raise any concerns with the Program's Faculty, Staff & Student Affairs Committee, either directly to the Committee Chairman (Byron Bork) or through their academic adviser. The College of Medicine's Medical Education Committee has used AMA guidelines to create a definition for medical student mistreatment:

On the behavioral level abuse may be operationally defined as behavior by healthcare professionals and students which is exploitive or punishing. Examples of inappropriate behavior are; physical punishment or physical threats: sexual harassment; discrimination based on race, religion, ethnicity, sex, age, sexual orientation or physical disabilities; repeated episodes of psychological punishment of a student by a particular superior (e.g. public humiliation, threats, intimidation, removal of privileges); grading used to punish a student rather than to evaluate objective performance; assigning tasks' for punishment rather than educational purposes; requiring the performance of personal services; taking credit for another individual's work; intentional neglect or intentional lack of communication.

PLAGIARISM AND CHEATING

Academic fraud, dishonesty, and cheating are considered serious academic misconduct. All students suffer when academic misconduct takes place. Academic fraud, dishonesty, and cheating disturb the mutual respect that should exist between instructors and students and between students, and can poison the atmosphere of a classroom. Perhaps most seriously, those who commit academic fraud, dishonesty, or cheating are robbed of the educational experiences that are the primary purpose of course work. Instructors are expected to help students understand and avoid all academic fraud.

Students unclear about the proper use and citation of sources, or the details and guidelines for any assignment, should discuss the assignment and questions promptly with the instructor. All forms of plagiarism and any other activities that result in a student presenting work that is not really his or her own are considered academic fraud.

Academic fraud includes these and other misrepresentations:

- Presentation of ideas from sources that a student does not credit
- Use of direct quotations without quotation marks and without credit to the source
- Paraphrasing information and ideas from sources without credit to the source
- Failure to provide adequate citations for material obtained through electronic research
- Downloading and submitting work from electronic databases without citation
- Participation in a group project which presents plagiarized materials
- Taking credit as part of a group without participating as required in the work of the group

- Submitting material created/written by someone else as one's own, including purchased term/research papers

Cheating on examinations and other work interferes with a student's education as well as the education of others in the class. If guidelines for any testing situation or assignment are unclear, discuss the matter promptly with the instructor. Academic cheating includes all of the following, and any other activities that give a student an unfair advantage in course work:

- Copying from someone else's exam, homework or laboratory work
- Allowing someone to copy or submit your work as his/her own
- Accepting credit for a group project without doing your share
- Submitting the same paper in more than one course without the knowledge and approval of the instructors involved
- Using notes, pre-programmed formulae in calculators, or other materials during a test or exam without authorization
- Not following the guidelines specified by the instructor for a "take home" test or exam

FORGERY

The Code of Student Life prohibits forgery of University records, documents, or student identification cards. Professional staff members at CLAS Academic Programs & Services interview students suspected of forgery and take disciplinary action based on the interview and verification provided by the advisor, instructor, or dean whose signature is in doubt.

DISCIPLINARY ACTION

- (1) By the Instructor. The individual instructor may reduce the student's grade, including the assignment of the grade of >F= in the course. A report of this action is sent to the dean's office.
- (2) By the Dean. The dean of the college or a student-faculty committee appointed by him or her may impose the following or other penalties as the offense may warrant; disciplinary probation, assessment of additional hours for the degree, suspension from the college, or recommendation of expulsion from the University by the president.

GRADUATE STUDENT REVIEW AND PROMOTION

Rules and Regulations of the Graduate College:

The Rules and Regulations of the Graduate College apply to all students in the Physical Therapy and Rehabilitation Science Graduate Program. These rules and regulations are published in the University's General Catalog and a manual is available online at:

<http://www.grad.uiowa.edu/Students/AcademicPolicies/>

Doctoral students in the Physical Therapy and Rehabilitation Science Graduate Program are to maintain a 3.0 GPA on all courses in our curriculum. This does not include any transferred graduate credits that are not included in our curriculum.

