

STUDENT HANDBOOK

Doctor of Physical Therapy (DPT)



2009 - 2010

**Department of Physical Therapy
College of Education and Applied Professional Studies
The University of Tennessee at Chattanooga
Chattanooga, Tennessee**

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INTRODUCTION

MISSION STATEMENT

| | UTC | College of Health, Education & Professional Studies | PT (adopted 7/2003; revised 12/2007 & 4/2008) |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VISION | The University of Tennessee at Chattanooga will be recognized as a premiere metropolitan university, known for its outstanding undergraduate and graduate programs, scholarly and creative achievements, diversity and inclusiveness, and critical partnerships that take advantage of our setting to provide solutions to global concerns. | The College of Health, Education and Professional Studies will prepare liberally educated, technologically efficient and effective scholars and practitioners for life in a global society. | <p>Within our engaged metropolitan university, the Physical Therapy Program will become recognized regionally as a leader in physical therapy education, research, and clinical service through emphases on:</p> <ul style="list-style-type: none"> • culturally congruent, evidence-based patient care; • service to the profession; • national/international outreach; • engagement in the greater Chattanooga community and beyond; and • graduating competent physical therapy professionals for the state of Tennessee and beyond. |
| MISSION | The University of Tennessee at Chattanooga is an engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement. | Faculty and staff in the College of Health, Education and Professional Studies collaboratively engage students in diverse, high quality learning with opportunities for research and service within the metropolitan community. | The Department of Physical Therapy is committed to developing engaged, competent life-long learners who provide evidence-based physical therapy to the community through teaching, research, service and leadership. |

| | | | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CORE VALUES</p> | <p>In fulfilling our mission, we are committed to our core values:</p> <ul style="list-style-type: none"> • Preparing for the future <ul style="list-style-type: none"> ○ The development of ethical and socially responsible leaders, professionals, scholars, and citizens. ○ The creation of opportunities for those who seek truth, knowledge, and higher quality of life. • Education and engagement <ul style="list-style-type: none"> ○ Excellence in teaching with a student-focused, supportive, and challenging environment. ○ Achievement and national recognition in research, scholarship, and creative endeavors. ○ Effective partnerships that provide meaningful involvement in educational, economic, and community development. • Positive institutional environment <ul style="list-style-type: none"> ○ A collegial, mutually respectful, and professionally rewarding environment. ○ Broad diversity of people and ideas to strengthen our institution and community. • c. Reasonable and affordable access to quality higher education. | <p>In fulfilling our mission, the College is committed to:</p> <ul style="list-style-type: none"> • Enhancing the bodies of knowledge in each of its disciplines. • Promoting the values and ethics of a truth-seeking, caring college. • Serving diverse populations by preparing family and social services experts; health and lifestyle professionals; and leaders and teachers for the 21st century. • Promoting critical partnerships with communities for the development of socially responsible leaders. | <p>In fulfilling our mission, the Department is committed to:</p> <ul style="list-style-type: none"> • Providing a diverse student population quality educational experiences for the preparation of entry-level physical therapists. • Enhancing the educational experience by the use of research, technology, laboratory, and clinical experiences. • Developing and teaching a curriculum that is based upon the evolving state of the profession • Expanding the body of knowledge in the field through research and other scholarly activities • Providing services for the College, University, the profession of physical therapy and the community. |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

PHILOSOPHY FOR GRADUATE PHYSICAL THERAPY EDUCATION

Physical therapy is defined in the *2004 Guide to Physical Therapist Practice* as “the care and service provided by or under the direction and supervision of a physical therapist.” “Physical therapists: 1) provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes; 2) interact and practice in collaboration with a variety of professionals; 3) address risk factors and behaviors that may impede optimal functioning; 4) provide prevention and promote health, wellness, and fitness; 5) consult, educate, engage in critical inquiry; and 6) direct and supervise the physical therapy service, including support personnel.”

Physical therapy education addresses the preparation of graduates for major roles in primary care, secondary and tertiary care, and promotion of health, wellness, and fitness. The educational program must prepare graduates to integrate the five elements of patient/client management: examination, evaluation, diagnosis, prognosis, and intervention. In addition, physical therapists have additional roles in consultation, education, critical inquiry, and administration. Graduates must be prepared to work in a broad range of facilities including: hospitals, outpatient clinics, rehabilitation facilities, skilled nursing, homes, schools, industrial environments, and fitness centers.

The educational curriculum is constantly updated so that students enter the profession as caring, thinking, analytical and questioning individuals who can function in a total health care system with a sound knowledge background. A wide range of learning situations is incorporated to prepare graduates to enter the healthcare environment with the necessary skills to make responsible decisions.

Learning is a dynamic process in which the teacher is a facilitator. The faculty, as educators of physical therapists, serves as mentors for students and guides them toward development of their highest level of competence. Physical therapy educators participate in administration, education, research, service, and community activities in fulfilling their responsibilities to students, the University, the local community, and the profession. Participation in the educational process means not only that the faculty use sound principles and techniques in the execution of classroom teaching but also that the faculty members maintain professional competence through advanced graduate work, clinical participation, continuing education, and informal learning.

Research and the pursuit of scholarly activity are important to the continued
2009-2010

development of physical therapy. The faculty of the department strives to contribute to the body of knowledge of the profession. In addition, the faculty is committed to providing students with the necessary skills to participate in research efforts and be consumers of research results in their future employment settings.

Community service as demonstrated by faculty and student participation and leadership in professional and local service organizations is vital to the continuing success of the program. These activities serve to enhance the image of physical therapy while strengthening the community at large. This is also an integral component of the mission of our University and College.

It is the responsibility of the student to fully participate in the educational experiences, including ongoing program evaluation. Recognizing this is a graduate curriculum, students are expected to be active, self-directed learners in the process.

The pursuit of excellence in physical therapy in all of its aspects is the guiding precept of this program.

PROGRAM DESCRIPTION

A. Curricular Goals of the Physical Therapy Program

The curricular goals of the Department of Physical Therapy are to produce a physical therapist:

1. who is a primary health care provider prepared for professional practice in a variety of settings.
2. who practices in an ethical, legal, safe, and caring manner.
3. who will skillfully teach and communicate in the spoken and written word.
4. who will use problem-solving skills to gather data, identify problems and choose among alternatives for a successful resolution for all people, with respect and an appreciation for individual differences.
5. with an ability to interpret and apply research findings and generate clinical questions in a desire to pursue inquiry.
6. who will apply concepts and principles of management of physical therapy to individuals, organizations, and communities.

7. who is committed to physical therapy as a profession, to the advancement of the profession, and to continued personal growth and life-long learning.
8. who is an advocate for clients and patients and is dedicated to being part of a community and committed to addressing community and societal needs.

B. Curricular Objectives of the Department of Physical Therapy

The performance of a successful graduate in this program includes:

1. effective expressive (written, verbal and nonverbal) and receptive communication.
2. sensitivity to individual and cultural differences when engaged in physical therapy practice.
3. commitment to the profession of physical therapy (through membership and service) with recognition of the profession's social responsibility to individuals, organizations, and society.
4. appropriate professional behavior in all interactions.
5. efficient, effective, and ethical clinical decision-making skills, to include clinical reasoning, clinical judgment, critical thinking and critical inquiry.
6. knowledge of and adherence to all legal practice standards (federal, state, jurisdiction, and fiscal and institutional regulations).
7. effective leadership and management skills.
8. knowledge of past and current relevant theory within physical therapy and across other appropriate professions.
9. knowledge of the foundational and clinical sciences relevant to the practice of physical therapy.
10. knowledge of practice-related foundational and clinical science research with appropriate clinical application.
11. mastery of entry-level physical therapist clinical skills to include examination, review of systems, evaluation, diagnosis, prognosis, intervention, reexamination, education, outcomes, primary and secondary prevention, and consultation.

