

# DPT Policies and Procedures Manual

The University of Tennessee at Chattanooga

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 Faculty Governance – Chapter 2, UTC Faculty Handbook -  
<http://www.utc.edu/Administration/FacultySenate/handbook.php>  
 Academic Calendar - <http://www.utc.edu/Administration/Records/calendars.php>  
 Conflict of Interest - <http://www.utc.edu/Administration/Grants-and-Research/PoliciesProcedures.php>  
 Travel Policies - <http://www.utc.edu/Administration/Grants-and-Research/PoliciesProcedures.php>  
 Outside Professional Activities -  
<http://www.utc.edu/Departments/fcouncil/FacultyHandbook/Appen/OutsideInterestDisclosure.pdf>  
 Sexual Harassment - <http://www.utc.edu/Outreach/TransformationProject/shmain.php>  
 Smoking Policy - <http://www.utc.edu/Administration/SafetyAndRiskManagement/smoking.php>  
 FERPA - <http://www.utc.edu/Administration/Records/ferpa.php>  
 Emergency Response, Red Phones - <http://www.utc.edu/emergencypreparedness.php>

## Mission Statements

### The University of Tennessee at Chattanooga

<http://www.utc.edu/About/Mission.php>

#### **Vision**

The University of Tennessee at Chattanooga will be recognized as a premiere metropolitan university, known for its outstanding undergraduate and graduate academic programs, scholarly and creative achievements, diversity and inclusiveness, and critical partnerships that take advantage of our setting to provide solutions to global concerns.

#### **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.

#### **Core Values**

In fulfilling our mission, we are committed to our core values:

#### **Preparing for the Future**

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**

Excellence in teaching within 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**

A collegial, mutually respectful, and professionally rewarding environment  
Broad diversity of people and ideas to strengthen our institution and community  
Reasonable and affordable access to quality higher education

**UTC College of Health, Education & Professional Studies**

<http://www.utc.edu/Administration/HealthEducationAndProfessionalStudies/>

**Vision**

Faculty and staff in the College of Health, Education and Professional Studies (CHEPS) work collaboratively to connect high quality student learning to the unique research and service opportunities of a metropolitan university.

**Mission**

The College of Health, Education and Professional Studies prepares liberally educated, technologically efficient scholars and practitioners for life in a global society. The College is committed to:

**Core Values:**

Enhancing the bodies of knowledge in each of its disciplines

Promoting the values and ethics of a truth-seeking, caring community

Serving diverse populations by providing family and social service experts, health and lifestyle professionals, leaders, and teachers for the 21st century

## **UTC Physical Therapy Program**

**(Adopted 7/2003; reviewed 8/12/09; revised 9/1/10; revised 3/2011)**

### **Vision**

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:

Culturally congruent, evidence-based patient care;

Professional service through engagement in the engagement in the greater Chattanooga community and beyond;

Graduating competent physical therapy professionals for the state of Tennessee and beyond

### **Mission**

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.

### **Core Values**

In fulfilling our mission, the Department is committed to:

- 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; and
- Competent engaged practitioners as evidenced by:
  - Service as CIs
  - Service to the profession
  - Achievement of advanced certifications

## **Departmental Philosophy of Education**

Physical therapy is a multi-faceted helping profession that aims to prevent or alleviate pain and dysfunction in individuals suffering from injury or disease. To this end, education of the provider and the recipient is critical to the success of the treatment program. The curriculum must be updated on a continuous basis so that students enter the profession as caring, thinking, analytical and questioning individuals who can function in a health care system with a sound background of knowledge. Students must actively participate in their educational experiences so that they not only develop confidence in their own abilities, but they are also prepared to evaluate their learning experiences and offer constructive criticisms. The faculty should function as facilitators of the learning process and as role models for students, to promote their development to the highest possible level of competence through their own participation in clinical, research, teaching, administrative and service activities. Learning is a lifelong endeavor. In order for graduates from this program to continue to be competent professionals, they must be committed to the pursuit of personal and professional development. (Adopted 7/2003; Reviewed 3/2011)

## Philosophy for Graduate Physical Therapy Education

Physical therapy is defined in the *2001 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, and 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 development of physical therapy. The faculty of the department strives to contribute to the body of knowledge of the profession. In addition, the faculty prepares 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.