All doctoral students in the Graduate College on regular status are placed on probation if, after completing 8 semester hours of graduate work at this University, their cumulative grade point average on such graduate work is less than 3.0. If after completing 8 more hours of graduate work at this University, their cumulative grade-point average on graduate work completed here remains below 3.0, they are denied permission to re-register; otherwise, they are restored to good standing.

Rules and Regulations of the Physical Therapy & Rehabilitation Science Graduate Program:

Student evaluation will be conducted by the **Graduate Student Review and Promotion Committee** following the completion of each academic session and at other times as deemed necessary by circumstances or by the Director.

Committee Composition

- Three faculty, one PhD student, one DPT2 student.
- Student members will be recommended by their peers and approved by faculty committee members.
- Student members will serve one-year terms beginning June 1st each year.
- Students are non-voting members.
- Committee members will receive orientation and education regarding committee responsibilities by senior committee members.

Scope of the Committee

The purpose of the Graduate Student Review and Promotions Committee is to ensure that each person who graduates from The University of Iowa Graduate Program in Physical Therapy and Rehabilitation Science has **adequate skills, knowledge, and judgment** to assume appropriate professional responsibilities within the physical therapy profession. To perform these duties, the committee will depend upon the cooperation, advice and judgment of faculty, students and administration.

The Graduate Student Review and Promotions Committee may interview students for the following reasons:

- Students who fail to receive a grade with Graduate College credit (A thru C-carries Graduate College credit) in courses or clinical internships.
- Unprofessional or unethical behavior such as plagiarism, dishonesty, theft, cheating, violation of patient confidentiality, alcohol or substance abuse-related violations, etc.

Information obtained from criminal background checks will be assessed by the Chair of the Faculty, Staff, and Student Affairs Committee in concert with the Committee. The Chair will maintain the confidentiality of individuals except in cases where the incident is viewed to potentially impact professional behavior, necessitating review by the Graduate Student Review and Promotions Committee.

- Negative comments on clinical education evaluations.
- Persistently poor or marginal academic or clinical performance.
- Requests to extend the period of study beyond the usual time allowed.
- Former students applying for reinstatement to the Program after withdrawal or dismissal.
- Other purposes as determined by the Program Director in consultation with the Review and Promotions Committee.

Except under extenuating circumstance that are communicated in writing, failure of the student to appear before the committee will be viewed as a negative response by the student when the issue is deliberated by the committee.

Appearing before the Review and Promotions Committee

- A written request will be provided outlining the purpose for an independent appearance before the Review and Promotions Committee.
- Students are expected to answer questions posed by the Committee members during the interview. In addition, if desired, students may bring a prepared statement to read at the meeting.
- The student may not contact the Review and Promotion Committee members in advance of or following the meeting regarding committee actions or deliberation.
- All deliberations and actions of the committee will be held in the strictest confidence.

Review and Promotion Committee Actions

- Following the interview with the student, Committee members will discuss the student's situation and faculty members will vote on a recommendation to be sent to the Director. The Committee has the authority to recommend:
 - No action is necessary.
 - Changes in the students' program of study.
 - A plan of action or recommendation for corrective action on issues of professionalism or behaviors.
 - Dismissal

- When voting on a recommendation, three faculty members must be present at the meeting and a simple majority is required for passing a recommendation.
- Review and Promotion Committee members may recuse themselves from an interview and discussion on a student if they feel there may be a conflict of interest. Faculty members who recuse themselves will temporarily be replaced by faculty members appointed by the Director.
- Official paperwork outlining the Committee's recommendation will be delivered to the Program Director and the student within 3 working days of the Review and Promotion Committee meeting.

Program Director Actions

- The Director will review the recommendations of the Committee and make a decision on the recommendation within 3 working days of the Review and Promotions Committee meeting and indicate that decision with his signature.
- A student may schedule an appointment with the Director to discuss the Review and Promotion Committee's recommendation prior to the Director's decision and within the 3 working days referenced above.
- A student wishing to appeal the Director's decision must submit a letter to the Director within 3 working days of receiving notification of that decision, with a copy to the Associate Dean of Academic Affairs of the Graduate College.