C. UTC Curricular Themes that Support the Physical Therapy Philosophy, Goals and Objectives

- Clinical science content integrates foundational science content
- Emphasizes evidence based practice across the curriculum culminating in a research activity
- Uses case studies across curriculum with culminating capstone course
- Applies the patient/client management model
- Incorporates service learning throughout the curriculum with culminating optional international experience
- Organizes clinical science content and clinical education by conditions/systems

PROFESSIONAL CURRICULUM PLAN 1st Year DPT

FALL SEMESTER

| | | |
|----------|-------------------------------------------|--------------|
| PHYT 502 | Introduction to Patient/Client Management | 2 hrs |
| PHYT 505 | Evidence in Practice | 2 hr |
| PHYT 510 | Human Gross Anatomy | 6 hrs |
| PHYT 513 | Kinesiology and Application of Exercise | 3 hrs |
| PHYT 504 | Professional Communication and Education | 2 hrs |
| PHYT 506 | Musculoskeletal Examination | <u>2 hrs</u> |
| | | 18 hrs |

SPRING SEMESTER

| | | |
|----------|------------------------------------------------------------------------|--------------|
| PHYT 507 | Therapeutic Exercise | 3 hrs |
| PHYT 515 | Neuroscience | 5 hrs |
| PHYT 517 | Physical Agents | 2 hrs |
| PHYT 519 | Pathology | 3 hrs |
| PHYT 523 | PT Management of Musculoskeletal Disorders of the Lower Extremities | 3 hrs |
| PHYT 529 | PT Management of Musculoskeletal Disorders of the Upper Extremities | <u>3 hrs</u> |
| | | 18 hrs |

SUMMER SEMESTER

| | | |
|----------|------------------------------------------------------------|--------------|
| PHYT 512 | PT Management of Musculoskeletal Disorders Of the Spine | 4 hrs |
| PHYT 527 | Clinical Education I | 4 hrs |
| PHYT 518 | Electrotherapeutic Modalities | <u>2 hrs</u> |
| | | 10 hrs |

Policy on Undergraduate Students Enrolled in PHYT Graduate Courses

All undergraduate students who are enrolled in graduate courses during the first year of the PT program must complete requirements for the B.S. in Rehabilitation Science by the end of the first year of the professional program. After the undergraduate degree is conferred, the students will apply for admission to the Graduate School for the remaining six semesters of the DPT program.

**PROFESSIONAL CURRICULUM PLAN
2nd Year DPT**

FALL SEMESTER

| | | |
|----------|--------------------------------------------------------------------|--------------|
| PHYT 725 | Critical Inquiry | 3 hrs |
| PHYT 728 | PT Management of Medical/Surgical Conditions I | 2 hrs |
| PHYT 735 | Clinical Applications Across the Lifespan | 2 hr |
| PHYT 736 | PT Management of Patients/Clients with Neurologic Dysfunction I | 4 hrs |
| PHYT 753 | Human Growth and Development Across the Life Span | 3 hrs |
| PHYT 711 | PT Management of Cardiopulmonary Dysfunction | <u>4 hrs</u> |
| | | 18 hrs |

SPRING SEMESTER

| | | |
|----------|------------------------------------------------------------------------------------------|--------------|
| PHYT 720 | Psychosocial Aspects of Disability | 2 hrs |
| PHYT 738 | PT Management of Medical/Surgical Conditions II | 3 hrs |
| PHYT 742 | PT Management of Adults and Elders with Neurologic Dysfunction II | 4 hr |
| PHYT 744 | PT Management of Infants, Children and Adolescents with Neurologic Dysfunction III | 4 hrs |
| PHYT 748 | PT Management of Medical/Surgical Conditions III | 3 hrs |
| PHYT 750 | Research Investigation | <u>2 hrs</u> |
| | | 18 hrs |

SUMMER SEMESTER

| | | |
|----------|------------------------|--------------|
| PHYT 732 | Clinical Education II | 4 hrs |
| PHYT 734 | Clinical Education III | <u>5 hrs</u> |
| | | 9 hrs |

PROFESSIONAL CURRICULUM PLAN
3rd Year DPT

FALL SEMESTER

| | | |
|-----------|-----------------------------------|--------------|
| PHYT 722 | Administration in PT | 3 hrs |
| PHYT 726 | Movement Disorders | 2 hrs |
| PHYT 740 | Differential Diagnosis in PT | 3 hrs |
| PHYT 752 | Research Investigation II | 2 hr |
| PHYT 755 | Applied Patient/Client Management | 2 hr |
| ELECTIVES | | <u>6 hrs</u> |
| | | 18 hrs |

(electives may include these and other courses:)

PHYT 797 Individual Studies (1 – 3 hrs)

PHYT 760 Advanced Clinical Orthopedics (3)

PHYT 762 Advanced Neurorehabilitaion

Management Principles for Children (3)

PHYT 764 Advanced Manual Therapy (3)

PHYT 765 Advanced Sports PT (3)

PHYT 715 Advanced Adult Neuro Rehab (3)

SPRING SEMESTER

| | | |
|----------|---------------------------|--------------|
| PHYT 790 | Clinical Internship | 9 hrs |
| PHYT 785 | Preparation for Licensure | <u>2 hrs</u> |
| | | 11 hrs |

TOTAL DPT PROGRAM HOURS 120 hrs

**THE FACULTY
and
STAFF**

FACULTY AND STAFF CONTACT INFORMATION

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UC Foundation Associate Professor
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Adjunct Faculty (UTC) and Director of Rehabilitation Services, UT Medical Center
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**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
PHYSICAL THERAPY DEPARTMENT
FACULTY ROSTER**

Barry Dale, Assistant Professor of Physical Therapy

Education: B.S., University of South Alabama
M.A., University of Alabama Birmingham
Ph.D., University of Alabama
O.C.S. & S.C.S, APTA Certifications

Specialty Teaching Area:
Kinesiology, Sports PT, therapeutic Exercise

Clinical Experience:
Faculty, University of South Alabama, 2002-07
Therapist, University of Alabama Birmingham Sports Medicine, 1997-99
Therapist, Gadsden Regional Hospital, 1994- 99

NANCY L. FELL, UC Foundation Associate Professor of Physical Therapy

Education: B.S., St. Louis University School of Medicine
M.H.S., Washington University, St. Louis, Missouri
Ph.D., University of Tennessee at Knoxville
N.C.S., APTA Certification

Specialty Teaching Area:
Adult Neurorehabilitation, Geriatrics, Medical/Surgical Conditions

Clinical Experience:
Director of Rehabilitation Services, Chattanooga Rehabilitation Hospital,
Chattanooga, Tennessee, 1995.
NeuroTrauma Team Leader, Chattanooga Rehabilitation Hospital,
Chattanooga, Tennessee, 1992-1995.
Clinical Education Coordinator, Chattanooga Rehabilitation Hospital,
Chattanooga, Tennessee, 1992-1995.
Senior Therapist, Chattanooga Rehabilitation Hospital, Chattanooga,
Tennessee, 1992.
Senior Therapist, Neurology, Irene Walter Johnson Rehabilitation Institute,
Washington University School of Medicine, 1990-1992.
Quality Assurance Coordinator, Irene Walter Johnson Rehabilitation Institute,
Washington University School of Medicine, 1988-1990.