**THE UNIVERSITY OF TENNESSEE  
AT CHATTANOOGA  
COLLEGE OF HEALTH, EDUCATION AND  
PROFESSIONAL STUDIES  
DEPARTMENT OF PHYSICAL THERAPY**



**FACULTY ORGANIZATION BY-LAWS**

ARTICLES I-VIII: Faculty Organization

ARTICLE IX: STANDING COMMITTEES

Accreditation Admissions & Advisement  
Alumni & Community Partners  
Curriculum  
Faculty Promotion, Tenure & Retention  
Scholarship  
Student Activities  
Student Retention & Progression  
Post-Professional Education

ARTICLES X-XII: Appeals, Authority and Amendments

**ARTICLE I--Name of Organization**

The name of this organization shall be the Department of Physical Therapy.

**ARTICLE II--Purpose**

The purpose of the organization shall be to:

1. Provide a democratic organization through which the philosophy, purposes, objectives, and policies of the Department of Physical Therapy may be planned, initiated, and promoted within the framework of the University.
2. Promote educational and professional advancement of the Faculty and students.
3. Provide an environment conducive to Faculty satisfaction and student learning.

**ARTICLE III--Functions**

The functions of the organization shall be to:

1. Develop, initiate, implement, and evaluate the physical therapy program offered by the University.
2. Evaluate the program and activities of the Department of Physical Therapy according to accreditation criteria.

3. Cooperate and consult with other departments and divisions of the University, and to participate in activities of the total University Faculty.
4. Submit proposals for items needed in order to formulate the budget for the Department of Physical Therapy on a yearly basis.
5. Provide information to stakeholders about the physical therapy program.
6. Provide for a system of student advisement.
7. Promote, support, and provide an advisor for the UTC physical therapy student organization.
8. Promote and support the University of Tennessee at Chattanooga Physical Therapy Alumni Association.
9. Cooperate and collaborate with community agencies.
10. Initiate and conduct appropriate scholarship and creative activities.
11. Interpret the purposes and policies of the Department to other departments of the University, and to the community at large.

#### **ARTICLE IV--Voting Membership**

The voting membership of the faculty of the Department shall be Core Faculty members holding the faculty rank of Professor, Associate Professor, Assistant Professor, and Instructor with at least 50% core faculty appointment. Persons holding other academic appointments in the Department, such as Adjunct, Clinical Faculty, or Clinical Instructors, are non-voting members of the faculty.

#### **ARTICLE V--Department Leadership**

The Department of Physical Therapy Head or a designee will serve as chair of the organization. The Department Head shall preside over meetings, cancel regular meetings as necessary, and call special meetings. The Department Head shall prepare the agenda at least 24 hours prior to the meeting. The agenda will include items subject to a vote at that meeting.

#### **ARTICLE VI--Meetings**

At the first meeting of the academic year, members will determine a regular meeting time. The Department Head may cancel a regular meeting or call a special meeting in response to Department needs or request of the members.

#### **ARTICLE VII--Quorum**

Two-thirds of the full-time faculty shall constitute a quorum for the transaction of business.

#### **ARTICLE VIII--Voting**

Section 1. A voice or written vote shall be taken on all motions. Any motion shall be passed by majority. Absentee voting is acceptable if it is in writing to the Department Head.

Section 2. In the event decisions must be made during the summer, an attempt will be made to obtain a quorum. If no quorum is met, decisions shall be made by those present.

## **ARTICLE IX--Standing Committees**

Section 1. Standing committees for the organization shall include:

- A. Accreditation
- B. Admissions & Advisement
- C. Alumni & Community Partners
- D. Curriculum
- E. Faculty Promotion, Tenure & Retention
- F. Scholarship
- G. Student Activities
- H. Student Retention & Progression
- I. Post-Professional Education

Section 2. Quorum

A majority of the faculty committee members shall constitute a quorum.