Grievance Procedures:

In general, the Program adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV.E. The manual is available online at:

<http://www.grad.uiowa.edu/Publications/ManualOfRulesAndRegs/index.htm>

This manual also states that "If a student judges the dismissal decision improper, the student has a right to review. Each department shall establish procedures for handling such reviews." The following procedures will be followed by the Graduate Program in Physical Therapy and Rehabilitation Science.

1. The Program Director will appoint a minimum of three graduate faculty members and two students at the beginning of each academic year to serve, if called upon, as members of the Grievance Committee. (Members will be different from those currently serving on the Graduate Student Review and Promotions Committee).
2. Prior to the formal initiation of the grievance process, a student should discuss the grievances with the Program Director in an attempt to resolve such grievances informally.
3. If the student continues to feel the decision is improper and cannot be resolved through the discussion provided for in #2 above, the student shall forward a written request for review of the decision to the Program Director. The letter should outline the grievances in reasonable detail. In addition, the student should choose two of the graduate faculty members and students from those chosen to serve on the committees, to constitute his/her review committee.
4. The Program Director shall designate a chairman of the review committee from those committee members identified by the student.

5. The review committee chairman shall convene the committee as soon as possible. Normally it is expected that the review process will be completed within two weeks of its formal initiation by the student.
6. The student requesting the review shall have the opportunity to discuss the grievances directly with the committee and provide any supporting material relevant to the review.
7. The review committee shall then determine what additional information or consultation is necessary to complete their review.
8. Upon review of relevant information the review committee shall communicate their findings and recommendations in writing to the student and the Program Director. The committee's report should include major considerations in the decision.

DPT PLAN OF STUDY

The DPT program requires students to complete 101 semester hours of graduate credit and allows 3 semester hours of optional elective course work. Students should meet with their academic advisor (see final page of this handbook for advisor assignments) to decide if they wish to take electives. The Program office maintains a listing of recommended electives and a file of course evaluations from previous course participants in the Program Library.

THE UNIVERSITY OF IOWA PHYSICAL THERAPY & REHABILITATION SCIENCE GRADUATE PROGRAM

Purpose of this form is to assist the student in developing a plan for elective course work in the Doctor of Physical Therapy Program (DPT). The DPT curriculum requires 101 semester hours of graduate credit. A summary of the required courses is listed below.