2009-2010

Staff Therapist, Irene Walter Johnson Rehabilitation Institute, Washington
University School of Medicine, 1987-1990

JUNE HANKS, UC Foundation Associate Professor of Physical Therapy

Education: B.S., Tennessee Temple University
M.S., University of Alabama at Birmingham
Ph.D, University of Tennessee at Knoxville
D.P.T. , University of Tennessee at Chattanooga
Certified Wound Specialist, Certified Lymphedema Therapist

Specialty Teaching Area:
Medical/Surgical Conditions, Evidenced Based Practice, Cardiopulmonary
Rehab

Clinical Experience:
Center Coordinator for Clinical Education/Staff Physical Therapist, Plaza
Physical Therapy, Chattanooga, Tennessee, 1989-1992
Program Coordinator/Staff Physical Therapist, Erlanger Medical Center,
Chattanooga, Tennessee, 1987-1989

DEBBIE INGRAM, Director of Clinical Education &
UC Foundation Professor of Physical Therapy

Education: B.S., Georgia State University
M.Ed., University of Tennessee at Chattanooga
Ed.D., The University of Tennessee-Knoxville

Specialty Teaching Area:
Clinical Education, Management, Communications

Clinical Experience:
Physical Therapist, Erlanger Medical Center, 1998--present
Director of Rehabilitation Services, Erlanger Medical Center, Chattanooga,
Tennessee, 1985-1990
Director of Physical Therapy, Erlanger Medical Center, Chattanooga,
Tennessee, 1983-85
Assistant Director of Physical Therapy, Erlanger Medical Center, Chattanooga,
Tennessee, 1982-83
Supervisor of Physical Therapy, Erlanger Medical Center, Chattanooga,
Tennessee, 1981-82
Staff Physical Therapist, Erlanger Medical Center, Chattanooga, TN, 1979-81

DAVID LEVINE, UC Foundation Professor and Walter M. Cline Chair of
Excellence in Physical Therapy
Adjunct Associate Professor, UTK
Adjunct Professor, North Carolina State University

Education: B.S., University of New England
M.S., Boston University, Sargent College of Allied Health Professions
Ph.D., The University of Tennessee-Knoxville
D.P.T. , University of Tennessee at Chattanooga
O.C.S. , APTA Certification

Specialty Teaching Area:
Orthopaedic Physical Therapy, Electrotherapeutic Modalities, Physiology,
Exercise Physiology, Veterinary Physical Therapy

Other Experience:
Adjunct Faculty, UT Knoxville College of Veterinary Medicine, 2000-present
Physical Therapist, Erlanger Medical Center, 1999-2004
Physical Therapist, Siskin Hospital for Physical Rehabilitation, 1995-2003
Physical Therapist, EHM, 1998-present
Instructor, Boston University, Boston, Massachusetts, 1989-1990
Academic Coordinator of Clinical Education, Newbury College, Brookline,
Massachusetts, 1988-89
Instructor, Newbury College, Brookline, Massachusetts, 1988-89
Contract Physical Therapist, Chest Physical Therapy Services, Quincy,
Massachusetts, 1988-1989

CATHIE R. SMITH, Associate Vanderbilt Professor of Physical Therapy

Education: B.S., University of Tennessee at Memphis
M.Ed., University of Tennessee at Chattanooga
Ph.D., University of Tennessee at Knoxville
D.P.T., University of Tennessee at Chattanooga
P.C.S., APTA Certification

Specialty Teaching Area:
Pediatric Neurorehabilitation, Human Growth and Development

Clinical Experience:
Consultant, NICU, TC Thompson Children's Hospital
Clinical education coordinator and supervisor, NICU services,
T.C. Thompson Children's Hospital, Chattanooga, Tennessee
Supervisor, Siskin Rehabilitation Foundation, Chattanooga, Tennessee
Private Practice and Pediatric Consultant to St. Vincent Rehabilitation Center,
Port-au-Prince, Haiti, W.I.

2009-2010

Hospital of Light, Bonne Fin, Haiti, W.I.
 Pediatric Therapist, Dispensary of Light, Haiti, W.I.
 Physical Therapist, Providence Hospital, Columbia, S.C.
 Physical Therapist, Siskin Rehabilitation Foundation
 Pediatric Physical Therapist, Chattanooga City School System, Chattanooga,
 Tennessee

LARRY J. TILLMAN, UC Foundation Professor of Physical Therapy

Education: B.A. , University of Mississippi
 M.S. , University of Mississippi
 Ph.D., University of Mississippi

Specialty Teaching Area:

Gross Anatomy, Neuroanatomy, Pathophysiology

Other Experience:

Associate Professor and Director of Graduate Studies, Dept. of Physical
 Therapy, Georgia State University, Atlanta, Georgia, 1987-1990
 Assistant Professor, Dept. of Anatomy and School of Nursing, University of
 Mississippi Medical School, Oxford, Mississippi, 1978-1985
 Director, Electron Microscopy Laboratory Facility, Univ. of Mississippi Medical
 School, 1982-85
 Adjunct Professor, Dept. of Anatomy, University of Texas Health Science
 Center, 1976-78
 Chief of Electron Microscopy, Dept. of Pathology and Area Laboratory
 Services, Brooke Army Medical Center, San Antonio, Texas, 1975-77

J. RANDY WALKER, JR., UC Foundation Associate Professor and
 Department Head

Education: B.S. , Virginia Commonwealth University
 M.A. , University of North Carolina at Chapel Hill
 Ph.D., Georgia State University
 D.P.T. , Temple University
 Certified Mulligan Practitioner

Specialty Teaching Area:

Orthopaedic Physical Therapy, Manual Therapy, Differential Diagnosis

Other Experience:

Assistant Chairman and Associate Professor, Dept. of Physical Therapy,
 Georgia State University, Atlanta, Georgia, 1989
 Assistant Professor, Dept. of Physical Therapy, Georgia State University,
 Atlanta, Georgia, 1983-1989

2009-2010

Director of Clinical Education, Dept. of Physical Therapy, Georgia State University, Atlanta, Georgia, 1977-1983
Staff and Senior Physical Therapist, North Carolina Memorial Hospital, Chapel Hill, North Carolina, 1973-76
Physical Therapist, USAF Regional Hospital, Fort Worth, Texas, 1972-73
Volunteer In Medicine Clinic

CLINICAL FACULTY

1. Jeannette Beach, DPT, PT (Neurological rehabilitation, gait analysis)
2. Matt Carbone, DPT, PT, MS (Orthopedics)
3. Locke Davis, CPO (Orthotics, gait analysis)
4. Karin Downs, PT (Aquatic therapy)
5. Laura Durel, MPT (Adult neurological rehabilitation)
6. Cassy Englert (Musculoskeletal assessment)
7. Kilbrey Fowler, MEd, PT, PCS (Pediatrics)
8. Belinda Foy, PT, CHT (Hand therapy)
9. Lisa Harrison, DPT, PT (Human Growth & Development)
10. Karen Hood, MS, PT (Gait analysis)
11. Melissa Kubic, MPT (Pelvic floor dysfunction)
12. Paul Long, PhD (Psychology-personality disorders)
13. Ann McBride-Sharpe, PT (Therapeutic exercise, advanced exercise evaluation)
14. Laurie McGee, PT (Pediatrics)
15. Denis Marcellin-Little, DEDV, DACVS (Orthopedics, animal rehabilitation)
16. Darryl Millis, MS, DVM, DACVS (Animal rehabilitation)
17. Claire Overmyer, MA, CCC-SLP (Hearing impairments)
18. Richard Pearce, MD (Orthopedic surgery)
19. Connie Petty, ATC, PT, CHT (The female athlete)
20. George Reed, PT, ATC (Administration-private practice)
21. Kevin Robinson, PT, DSc, OCS (Electrodiagnosis)
22. Jim Rogers, CPO (Orthotics and prosthetics)
23. Caroline Rogers, PT (Physical therapy procedures)
24. Margaret Secrest, PT (Lymphedema management)
25. Jeremy Shook, PT (Therapeutic exercise, advanced exercise evaluation)
26. John Staley, PT, CSCS (Orthopedic physical therapy)
27. Jeremiah Tate, PT, MS (Orthopedics)
28. Michael Tew, MD (Orthopedic surgery)
29. Laura Warren, MS, PT (Administration-role of the PTA)
30. Becky Welsh Harris, PT (Pediatrics)
31. Leanne Wise Ballenger, PT (Therapeutic exercise – Pilates)
32. Mary Williams, MA, CCC-SLP (Aphasia, dysphagia)