Section 3. Committees shall be added or deleted by vote of the members. Special committees shall be appointed by the Department Head as needed. Committees shall be charged to bring forward recommendations to the core faculty.

Section 4. Membership of Committees

Committee assignments are made at the end of the spring semester by the Tenure, Promotion and Retention Committee considering faculty requests for committee assignments. The chair of each committee will be decided by the committee members at the final spring semester faculty meeting. The Department Head may make a special request for the appointment of a chairperson of a committee. In addition to required committee membership on Accreditation, Faculty Promotion, Tenure & Retention (if tenured), and Student Retention and Progression Committees, all faculty will serve on two additional committees.

- A. Accreditation: The membership shall consist of the core faculty with the Department Head serving as chairperson.
- B. Admissions & Advisement: The membership shall consist of the Coordinator of Admissions and the Coordinator of Advisement. The core faculty shall participate in the

final selection process. All faculty will have defined advisement responsibilities as assigned by the Department Head.

- C. Alumni & Community Partners: The membership shall consist of three faculty members, the President of the UTC Physical Therapy Alumni Association, and the Chairperson of the UTC Physical Therapy Advisory Board.
- D. Curriculum: The membership shall consist of three faculty members, a DPT III student, a clinical instructor, and a UTC PT alumnus.
- E. Faculty Promotion, Tenure & Retention: The membership is defined in the UTC Faculty Handbook.
- F. Scholarship: The membership shall consist of three faculty members.
- G. Student Activities: The membership shall consist of two faculty members and the president of each DPT class. One faculty will serve as liaison for DPT III graduation activities. The DPT II president will serve as the chairperson.
- H. Student Retention & Progression: The membership shall consist of the core faculty with the Department Head serving as chairperson.
- I. Post-Professional Education: The membership shall consist of the Director of the tDPT program, the Department Head, and two additional core faculty members of the tDPT program.

Section 5. Each committee shall prepare an annual report and submit it to the Department Head at the end of spring semester.

Section 6. Purposes of the committees shall be as follows:

- A. Accreditation: The committee shall be responsible for ascertaining that all services in the Department meet the standards set by the Commission on Accreditation in Physical Therapy Education (CAPTE), and by the Southern Association for Colleges and Schools (SACS) Accreditation of Hospitals, including incorporating these standards into the medical staff bylaws. The committee further shall be responsible for effecting changes recommended by the accrediting bodies.
- B. Admissions & Advisement: Coordinate and direct recruitment, pre-professional and professional program advisement and entry-level DPT program admission. Review, evaluate and revise admission standards and procedures. Review, evaluate and revise advisement standards and procedures.
- C. Alumni & Community Partners: Collaborate with alumni and community advisory board to expand service and outreach as part of an engaged metropolitan university.
- D. Curriculum: Review and evaluate the existing pre-professional and entry-level curriculum on a systematic basis. Formulate and present recommendations for total faculty

approval or action regarding new courses, major revisions of current courses and/or curriculum modification.

E. Promotion, Tenure & Retention: Make recommendations for promotion, tenure and reappointment of Department faculty following the procedures as identified in The University Faculty Handbook.

F. Scholarship: Promote and support scholarly and creative activities of faculty and students.

G. Student Activities: Plan student activities for pre-PT and PT students. Discuss and channel student concerns. Faculty sub-committee recommends students to the Faculty for scholarships, honors and awards.

H. Student Retention & Progression: Review petitions to remediate and/or re-enter the entry-level and post-professional transition physical therapy program.

I. Post-Professional Education: Review and approve proposals for post-professional education courses sponsored (or co-sponsored) by the UTC PT department. Provide strategic oversight for new program development for post professional coursework leading to academic credit.