<u>Summer Session</u>	<u>s.h.</u>	<u>Third Semester (Fall)</u>	<u>s.h.</u>
101:140 (PTRS:5101) Intro to PT Practice I	2	101:122 (PTRS:6122) Psychosocial Aspects of Pt Care	1
101:141 (PTRS:5102) Principles of PT I	2	101:134 (PTRS:6134) PT Mgmt of Integumentary Syst	2
101:205 (PTRS:5205) Health Promotion & Wellness	3	101:170 (PTRS:6170) Prosthetics & Orthotics	2
414:198 (PCP:3198) UIHC Compliance Training	<u>0</u>	101:200 (PTRS:6200) Pediatric PT	1
	<u>7</u>	(1 sh required; 1 sh optional)	
		101:202 (PTRS:6202) Musculoskeletal Therapeutics II	3
<u>First Semester (Fall)</u>	<u>s.h.</u>	101:224 (PTRS:6224) Prin Mtr Contr & Appl Neurosci	4
060:108 (ACB:5108) Human Anatomy	5	101:237 (PTRS:6237) Service Learning I	1
069:133 (PATH:8133) Intro to Human Pathology	4	101:248 (PTRS:6250) Research in PT	2
101:120 (PTRS:5100) Professional Issues and Ethics	1	xxx:xxx Elective (optional)	<u>1</u>
101:142 (PTRS:5103) Principles of PT II	2		16-17
101:189 (PTRS:5790) Clinical Education I	1		
101:209 (PTRS:5209) Surface Anatomy	1	<u>Fourth Semester (Spring)</u>	<u>s.h.</u>
101:210 (PTRS:5210) Kinesiology & Pathomechanics	4	101:121 (PTRS:6121) PT Mgmt & Admin II	1
101:235 (PTRS:5235) Case Based Learning I	<u>1</u>	101:133 (PTRS:6133) Pain Mechanisms & Treatment	2
	<u>19</u>	101:151 (PTRS:6204) Progressive Functional Exercise	2
		101:172 (PTRS:6172) Radiology/Imaging for PT	2
<u>Second Semester (Spring)</u>	<u>s.h.</u>	101:173 (PTRS:6173) Differential Diagnosis in PT	2
060:234 (ACB:8144) Medical Neuroscience	4	101:191 (PTRS:6792) Clinical Educ III	1
101:131 (PTRS:5131) Therapeutic Physical Agents	2	101:203 (PTRS:6203) Musculoskeletal Therapeutics III	4
101:185 (PTRS:5201) Musculoskeletal Therapeutics I	3	101:225 (PTRS:6225) Neuromuscular Therapeutics	3
101:190 (PTRS:5791) Clinical Education II	1	101:238 (PTRS:6238) Service Learning II	1
101:201 (PTRS:5215) Appl Clinical Medicine	2	101:251 (PTRS:6251) Critical Inquiry in PT I	2
101:206 (PTRS:5206) Cardiopulmonary Therapeutics	3	xxx:xxx Elective (optional)	<u>1</u>
101:236 (PTRS:5236) Case Based Learning II	1		20-21
xxx:xxx Elective (optional)	<u>1</u>	<u>Summer Session</u>	
	<u>16-17</u>	101:194 (PTRS:6794) Clinical Internship	<u>7</u>
			<u>7</u>
<u>Summer Session</u>	<u>s.h.</u>	<u>Fifth Semester (Fall)</u>	<u>s.h.</u>
101:119 (PTRS:6120) PT Mgmt & Admin I	2	101:194 (PTRS:6794) Clinical Internship	5
101:143 (PTRS:6143) Selected Topics in PT Practice	2	101:252 (PTRS:6252) Critical Inquiry in PT II	<u>1</u>
101:176 (PTRS:6176) Pharmacology for PT	3		<u>6</u>
101:194 (PTRS:6794) Clinical Internship	<u>3</u>		
	<u>10</u>		

Total: 101-104

Student Signature _____

Adviser Signature _____

Program Director Signature _____

Date _____

CALENDAR

The University of Iowa Outline of *Required Clinical Education* Experiences for Students in the Doctor of Physical Therapy Program

Academic Session	Class of 2011	Class of 2012	Class of 2013
<p style="text-align: center;">Spring 2011 January 18-May 13</p> <p>Note: Neuroscience for DPT1's begins January 11, 2011</p>	<p style="text-align: center;">2 week full time clinical January 3-14, 2011</p>	<p style="text-align: center;">Monday and Wednesday afternoon clinicals in Iowa City-Cedar Rapids area. Every other week for each student.</p>	
<p style="text-align: center;">Summer 2011</p>	<p style="text-align: center;">Two internships of 9 weeks each May 23-July 22, 2011 August 1-Sept. 30, 2011</p>	<p style="text-align: center;">Six week internship in an inpatient setting July 5-August 12, 2011</p>	
<p style="text-align: center;">Fall 2011 August 22-December 16</p>	<p style="text-align: center;">One internship of 9 weeks length Oct 10-Dec. 9, 2011</p> <p style="text-align: center;">Commencement: December 16, 2011</p>		<p style="text-align: center;">6 or 7 Friday clinicals in Iowa City-Cedar Rapids area. Every other week for each student.</p>
<p style="text-align: center;">Spring 2012 January 17-May 11</p> <p>Note: Neuroscience for DPT1's most likely begins January 10, 2012</p>		<p style="text-align: center;">2 week full time clinical January 2-13, 2012</p>	<p style="text-align: center;">Monday and Wednesday afternoon clinicals in Iowa City-Cedar Rapids area. Every other week for each student.</p>
<p style="text-align: center;">Summer 2012</p>		<p style="text-align: center;">Two internships of 9 weeks each May 21-July 20, 2012 July 30-Sept 28, 2012</p>	<p style="text-align: center;">Six week internship in an inpatient setting July 2-August 10, 2012</p>
<p style="text-align: center;">Fall 2012 August 20-December 14</p>		<p style="text-align: center;">One internship of 9 weeks in length October 8-Dec. 7, 2012 Graduate School Commencement most likely: December 14, 2012</p>	
<p style="text-align: center;">Spring 2013 January 22 - May 17</p>			<p style="text-align: center;">2 week full time clinical January 7-18, 2013</p>