POLICIES

POLICY ON GRADES AND ATTENDANCE

Grades

- A 90 - 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F less than 60
- S Satisfactory
- IP In Progress

Grades for clinical education will be assigned by the Academic Coordinator of Clinical Education and will be based on the Clinical Instructor's evaluation and the established criteria for each experience. If students meet the objectives for the clinical education course, an S (Satisfactory) is earned. An IP (In Progress) is given when a student is making progress, but was unable to complete the objectives for the experience. Letter grades will be awarded in Clinical Education IV.

Attendance

1. Each student is expected to attend all scheduled classes and laboratory sessions. There are no scheduled excused absences.
2. Students are expected to be on time. Students who are habitually late will be subject to disciplinary measures.
3. In the event that you must miss a class, you are expected to notify the professor at your earliest convenience. If you must miss several classes, you must notify the program coordinator.
4. The opportunity to submit make-up work is left to the discretion of the professor.

Email Communication Policy

To enhance student services, the Physical Therapy Department and the University will use your UTC email address (firstname-lastname@utc.edu) for communication. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000.

GRADUATE STUDIES CONTINUATION POLICIES AND STANDARDS

Physical therapy students must meet both the academic standards of the program and the university. A degree-seeking student enrolled in graduate courses must maintain an overall 3.0 GPA. Students who do not maintain the minimum GPA requirement will be placed on academic probation. Once on probation, a student has the next two semesters of enrollment (counting the entire summer session as one term) to raise the cumulative GPA to 3.0 or higher. Students will be academically dismissed if they fail to achieve this GPA within the probationary period or if they fail to achieve this GPA for either probationary semester. See the UTC Graduate Catalog for a complete statement.*

*Adapted from Notes, Graduate Report of Academic Progress

Students who have not earned a bachelor's degree prior to entering the first year of the program enroll with undergraduate standing. After the successful completion of the first year of the professional program, these students are awarded a Bachelor of Science in Rehabilitation Professions. Students admitted with undergraduate standing must meet all university standards in order to earn a bachelor's degree from UTC. It is the student's responsibility to assure that these requirements are met prior to the end of the spring semester of the first year. Undergraduate students must apply to the Graduate Studies division in the spring semester of the first year. Graduate Studies Continuation Policies and Standards as noted above are applicable for all students enrolled in the DPT program, including those students admitted with undergraduate standing.

Students should note the following timeline in preparation for the graduation(s):

Bachelor of Science, Rehabilitation Professions – Class of 2012

(Students admitted with Undergraduate Standing)

| | |
|---------------------------------------|--------------------------------------------------------------|
| File Application for Degree | October, 2009 |
| File Application for Graduate Studies | |
| Division | February, 2010 |
| Order Cap and Gown | March 2010 |
| College Base Exam | April 2010 |
| | (arrangements are made to administer test in the department) |

Doctor of Physical Therapy – Class of 2012

(Students admitted with Graduate Standing)

| | |
|--------------------------------------|-----------------|
| File Graduate Studies Candidacy Form | September, 2009 |
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(All students in class of 2012)

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| File Application for Graduation | October, 2011 |
| Order Cap and Gown | December, 2011 |

POLICY FOR LABORATORY CHECKOUTS

The individual checkouts must be completed prior to the student taking his/her practical examinations, and/or as part of the requirements for successfully completing each course as referred to in each syllabus. Criteria for satisfactory completion of the checkouts are included on individual checkout sheets for each course.

ADVISEMENT

All faculty members are available to each student for personal and professional advisement. Each student will have been assigned to one faculty member for advisement (a list will be furnished at orientation) which includes monitoring a student's academic record and completion of all requirements in order to graduate. THE STUDENT IS ENCOURAGED TO MAKE AN APPOINTMENT WHEN HE/SHE WISHES TO MEET WITH A FACULTY MEMBER.

STUDENT EMPLOYMENT

Transition from academic study in most college or university settings to a professional curriculum requires many adjustments. The normal expectations of success through academic endeavors can be more difficult to attain because of the contact hours required in the department's curriculum and the subsequent constraints of time. Each student deserves the time away from class to reexamine basic principles presented daily and to pursue the study of content upon which the next day's work is based. There is also a need for recreation and the pursuit of personal interests.

Policy

1. Classes vary from semester to semester and are scheduled throughout the day. Therefore, you are discouraged from seeking employment during any academic semester, but especially during fall and spring semesters of the first year of the program.
2. If you find it necessary to seek part-time employment, you are encouraged to discuss the plan with your faculty advisor.

ACCESS TO INSTRUCTIONAL AREAS

The educational areas of the Physical Therapy program are made accessible to P.T. students via push button locks on certain doors.

Please observe the following rules associated with this privilege:

1. Do not share the lock code with anyone other than P.T. students or staff.
2. Lock and secure each room during and after its utilization.
3. Do not bring guests to the Anatomy Lab.
4. Do not perform "treatments" on anyone other than physical therapy students or staff.
5. Maintain the orderliness and cleanliness of each area.
6. Refer to posted notices for times when the building will be closed.
7. Students may access Davenport Hall after regular business hours for the purpose of study and use of the computer lab. In order to access the building, campus police may be contacted by phone at 425-4357 or by using the police access phone located behind Davenport Hall. Students must provide their name and UTC ID to the campus police. Upon verification, an officer will be dispatched to provide access to the building. At that time the student will be asked to present a current UTC ID card. In order to maintain safety and security, students should not leave the outside doors ajar once access to the building has been obtained.

DEPARTMENTAL POLICY ON FOOD/DRINK IN THE DEPARTMENT

It is difficult, if not impossible, to maintain cleanliness and equipment safety with so many people confined to a limited area. For this reason, the following policies have been established:

1. Eating and drinking (exception: water bottles) ARE NOT ENCOURAGED in any of the classrooms, laboratories, or computer labs in the building.
2. Students must maintain a clean environment when eating and drinking in academic areas. Students are responsible for cleaning up the area after use.

SAFETY AND HEALTH POLICY RELATED TO PETS ON CAMPUS

For reasons of safety, health and sanitation, pets of any type are not allowed in any University owned or leased building under any circumstances. This policy includes University residence halls.

EXCEPTIONS:

Service animals as defined by the Americans with Disabilities Act of 1990.
Approved research animals as used in accordance with the UTC Department of Biological and Environmental Sciences Animal Care and Use Policy.
Animals professionally trained for theatrical purposes and directly supervised by show personnel within a controlled environment.

Any dogs or other domestic animals on University grounds must be in the control of their owners in accord with the ordinances of the City of Chattanooga. Under no circumstances should animals be allowed to run loose or be tied to buildings, handrails, trees, bicycle racks, or other objects. Any infractions or complaints should be brought to the attention of Campus Police, 425-4357.

Rationale:

- Health - Pets allowed in campus buildings pose health related problems to building occupants. Examples of detrimental health effects associated with animal/human contact include, but are not limited to: allergies associated with pet hair or urine; animal to human disease transmission; the potential for animal bites.
- Safety - In the event of an emergency building evacuation, animals in campus buildings have the potential to impede occupant egress.