#### **ARTICLE X--Appeals and Grievances**

Any appeals or grievances shall follow the policy and procedure outlined in The University of Tennessee at Chattanooga Faculty Handbook.

#### **ARTICLE XI--Parliamentary Authority**

Meetings shall be conducted according to Robert's Rules of Order Revised.

#### **ARTICLE XII--Amendments**

Any member shall have the power to initiate amendments to the by-laws. Proposed amendments shall be submitted in writing to all members at least one week prior to the meeting at which the amendment shall be introduced. An amendment shall become effective immediately upon approval by a simple majority.

Adopted 02/20/07



**THE UNIVERSITY OF TENNESSEE  
AT CHATTANOOGA**



**COLLEGE OF HEALTH, EDUCATION  
AND PROFESSIONAL STUDIES**

**DEPARTMENT OF PHYSICAL THERAPY**

## **Strategic Plan**

(2010-2016)

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### **Preamble**

The content of the Department of Physical Therapy's (PT) Strategic Plan represents specific initiatives of the University of Tennessee System, The University of Tennessee at Chattanooga (UTC), the UTC College of Health, Education and Professional Studies, and the American Physical Therapy Association (APTA) deemed critical to the realization of our goals. The implementation of the plan, including sequencing, timing, methodology, and outcomes will depend on the ongoing interaction with partners and thus should be viewed as dynamic and evolving. Implementation of the plan will begin in 2007 and periodic re-evaluation of the plan will occur in 2010, 2013, and 2016. An annual assessment of the expected outcomes will also be conducted and the action plans modified as needed.

### **Vision**

Within our engaged metropolitan university, the Department of Physical Therapy will become recognized regionally as a leader in physical therapy education, research, and clinical service through emphases on: culturally congruent, evidence-based patient care; professional service through engagement in the engagement in the greater Chattanooga community and beyond; graduating competent physical therapy professionals for the state of Tennessee and beyond.

(Adopted 7/2003, revised 12/2007 & 9/2010).

### **Mission**

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.

(Adopted 4/2008; reviewed 9/2010)

### **Core Values**

In fulfilling our mission, the Department is committed to:

- 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; and
- Graduating competent engaged practitioners as evidenced by
  - Service as clinical instructors
  - Service to the profession
  - Achievement of advanced certifications

### **Philosophy**

Physical therapy is a multi-faceted helping profession that aims to prevent or alleviate pain and dysfunction in individuals suffering from injury or disease. To this end, education of the provider and the recipient is critical to the success of the treatment program. The curriculum must be updated on a continuous basis so that students enter the profession as caring,

thinking, analytical and questioning individuals who can function in a health care system with a sound background of knowledge. Students must actively participate in their educational experiences so that they not only develop confidence in their own abilities, but they are also prepared to evaluate their learning experiences and offer constructive criticisms. The faculty should function as facilitators of the learning process and as role models for students, to promote their development to the highest possible level of competence through their own participation in clinical, research, teaching, administrative and service activities. Learning is a lifelong endeavor. In order for graduates from this program to continue to be competent professionals, they must be committed to the pursuit of personal and professional development.

(Adopted 7/2003; Reviewed 3/2011)

## Strategic plan goals for 2010 - 2016

### Goal #1: To graduate highly qualified doctors of physical therapy who are professionally competent lifelong learners who value practice with high ethical standards.

#### Expected Outcomes:

1. Enroll a minimum of 30 DPT students/year that consistently exceed minimal admissions requirements (3.0 cumulative; 3.0 science GPA).