*NOTE: 2013 terminal internship dates for the Class of 2013 are: May 27-July 26; August 5-October 4; October 14-December 13. Graduation for 2013 graduates will most likely be December 20, 2013.

FACULTY/STUDENT ADVISEE ASSIGNMENTS – 2011

FACULTY ADVISER: LAURA FREY LAW		
Class of 2011-2013	Class of 2010-2012	Class of 2009-2011
Jordan Galles David Indovina Lacie Kalan Kelsea Leacox Derek Richards Allison Shedek	Jason Abbuhl Michelle Bollaert Megan Kerns Grace Kohl Kelcie McKain Jena Tiemeyer	Jeff Bitter Brian Boese Angela Hartwig Leah Piotrowski Kirstein Reck Samantha Wiechman

FACULTY ADVISER: SUSANNE MORTON		
Class of 2011-2013	Class of 2010-2012	Class of 2009-2011
Alison Charipar Shauna Gribben Tyler Johnston Ashleigh Miele Bryan Stein Kristina Timmer	Jacob Brueck Jeff Darling Kaitlin Downs Kayla Koch Laura Hess Alicia Liebe	Sami Crane Dan Halfman Stefanie Kirk Joe Nelson Caitlin Larsen Amy Wedeking

FACULTY ADVISER: RICHARD SHIELDS		
Class of 2011-2013	Class of 2010-2012	Class of 2009-2011
Elliot Cook Anna Greenwald Jared Johanns Amanda Kockler Krista Leibfried Patrick McCue	Elizabeth Easker Kelli Goerdt Kelsey Hake Natalia Lawson Jordan Vos Katie Jo Wessels	Ashley Bronner Aaron Burke Samantha Gubbels Jessica Jungers Doug Perkins Emily Thomas

FACULTY ADVISER: KATHLEEN SLUKA		
Class of 2011-2013	Class of 2010-2012	Class of 2009-2011
Ross Hanson Rebecca Heffling Alison March Justin Nicol Sean Tiedt Kelcie Wittman	Rachel Bierbaum Jaime Lang Lyndsey Mueller Kelsey Scavo Kyle Strickland Natti Tipayamongkol	Sam Arentson Melissa Bro Angela Hanson Amanda Kakac Kelly Martin Taylor Sweers

FACULTY ADVISER: GLENN WILLIAMS		
Class of 2011-2013	Class of 2010-2012	Class of 2009-2011
Kristin Iehl Denise Lovorn Rachel Madsen Brook Maher Jordan Prihoda Chris Woerdehoff	Linea Bartel Lori Conrad Jennifer Peters Jessica Riens Jeff Swartzendruber Megan Wilmot	Kelly Baker Ryan Chizek Brittany Keyes Kyle Merten Alysha Schuring Rene Teel

FACULTY ADVISER: JOHN YACK		
Class of 2011-2013	Class of 2010-2012	Class of 2009-2011
Erin Bower Corey Dieser Tara Hackney Rae'lyn Frett John Sheldahl Kelsey Williams	Kate Bissig Traci Goltz Alice Hwan Amber Jorgensen Randyl Meyer-LaMaack Amanda Paige Matt Winegard	Troy Bockenstedt Tamara DeVries Amanda Emrick Katie Hare Shane Nissen