STUDENT HEALTH

Physical therapists must have sufficient strength, coordination and endurance to perform necessary therapeutic procedures on patients while insuring the patient's safety at all times. A high level of personal health should be maintained. Good health is vital during clinical experiences.

Policy

1. Each student is required to provide evidence of having had a physical examination prior to reporting to DPT program orientation scheduled prior to the beginning of classes. Examination forms are posted on the student website: <http://www.utc.edu/Administration/UniversityHealthServices/>

or they are available in the departmental office. Students are required to have immunization for tetanus, rubella (if no evidence of immunity) and Hepatitis B. The Hepatitis B series of 3 vaccinations must be completed prior to Clinical Education I. A TB test is required at least annually and the result must be reported to the Director of Clinical Education.

2. You should report all changes in health status to the department head. If the change requires medical intervention, you will not be allowed to attend class or work with patients until a physician's written release to resume activities is received. Faculty members will decide in each individual case whether the student may continue in the program.
3. Each student is required to maintain a health/accident insurance policy while enrolled in the Physical Therapy program. Evidence of proof must be submitted each year during fall semester. The University offers student health insurance packages for students. Information about this policy is available at the Student Health Services (778-9303). It is the responsibility of the student to immediately report to the DCE any changes in your policy or provide proof of coverage.

ADA POLICY

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in your classes, please speak with your professor as soon as possible. You may also call the Office for Students with Disabilities at 425-4006 or come by the office - 110 Frist Hall for additional information about available services.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

DRESS CODE

For clinical education experiences, students are expected to abide by the dress code of the assigned facility. Students should contact the center coordinator of clinical education at the assigned site prior to their scheduled *clinical experiences* to inquire about their policies.

When patients are invited to our classroom, or when the class participates in a clinical lab in a clinical facility, students are expected to abide by the following dress code:

1. Students will wear appropriate street clothes to include:

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- Trousers or business-type slacks.
 - Flat closed-toe shoes with appropriate hosiery. (Clean tennis shoes are acceptable.)
No jeans, shorts, *sleeveless tops with shoulders exposed*, shirts with midriffs exposed, or t-shirts are allowed.
2. Students will always wear their name UTC picture ID tags indicating "PT Intern".
 3. A white lab jacket worn over street clothes may be required by the facility.
 4. Jewelry may only be worn conservatively. Pendant necklaces, bangle bracelets, large dangling earrings, and fashion rings may not be worn.

No more than four earrings of a conservative style are permitted. Other than small earrings no visible piercings are permitted, to include tongue piercing.
 5. All tattoos must be concealed at all times.
 6. Hair must be kept neat and clean. Unconventional hairstyles should be avoided. Hair should be secured so as not to fall loosely from the head.
 7. Perfumes and colognes will only be worn conservatively.
 8. Natural nails should be kept closely trimmed and less than ¼ inch long. If nail polish is worn, it cannot be chipped, cracked or peeling. The wearing of artificial nails is not permitted. Artificial nails are defined as substances or devices applied to natural nails to augment or enhance nails. This includes, but is not limited to bonding, tips, wrappings, gels, tapes and inlays.
 9. Students are expected to show good grooming habits and personal hygiene in their appearance.
 10. Chewing gum is not allowed.

PROFESSIONAL RESPONSIBILITIES

Entrance into the curriculum in Physical Therapy indicates that you are prepared to assume the responsibilities of a professional person. These responsibilities include a commitment to personal and professional growth, and a willingness to accept responsibility for your professional and personal actions in the advancement of the professional field through research and participation in association activities on a local and national level. During the program you will have an opportunity to learn the extent of these responsibilities and how they might best be met.

LIABILITY INSURANCE

All students will be required to have liability insurance which will pay at least \$1,000,000 per accident or up to \$5,000,000 in any one year for all accidents. Student professional liability insurance is available with Granite State Insurance Company through the University of Tennessee at a cost of \$38 per year. New students will pay this fee as part of their fall semester fees in the Bursars Office. Renewal fees will be paid at the end of spring semester of years one and two.

APTA membership

All UTC PT students are required to join and maintain membership in the American Physical Therapy Association while they are enrolled in the program. Annual cost is \$80.00.

CRIMINAL BACKGROUND CHECK

Joint Commission standards require that JCAHO accredited hospitals ensure that students assigned to complete clinical education course work in these facilities have successfully passed a Level 2 criminal background check. In order to comply with these new regulations, all UTC D.P.T. students must maintain a Level 2 Criminal Background Check clearance throughout the period of time they are enrolled in the DPT program. Prior to beginning DPT courses, each first year student will be required to complete an approved Criminal Background Check and submit a report verifying that he/she has successfully passed a Level 2 Criminal Background check. Any first year student who does not receive a full Level 2 clearance report may not attend the DPT program at UTC. If the student wishes to challenge the accuracy of the report provided by the approved vendor, the student must submit a report in writing to the PT Program Director detailing his/her reasons for refuting the results of the Criminal Background Check report. In addition, the student must follow up to ensure that any inaccurate information contained in the report is corrected, and that a corrected copy verifying full Level 2 Criminal Background Check clearance is sent to the DPT office.

Students will be responsible for completing the Criminal Background Check process only one time during their period of enrollment in the DPT program in order to receive an initial verification of clearance. However, should an incident occur during the time that a student is enrolled in the DPT program that may result in a change in his/her Criminal Background Clearance status, it is the responsibility of the student to immediately inform the PT Program Director and Director of Clinical Education that such an event has occurred. If the student is found guilty of the legal infraction and, as a result, incurs a change in his/her Level 2 clearance status, the student will be

permitted 30 days to appeal the change in status. If a full Level 2 Criminal Background Check clearance cannot be reinstated by the end of the 30-day appeal period, the student may not be permitted to continue in the physical therapy course work and may be required to withdraw from the program.

Legal infractions that will result in a change of Level 2 Criminal Background clearance status include:

- Class A misdemeanor (e.g., DUI, petty theft, battery, assault)
- Class B misdemeanor (e.g., reckless driving, endangerment-type citations)
- Felony

POLICY: REMEDIATION OF COURSES

- In order to continue in the professional physical therapy curriculum, students must earn a grade of "C" or better in each course. Each course is taught in sequence and only once a year. This eliminates the opportunity for students to retake a course in consecutive semesters and continue in the program.
- In a required course, excluding clinical education courses, students making less than a C will have the privilege to petition to remediate the course. At the discretion of the faculty, remediation *may* be offered for two non-clinical education courses while the student is enrolled in the DPT program.
- In those courses where the course syllabus stipulates that success in the course requires passing the comprehensive final with a minimum grade of 75%, once the student has successfully remediated the course, the grade recorded for the course will be the letter grade earned for the course with a 70 recorded for the reexamination.
- A maximum of two courses may be remediated by any student while enrolled in the program, only one of which may be a clinical education course. Only one course remediation is allowed per semester. If this number is exceeded, the student will be denied progression in the program and will be dismissed from the physical therapy program.
- In the case of clinical education courses, students who have demonstrated less than satisfactory performance may petition for remediation. At the discretion of the faculty, remediation *may* be offered for only one clinical education course while the student is enrolled in the DPT program.
- If a student is unsuccessful (grade less than a C) in two academic courses in a semester, remediation will not be allowed, and without remediation, the highest recorded grade will be a D. Students receiving a D in a course, will not be permitted to enroll in additional physical therapy course work, and therefore, will not be allowed to continue in the program.
- If a student is readmitted to the program after being dismissed for academic or professional behavior concerns, that student will not be allowed any additional failures in the program.