#### Action Items:

- A. Perform an annual review of the admissions process and procedures.
- B. Continue to support DPT students with scholarships, GA positions, and work study positions and expand these when possible.
- C. Attend UTC and off-campus recruitment events.
- D. Identify "top-10" feeder schools and establish an ongoing relationship with their pre-PT advisors (1X/year communication).
- E. Identify a minimum of 3 new feeder schools from where we would like to receive students. Establish contact with the pre-PT advisors and visit the campus.
- F. Track and analyze PTCAS admissions data to assess characteristics of our applicant pool for the next three years.
- G. Provide a comprehensive plan for advisement of UTC and other students to facilitate successful prerequisite and UG degree completion.
- H. Coordinate PT prerequisites with various majors to include:
  - i. Health and Human performance (Exercise Science pre-professional concentration)
  - ii. Psychology
  - iii. Biology
  - iv. Rehabilitation Science
- I. Provide feeder schools with current advisement and admission data to assist in their advisement
- J. Implement a plan for minority and underserved students to facilitate their admission.
  - i. Identify schools that enroll a high percentage of minority and disadvantaged students and establish a plan with them to help facilitate admissions.
  - ii. Work with minority organizations on the UTC campus to help facilitate admissions.
  - iii. Continue to seek the Scholarship for Disadvantaged Students and other grants

*Data Points: AAR, SDS grant report*

2. Graduate 85% or more of admitted DPT students over a 5 year period.

#### Action Items:

- A. Collect and analyze data on retention from 2001-present.
- B. If retention is less than 90% due to academic or professional reasons, track on an annual basis and report at fall retreat.

*Data Points: AAR*

3. Achieve a pass rate on the National Physical Therapy Examination equal to or above the state and national average.

#### Action Items:

- A. Continue to monitor pass rates and update the curriculum as well as the preparation for national licensure course on a yearly basis.

- B. Work with students who have been unsuccessful on the licensure examination to remediate their problem areas.

*Data Points: FSBPT School Report*

4. One hundred percent of graduates/alumni will demonstrate continuing competency as required for licensure.

Action Items:

- A. Assess relevant data to obtain percentage. Discuss at faculty retreat.

*Data Points: one-year and alumni survey results, info from TN Bd of PT*

5. Thirty percent of graduates/alumni will achieve advanced certification.

Action Items:

- A. Assess the alumni survey to obtain percentage. Discuss at faculty retreat.

*Data Points: alumni survey*

6. Prior to graduation, one hundred percent of students and graduates will achieve entry-level performance regarding professional and ethical standards (Clinical Performance Instrument items 2 & 3).

Action Items:

- A. The DCE will evaluate each student's CPI to assure compliance. Report to faculty.

*Data Points: CPI*

**Goal #2: To assess the curriculum and program outcomes on an ongoing basis to ensure compliance with current evidence-based practice and support workforce needs.**

**Expected Outcomes:**

1. Offer a curriculum which reflects the latest in evidence-based practice and supports workforce needs.

Action Items:

- A. Maintain full accreditation; Submit annual reports to CAPTE.
- B. Schedule at least yearly meetings of the PT advisory board.
- C. Evaluate the workforce needs to determine if we are meeting them.
- D. Evaluate the readiness of graduates to practice with direct access.
- E. Continually assess student resources such as computer labs and classroom equipment needed to carry out our educational mission.
- F. Compile an accurate list of departmental equipment, and develop a routine maintenance, calibration schedule.
- G. Monitor and assess the curriculum and program graduates on an ongoing basis.
  - i. Evaluate the effectiveness of the comprehensive web-based system managing out-processing and graduate outcomes
  - ii. Evaluate the formal plan for yearly assessment of program outcomes through focus group meetings. Monitor the clinical education component of the curriculum on an ongoing basis and provide support for CIs
  - iii. Assess clinical courses on a yearly basis through student interviews and surveys.
  - iv. Offer the APTA CI credentialing course to clinical instructors at least on a yearly basis.
  - v. Host the P.T. Forum yearly
- H. Evaluate and further develop the professionalism and ethics across the curriculum.
  - i. Evaluate how professionalism and ethics are embedded throughout the curriculum
  - ii. Analyze strengths and weakness
  - iii. Recommend changes
  - iv. Implement changes
  - v. Re-assess
- I. Optimize pharmacology content across the curriculum.
  - i. Evaluate current status
  - ii. Analyze strengths and weakness
  - iii. Recommend changes
  - iv. Implement changes
  - v. Re-assess
- J. Optimize content for orthotics and prosthetics

- i. Evaluate current status
  - ii. Analyze strengths and weakness
  - iii. Recommend changes
  - iv. Implement changes
  - v. Re-assess
- K. Integrate ICF model throughout the curriculum.
- i. Evaluate current status
  - ii. Analyze strengths and weakness
  - iii. Recommend changes
  - iv. Implement changes
  - v. Re-assess
- L. Establish an advisory board to council the department regarding collaborative efforts and to assist in fundraising.

*Data Points: CPI results, employer survey, SWOT, Advisory Board and faculty review*

2. In support of workforce needs, continue to offer a curriculum which engages the students in service learning and cultural competence.

Action Items:

- A. Expand the opportunities for UTC DPT students and alumni to engage in multicultural sensitivity.

*Data Points: CPI results, employer survey, SWOT, Advisory Board and faculty review*

### **Goal #3: To maintain competent full-time faculty, associated (adjunct and clinical) faculty, and administrative staff who are productive and recognized within the UTC community and among professional peers**

#### **Expected Outcomes:**

1. Demonstrate core & associated faculty productivity and recognition both at UTC and among professional peers.

Action Items:

- A. Assess the faculty needs for development opportunities and provide additional support for faculty to attend professional conferences, particularly where they are active participants or where additional training is paramount to instructional activities.
- B. Provide faculty the opportunity to practice up to 8 hours/week to maintain clinical proficiency and support teaching content.
- C. Provide professional development opportunities to associated faculty when needed such as software training, mentoring, and assistance in the development of teaching materials.
  - i. Provide CI credentialing workshop annually
  - ii. Offer the tDPT for alumni and clinicians
  - iii. Offer the PT Forum annually
  - iv. Offer continuing education workshops

*Data Points: graduate surveys, instructional surveys, PT calendar*

2. Administrative staff is efficient and effective in their roles.

Action Items:

- A. Provide support for professional development such as workshops.

*Data Points: staff evaluations (SPDR)*

3. Core and associated faculty are competent and sufficient in number to meet program needs.

Action Items:

- A. Complete the search process and fill vacated positions as applicable.
- B. Seek approval for faculty position in conjunction with area healthcare institutions.

*Data Points: faculty evaluations (EDO), promotion & tenure process*

4. Clinical faculty will demonstrate instructional competency.

*Data Points: student clinical education feedback documents, CI certification*

## **Goal #4: To support and expand outreach through service to alumni, the public, and the profession.**

### **Expected Outcomes:**

1. The PT Department will offer at least two professional development opportunities each year to the professional community.

#### Action Items:

- A. Co-sponsor (with Chattanooga State Physical Therapist Assistant Program) the annual Physical Therapy Forum for students, alumni, and the clinical community.
- B. Provide APTA's CI credentialing program annually.
- C. Host professional development programs annually.

*Data Points: department website, brochures*

2. The PT faculty will communicate regularly with the public and alumni through regular updates in electronic media and through University Relations.

#### Action Items:

- A. Facilitate the UTC PT alumni association to implement fundraising events for the PT Alumni Scholarship Fund.
- B. Engage alumni in new student orientation.
- C. Provide at least one educational opportunity/year for alumni and the community.

*Data Points: department website*

3. At least 25% of attendees at the department sponsored clinical instructor credentialing course will be UTC PT alumni.

#### Action Items:

- A. Work with Alumni Association to develop a plan for implementation
- B. Offer an annual CI course workshop.

*Data Points: CI program roster*

4. The PT Department will admit at least one cohort of students into the tDPT program per year.

#### Action Items:

- A. Program faculty and the program coordinator will participate in recruitment activities on an ongoing basis.
- B. The program coordinator will publish admission deadlines for each semester on the departmental website.

*Data Points: Graduate School reports*

5. Twenty-five percent of the PT faculty will be actively engaged in service to physical therapy professional organizations.