Process for Course Remediation:

1. Upon failure of a course, the student must write a "petition to remediate" letter to the department head who will determine if all other courses attempted in the program to-date have been satisfactorily completed. If all other courses have been satisfactorily completed, the department head will submit the "petition to remediate" letter to the program Retention and Progression Committee for consideration. The Committee may either deny the petition or instruct the course professor to offer a remediation plan to the student. The department head will inform the student, in writing, of the action taken by the Retention and Progression Committee. A copy of this letter will be filed in the student's departmental record.
2. The plan for remediation will be comprehensive, covering the entire course. Date and method of remediation will be determined by the course professor.
3. For non-clinical education courses, a student must earn a grade of 80% or higher on the remediation in order to pass the course. No grade higher than a 70% will be recorded as a final exam grade following successful remediation.

POLICY: REMEDIATION OF CLINICAL PRACTICAL EXAMINATIONS

- The student must always demonstrate safe behavior in the practical examination setting and wear appropriate laboratory clothes as described in the student handbook.
- A grade of 80% or better must be scored on each clinical practical examination. At the instructor's discretion, a second practical examination *may* be offered if the student does not pass the initial practical examination. If a student obtains 80% or better on a second examination, the final grade awarded for the practical examination will be 70%. If the student fails to obtain 80% on the second practical examination, this will result in unsuccessful completion of the course.
- A maximum of two practical examinations in clinical courses may be remediated by any student while enrolled in the program. If this number is exceeded, the student will be denied progression in the program.
- If extenuating circumstances are present that may adversely impact a student's successful completion of a practical examination, the student is responsible for informing the course instructor before the scheduled examination date so that appropriate accommodations may be considered. The course instructor will be responsible for reviewing and approving a student's request to reschedule a practical examination.

POLICY: GRADE APPEAL

Each faculty member has the prerogative and responsibility to determine in accordance with his or her best judgment the grade for each student enrolled in his/her classes. Should a student feel that his/her rights have been seriously jeopardized by unfair, arbitrary or malicious exercise of faculty grading prerogative, the student may appeal a grade. Failure to receive the grade desired or expected is not sufficient reason to appeal a grade. The Graduate appeal process is clearly defined in the UTC Graduate School Catalog.

THE HONOR SYSTEM AND PLAGIARISM

According to *The Honor Code System* pamphlet, "The Honor System is designed to foster a campus-wide climate of honesty and personal integrity, as well as to ensure that students derive the maximum possible benefit from their work at The University of Tennessee at Chattanooga. ... Violations result from using notes or other unauthorized assistance during an examination, or from incorporating the words or ideas of someone else in a paper without properly footnoting (crediting) the source." This latter example is known as "plagiarism". **Please refer to your UTC handbook and campus directory for the detailed description of the Honor System, and under the appendix category, plagiarism.** Depending upon the circumstances, penalties for violating the Honor Code range from potential failure of a specific plagiarized paper to suspension from the physical therapy program.

Note that it is each student's responsibility to abide by the Honor Code. In addition, each student is expected to report directly any suspected violations to the professor of the course and/or to the head of the Department of Physical Therapy. Failure to report violations is an avoidance of professional behavior and may be considered a violation of the Honor Code.

LABORATORY DRESS

It is necessary for women to wear halters and jogging shorts, and men to wear jogging shorts for some clinical practical sessions. Laboratories are scheduled and the student is expected to be attired appropriately for lab, as prescribed by the instructor in each course. Laboratory coats will be provided for Anatomy Laboratory sessions.

CLASSROOM BEHAVIOR

The use of any tobacco products is not permitted in Davenport Hall. Chewing gum is discouraged, especially when guests are present.

Discussions in class are very informative, and it is important to be attentive to the speaker and class members when they are speaking. Everyone has the right to share his or her opinion and to be heard.

LOCKERS

Lockers are provided in the respective men's and women's dressing rooms. Each student is expected to supply a lock for a locker.

STUDENT MAIL BOXES

Information will be placed in alphabetized mail boxes. The student is expected to check the boxes daily since this is the primary mechanism for distributing both official and non-official information. Personal mail should be directed to your home.

FACULTY MAIL BOXES

These boxes are located in the main departmental office. Students may place materials for the instructor in the box with his/her name.

PHONE/FAX USAGE

A courtesy phone is located in the kitchen area for student use. Except in cases of emergencies, students are asked to use this phone to make personal calls.

From time to time students may receive phone calls via the departmental office. In cases of emergency calls, the faculty and staff will make every effort to directly deliver the message. In the case of non-emergency calls, a note will be placed in the student's mailbox. Students are encouraged to check their mailboxes periodically throughout the day to avoid missing non-emergency, but important, phone messages. Students may use the departmental fax machine for course-related faxes with the permission of the faculty or staff. A fax machine is available for student personal use in the Library Document Source area. A nominal fee is charged per page at the Document Center.

Students are responsible for turning off cell phones during class periods. If special circumstances warrant keeping a cell phone on during class, the student must notify the instructor of the reason prior to the beginning of class and must set the phone to vibrate alarm mode.

BULLETIN BOARD

Bulletin boards are provided in the hallways of the second and third floors for each class. These are intended for student use but may also be used to display faculty and administrative announcements.

EQUIPMENT CHECKOUT

Departmental equipment may be checked out with permission of a faculty member. Equipment should be checked out through the program's assistant and signed back in upon return of the equipment.

Students needing to use the video recorder should consult the sign-up calendar located on one of the third floor bulletin boards. Students must sign-up on the calendar, indicating specific dates and times of use.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS OF THE PHYSICAL THERAPY PROFESSION

In certain programs, such as physical therapy, professional success depends upon factors other than those measured by normal evaluations in course work. The faculty has the right to separate the student who is not likely to succeed professionally despite earning acceptable grades from the program.

Failure to maintain the high ethical and professional standards of the physical therapy profession may subject a student to suspension and dismissal or other appropriate remedial action by the physical therapy faculty. These actions apply in the following circumstances:

1. Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned or controlled property:
 - a. Commission of an offense classified as a felony by Federal criminal statutes.
 - b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.

- c. Plagiarism, falsification of records, or other act which substantially impugns the integrity of the student.
 - d. Other unprofessional and unethical conduct, including failure to abide by the APTA Code of Ethics, which would bring disrepute and disgrace upon both student and profession and which would tend to substantially reduce or eliminate the student's ability to effectively practice the profession.
 - e. Actions which would substantially reduce or eliminate the student's ability to effectively pursue physical therapy at the University of Tennessee at Chattanooga due to alcoholism, drug addiction, mental instability or other physically or psychologically incapacitating illness or defect.
2. A student may also be dismissed, or dealt with in a much less severe manner as may be appropriate, whenever his or her continued enrollment would bring disrepute and disgrace upon both student and profession.

A student applying for admission to the Physical Therapy program at the University of Tennessee at Chattanooga shall also be subject to the above provisions and may be denied admission on the basis of his or her failure to maintain the aforementioned ethical and professional standards.

In decisions of the faculty to deal with problems in a manner other than dismissal, students will be evaluated and remediated following the Physical Therapy Behavior Checklist as noted on the following pages.

PLEDGE FOR PHYSICAL THERAPY

As I enter the profession of physical therapy to practice as a physical therapist, I solemnly and willingly pledge the following:

I will respect the rights and dignity of all individuals and will provide compassionate care.

I will be trustworthy towards my patients and clients and in all other aspects of physical therapy practice.

I will place the welfare of my patients and clients above my own self-interest.

I will provide accurate and relevant information to patients and clients about their care and to the public about physical therapy services.

I will exercise sound judgment and comply with laws and regulations that govern physical therapy and protect the public from unethical, incompetent, and illegal acts.