#### Action Items:

- A. Faculty and department head will collaborate to include relevant objectives in the service area on the annual EDO documents.
- B. Encourage and support faculty and student participation in service learning and pro bono services.
- C. Host and participate in Chattanooga District meetings.

*Data Points: faculty EDO*

6. Twenty-five percent of the PT faculty will be actively engaged with community public service organizations.

#### Action Items:

- A. Faculty and department head will collaborate to include relevant objectives in the service area on the annual EDO documents.
- B. Encourage and support faculty and student participation in leadership roles in community and professional organizations.

*Data Points: faculty EDO*

## **Goal #5 To promote and support scholarly activities as a foundation for providing improvements in clinical practice, the advancement of professional knowledge and the improvement of instruction and learning.**

**Expected Outcomes:**

1. Faculty will meet expectations for scholarly activity as presented in annual EDO materials and the departmental promotion and tenure documents.

**Action items:**

- A. Provide support to foster scholarly efforts of the faculty and students.
- B. Monitor and allocate funds from the University to increase support for the acquisition of library materials appropriate to graduate education.

*Data Points: faculty EDO and CVs, faculty meeting minutes*

2. Faculty will pursue intramural and extramural funding opportunities to support scholarly productivity and dissemination as presented in the EDO process.

**Action Items:**

- A. Foster grant submission (internal and external), and research papers and presentations submitted annually.
- B. Track the number of student research projects disseminated from the beginning of the DPT program and set goals on student research publication. Develop collaborative research activities among the Physical Therapy faculty and with faculty in different departments and colleges within UTC, as well as with faculty at other Universities.
- C. Explore coordinated research activities with clinicians at area health care facilities for both faculty and student research projects. Develop and track support research activities with clinicians.

*Data Points: faculty EDO and CVs*

This Strategic Plan provides the foundation for decisions concerning the Department of Physical Therapy. This Strategic plan identifies areas to be addressed as we work toward fulfilling our Mission. The continuous evolution of the Strategic plan will be used to establish priorities and strategies for action to improve the quality of the education we provide to our students. The Strategic Plan defines the academic goals toward which the Department should be striving, and a mechanism for assessing how well we are doing in achieving those goals. In developing this Strategic Plan, our goal is to create a continuous process for self-improvement, both short- and long-term. This process will allow broader participation in the governance of the Department; it will increase the sharing of information among faculty, administration, staff and students, and will provide opportunities for input into decisions.

(9/8/2011 approved)

UTC Department of Physical Therapy Committee Assignments  
Committee Assignments **Bold = chair**