I will maintain professional competence and promote high standards for physical therapy practice, education, and research.

I will address the health needs of society and strive to effect changes that benefit patients, clients, and the community.

I will respect the rights, knowledge, and skills of colleagues and other health care professionals and seek consultation whenever the welfare of the patient or client may be advanced.

Thus, with this pledge, I freely accept the responsibilities that accompany the practice of physical therapy.

PT STUDENT PROFESSIONAL BEHAVIOR EVALUATION AND PLAN

Student Name _____ Year _____ Semester _____

Evaluator: _____ Course: _____

| | Exceptional | Appropriate | Needs Correction | No evaluation |
|--------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------|
| Discussion & Lab Promptness/Responsibility | Consistently assists with lab set-up & clean ----- 5 ----- | Always present and on time 4-----3-----2 | Occasionally arrives late, leaves early, or is absent -----1----- | No opportunity to observe |
| Comments | | | | |
| Laboratory Skills | Works efficiently and skillfully ----- 5 ----- | Demonstrates tasks competently and safely 4-----3-----2 | Lets others do the work, or does not meet task objectives -----1----- | No opportunity to observe |
| Comments | | | | |
| Discussion Preparedness | Consistently arrives exceptionally well prepared, offers insight ----- 5 ----- | Arrives able to discuss the case thoughtfully 4-----3-----2 | Arrives with major gaps in preparation -----1----- | No opportunity to observe |
| Comments | | | | |
| Use of discussion time | Synthesizes material, explores complexities ----- 5 ----- | Confirms, expands knowledge 4-----3-----2 | Reviews basic concepts -----1----- | No opportunity to observe |
| Comments | | | | |

| | Exceptional | Appropriate | Needs Correction | No evaluation |
|---------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|
| Group Communication | Facilitates group productivity, facilitates advanced learning ----- 5 ----- | Is an active, constructive participant in the group, contributes information 4-----3-----2 | Participates minimally in the group, or disrupts discussion -----1----- | No opportunity to observe |
| Comments | | | | |
| Attitude | Is eager to learn and understand, is intellectually aggressive ----- 5 ----- | Is interested and involved 4-----3-----2 | Shows interest primarily on what is on the exam -----1----- | No opportunity to observe |
| Comments | | | | |
| Learning Initiative | Goes beyond required material, actively seeks out new information, sets own goals ----- 5 ----- | Seeks assistance when needed, but assumes responsibility for own learning 4-----3-----2 | Lacks focus, requires frequent structuring, is content to do minimum -----1----- | No opportunity to observe |
| Comments | | | | |
| Use of language | Is exceptionally precise and accurate, corrects mistakes quickly ----- 5 ----- | Shows knowledge of and effective use of terminology, corrects mistakes 4-----3-----2 | Persists in inaccurate or inadequate use of terminology -----1----- | No opportunity to observe |
| Comments | | | | |

| | Exceptional | Appropriate | Needs Correction | No evaluation |
|--------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------|
| Interaction with Faculty | Exceptionally positive, receptive attitude ----- 5 ----- | Generally positive, cooperative attitude 4-----3-----2 | Tends to whine/complain -----1----- | No opportunity to observe |
| Comments | | | | |
| Learning Level | Self-directed learner, comfortable in student-directed discussions, discovery learning ----- 5 ----- | Involved learner, comfortable with facilitated discussions, thinks critically with direction 4-----3-----2 | Dependent learner, requires detailed or individual instructions -----1----- | No opportunity to observe |
| Comments | | | | |

| | | |
|----------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Honesty | Actions demonstrate honesty and integrity 100% of the time | Actions indicate lack of honesty and integrity 100% of the time |
| Comments | | |
| Ethics | Adheres to APTA Code of Ethics and the Statement of Professional and Ethical Standards | Demonstrates lack of adherence to the APTA Code of Ethics and the Statement of Professional and Ethical Standards |
| Comments | | |

My plan of action for the _____ academic year will be:

CLINICAL EDUCATION INFORMATION

CLINICAL EDUCATION INFORMATION

Philosophy

Clinical Education provides students with opportunities to apply knowledge, skills and abilities gained from the didactic coursework in the clinical environment. Entry-level physical therapy practice encompasses safe and competent care delivered across a continuum. Practice includes a culturally, medically, educationally, economically, and demographically diverse patient/client population. Clinical education occurs at a variety of sites and includes experiences in the elements of patient/client management, consultation, education, critical inquiry, and administration.

Goal

To prepare DPT graduates of the University of Tennessee at Chattanooga for entry-level physical therapist practice.

Definition of entry-level performance

Entry level performance "indicates a student who consistently and efficiently provides quality care with simple or complex patients and in a variety of clinical environments. The student usually needs no guidance or supervision except when addressing new or complex situations." *Clinical Performance Instrument (CPI)*. Alexandria, VA: American Physical Therapy Association; 1998.

UTC Clinical Education Curriculum

While many of our courses include clinical application outside the classroom with faculty supervision, clinical instructors (CI) who are physical therapists at contracted sites, will provide the supervision in four Clinical Education courses:

PHYT 527: Clinical Education I (7 weeks, 280 clinic hours) is an introductory clinical experience following successful completion of the first three semesters of didactic work. The experience occurs during the last half of the third semester. The student performs the elements of patient/client management with an emphasis on musculoskeletal dysfunction in an outpatient/ambulatory care setting.

PHYT 732: Clinical Education II (6 weeks, 240 clinic hours) occurs during the sixth semester. The student performs the elements of patient/client management with an emphasis on the musculoskeletal, cardiopulmonary and integumentary systems and begins application of basic neuroscience principles in an acute care setting.

PHYT 734: Clinical Education III (8 weeks, 320 clinic hours) occurs during the sixth semester. The student performs the elements of patient/client management with an emphasis on the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems in a neurorehabilitation setting.

PHYT 790: Clinical Internship (15 weeks, 600 clinic hours) is the final course of the curriculum and occurs during the eighth semester. Students have the opportunity to apply all knowledge, skills and abilities gained throughout the curriculum in a setting of their choice. Focus on a specialty area is permitted.

These courses must be satisfactorily completed in the following sequence: PHYT 527, PHYT 732, PHYT 734, and PHYT 790. A letter grade will be awarded in PHYT 790. All other courses will be judged satisfactory/no credit.

Assignments

Clinical education assignments will be made by the Director of Clinical Education (DCE) after consultation with the student and with clinical faculty. Assignments will be made based upon the clinical needs of the student and the availability of clinical sites. Students are responsible for their own transportation, and room and board while on clinical assignments. While UTC affiliates with some local physical therapy practices, students may be assigned to clinical sites in other parts of Tennessee and outside the state of Tennessee.

It is the policy of the program to require students to participate in clinical education experiences in a variety of settings and with a variety of types of patients. Students are required to participate in at least one acute care, one rehabilitation, and one outpatient musculoskeletal experience. To assure this process, the DCE sends a memo in March each year to all clinical sites requesting available time slots for the following academic year. The memo specifically addresses the desired patient population and practice experience for the respective clinical education experience. Examples include: Clinical Education I (7 weeks) emphasizes management of patients with musculoskeletal dysfunction; Clinical Education II (6 weeks) emphasizes medical surgical conditions; Clinical Education III (8 weeks) emphasizes neurologic dysfunction; and Clinical Internship (15 weeks) offers a variety of specialty options. The sites that indicate they can provide the particular type of desired experience sign-up for that time slot. The DCE verifies the appropriateness of the information. In August of each year, a list of available sites for each of the clinical education experiences for the upcoming year is posted on the student bulletin boards. The DCE meets with each student to determine particular clinical needs. Specific clinic site information is available in the DCE's office for students to review. Students will submit a prioritized list of desired clinical placements.

After assignments are made, the DCE conducts "Preparation for Clinic" classes to prepare students for the upcoming clinical experience. Attendance is required.

Expectations while participating in clinical education courses

Students need to maintain communication with the DCE at all times during the clinical education experience. The DCE is the course coordinator for all clinical education courses and will serve as advisor, facilitator, and monitor. To meet the expectations at the sites, all students must complete the following requirements for each clinical experience:

- Contact the Center Coordinator of Clinical Education (CCCE) prior to the beginning of the experience to confirm arrangements.
- Review the Clinical Center Information Form for the assigned site. These forms are found in the DCE's office.
- Provide evidence of health insurance coverage.
- Meet all health and safety requirements of the clinical education assigned site.

The sites require specific immunizations and/or health status screening prior to the beginning of a clinical education experience. These requirements differ. As an example, some sites require TB tests to be completed a month prior to the experience, while other sites will accept tests completed several months earlier than the start date of the assignment. Review the Medical Information section of the assigned site's Clinical Center Information Form. It is the responsibility of the student to identify the requirements and provide evidence of completion to the facility and/or educational program. Failure to meet this requirement will result in a delayed beginning of the experience. This may jeopardize timely completion of the course. Students are advised to maintain their own copies of all immunization records and physical exams, etc.

- Maintain current CPR certification.
- Forward criminal background checks to sites if required by that site. Some states require all healthcare workers to provide this evidence. Check the Clinical Center Information Form to determine if your assigned site has this requirement. The University does not provide this information to the site. It is the student's responsibility and students may bear the expense rather than the clinical site.
- Attend all assigned days of the clinical experience. Students are expected to work the clinic's schedule, regardless of university closings. If the student is not able to attend the clinical experience for any reason, the student must notify the DCE and the clinical instructor or CCCE prior to 8:00 a.m. that day. If voice mail is utilized initially, it is the responsibility of the student to follow-up with the clinical instructor. Missed time may delay completion of degree requirements and could jeopardize the student's continuation in the clinical experience.
- Schedule make-up time for any absences. If the site is unable to accommodate, the student must contact the DCE within one week of the absence to determine additional remedial work.
- In the event the student will be late to clinic, the student must contact the DCE, CI, and CCCE prior to the assigned beginning time. Criteria #2 in the CPI includes assessment of punctuality. If tardiness is a significant concern, it will result in a failing grade for the clinical education course.
- Complete a self-assessment at mid-term and final using the CPI. You must review your self-assessment with the Clinical Instructor and return the assessment to the DCE.
- Complete all assignments made by CI willingly, thoroughly, promptly, and satisfactorily. The consequence of failing to meet this requirement is noted in the following section: "Interruption of Clinical Education Coursework."
- Take necessary supplies (goniometer, reflex hammer, measuring tape, stethoscope, and gait belt) and texts to clinical setting each day of the experience.
- Adhere to all policies and procedures of the clinical site. Failure to do so may result in termination of the experience.
- Complete an evaluation of the clinical site and your clinical instructor. Review the results with the CI before returning the evaluation to the DCE.

Interruption of Clinical Education Coursework

The DCE, CCCE, or student may determine at any point during the clinical education experience that it is necessary to interrupt or discontinue the experience. Circumstances that may result in interruption or discontinuance of clinical education include, but are not limited to the following:

- Failure to practice in a safe manner that minimizes risk to patient, self, and/or others
- Failure to present self in a professional manner
- Failure to demonstrate professional behavior during interactions with others
- Failure to adhere to ethical practice standards
- Failure to adhere to legal practice standards

Interruption of the clinical experience for any of the above reasons will result in a grade of no credit for PHYT 527, 732 and 734 and a grade of F for PHYT 790. The final decision rests with the DCE and the academic institution's Physical Therapy Department Head.

Resumption of Clinical Education Coursework

The faculty bears responsibility for determining when and if a student is ready to resume clinical education coursework. If the student is allowed to resume, assignments will be determined by the DCE depending on clinical site availability.

Failure of Clinical Education Coursework

If a student is not demonstrating potential for success during a clinical education course, the DCE—in consultation with the Department Head—may remove the student from the clinic. In the event a student receives no credit in PHYT 527, 732 or 734 or fails PHYT 790, the student will be denied progression in the program. The first time the student does not satisfactorily complete a clinical education course, that student will have the privilege to petition for remediation. Students are allowed to remediate only one clinical education course while enrolled in the DPT program. Thus, the failure of two clinical education courses automatically results in dismissal from the physical therapy program.

GENERAL INFORMATION

CLASS ORGANIZATION

Approximately one month into the fall semester of the first year, the class will elect the following officers:

- President: to call and conduct class meetings, and act as liaison with the Department Head and faculty
- Vice President: to assist President or act in the absence of the President
- Secretary/Treasurer: to be responsible for any meeting minutes, correspondence, and class monies
- Librarian/Historian: to assist with organization of the student library and to maintain scrapbook and history of the class
- Social Coordinators: to organize all social activities for the class, if wished by the class

Second and third year class officers will be elected within the last 3 weeks of the spring semester of the preceding year.

AMERICAN PHYSICAL THERAPY ASSOCIATION

The APTA is the professional organization for physical therapists. It has over 50,000 members. As a student in a physical therapy program, you are eligible to become a student member. For an annual fee of \$80, you will receive several professional publications; be a member of the Tennessee Physical Therapy Association, where you can attend professional conferences for a minimal fee; be allowed to attend national conferences for a nominal fee; be allowed and encouraged to participate in all levels of policy making and development for the profession, receive a discount on the "FirstHand" kit and have the opportunity to learn more about what it means to be a health professional. We require students to join and maintain membership while enrolled in the program as materials available only to APTA members are required course materials. JOIN NOW at www.apta.org

APTA GUIDELINES FOR STUDENT AND EMPLOYER CONTRACTS

Because many physical therapy students undergo financial hardship during their years of study and because some physical therapy practices are in need of physical therapists, some practices offer financial assistance to physical therapy students for a promise of future employment. Most often these arrangements are mutually beneficial but on occasion the student later discovers that the agreement is less than satisfactory. Students, at the time of entering into these agreements, are typically unaware of all the legal ramifications involved and all of the consideration that should go into seeking a first job. These guidelines represent the interests of both the employer and the student and can be provided to schools for distribution to students.

Guidelines for Fairness in Offering Student Financial Assistance in Exchange for a
Promise of Future Employment:

- 1) Notification by the employer if the place of employment may be in an isolated area or as a solo practitioner such that the new graduate will not have ready access to mentoring and regular collegial relationships or any resource for professional growth and development.
- 2) Disclosure by the employer of ownership of the practice.
- 3) Notification by the employer to the student if the practice is involved in any situation in which a referring practitioner can profit as a result of referring patients for physical therapy and notification that the APTA is opposed to such situations.
- 4) Student awareness of any potential future tax obligations that may be incurred upon graduation as the result of deferred income.
- 5) The agreement must not, in any way, interfere with the process and planning of the student's professional education.
- 6) It should be understood that the school is not a party to the agreement and is not bound to any conditions of the agreement.
- 7) There should be a clearly delineated, fair and reasonable buy out provision in which the student understands the legal commitment to pay back the stipend with reasonable interest in the event that there is dissatisfaction or reason for release from the contract on the student's part at any time during the term of the agreement.
- 8) A no penalty bailout provision should be provided in the event of change of ownership, but the student may be required to adhere to a reasonable payback schedule.
- 9) Avoidance of non-compete clauses is recommended but if there is one, a reasonable limitation of time and distance should be incorporated.
A student's interests may best be served by obtaining appropriate counsel prior to signing the contract