Committee	Members 2006-7	Members 2007-8	Members 2008-9	Members 2009-10	Members 2010-11	Members 2011-12
<b>Accreditation</b>	Dept Head (Chair) All faculty	Dept Head (Chair) All faculty	David Levine & Nancy Fell (Chair) All faculty	<b>David Levine &amp; Nancy Fell</b> co- chairs	<b>David Levine &amp; Nancy Fell</b> co- chairs	<b>David Levine &amp; Nancy Fell</b> co- chairs
<b>Admissions &amp; Advisement</b>	Larry (Chair) Nancy	Larry Nancy	<b>Larry</b> Debbie	<b>Larry</b> Debbie	<b>Larry</b> Debbie	<b>Larry</b> Debbie
<b>Alumni &amp; Community Partners</b>	Debbie Nancy President of UTC PT alumni Chair of Dept. Advisory Board	Debbie Nancy President of UTC PT alumni Chair of Dept. Advisory Board	<b>Debbie</b> Nancy President of UTC PT alumni Chair of Dept. Advisory Board	<b>Debbie</b> Nancy President of UTC PT alumni Chair of Dept. Advisory Board	<b>Debbie</b> Nancy President of UTC PT alumni Chair of Dept. Advisory Board	<b>Debbie</b> Nancy President of UTC PT alumni Chair of Dept. Advisory Board
<b>Curriculum</b>	Randy (Chair) Debbie June Barry DPT III student Clinical Instructor UTC PT Alumnus	Randy Debbie June Barry DPT III student Clinical Instructor UTC PT Alumnus	<b>Randy</b> Debbie June Barry DPT III student Clinical Instructor UTC PT Alumnus	<b>June and Barry</b> Debbie Randy	<b>June and Barry</b> Debbie Randy	<b>June and Barry</b> Debbie Randy
<b>Faculty Promotion, Tenure &amp; Retention</b>	Designated by faculty handbook Chair: Larry	Designated by faculty handbook Chair: Larry	Designated by faculty handbook <b>Larry</b>	Designated by faculty handbook <b>Larry</b>	Designated by faculty handbook <b>Larry</b>	Designated by faculty handbook <b>Larry</b>
<b>Faculty &amp; Student Scholarship</b>	Dave (Chair) June Randy	Dave June Randy	<b>Dave</b> June Randy	<b>Dave</b> Randy Barry	<b>Dave</b> Randy Barry	<b>Dave</b> Randy Barry
<b>Student Activities</b>	DPT II president (Chair) DPT I president DPT III president Debbie (Liaison)	DPT II president (Chair) DPT I president DPT III president Debbie (Liaison)	DPT II president (Chair) DPT I president DPT III president <b>Randy</b> (Liaison)	<b>Randy</b> Class Presidents  Scholshp: June, Cathie, Barry	<b>Randy</b> Class Presidents  Scholshp: June, Cathie, Barry	<b>Randy</b> Class Presidents  Scholshp: June, Cathie, Barry
<b>Student Retention &amp; Progression</b>	Dept Head (Chair) All faculty	Dept Head (Chair) All faculty	<b>Dept Head</b> (Chair) All faculty	<b>Dept Head</b> All faculty	<b>Dept Head</b> All faculty	<b>Dept Head</b> All faculty
<b>Post- Professional Education</b>	Cathie (Chair) Dept. Head June Larry	Cathie (Chair) Dept. Head June Larry	<b>Cathie</b> (Chair) Dept. Head June Larry	<b>Cathie</b> Randy Larry June	<b>Cathie</b> Randy Larry June	<b>Cathie</b> Randy Larry June

## **Program**

### **Curriculum Goals and Objectives**

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.

### **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.

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**  
**1<sup>st</sup> Year DPT**

**FALL SEMESTER**

PHYT 7111	Introduction to Patient/Client Management	2 hrs
PHYT 7114	Evidence in Practice	2 hr
PHYT 7116	Human Gross Anatomy	6 hrs
PHYT 7113	Professional Communication and Education	2 hrs
PHYT 7210	Kinesiology and Applications of Exercise	3 hrs
PHYT 7115	Musculoskeletal Examination	<u>2 hrs</u>
		17 hrs

**SPRING SEMESTER**

PHYT 7070	Therapeutic Exercise	3 hrs
PHYT 7122	Neuroscience	5 hrs
PHYT 7123	Physical Agents	2 hrs
PHYT 7124	Pathology	3 hrs
PHYT 7125	PT Management of Musculoskeletal Disorders of the Lower Extremities	3 hrs
PHYT 7126	PT Management of Musculoskeletal Disorders of the Upper Extremities	<u>3 hrs</u>
		19 hrs

**SUMMER SEMESTER**

PHYT 7131	PT Management of Musculoskeletal Disorders of the Spine	4 hrs
PHYT 7133	Clinical Education I	4 hrs
PHYT 7132	Electrotherapeutic Modalities	<u>2 hrs</u>
		10 hrs

**PROFESSIONAL CURRICULUM PLAN  
2nd Year DPT**

**FALL SEMESTER**

PHYT 7212	Critical Inquiry	3 hrs
PHYT 7211	PT Management of Medical/Surgical Conditions I	2 hrs
PHYT 7214	Clinical Applications Across the Lifespan	2 hr
PHYT 7215	PT Management of Patients/Clients with Neurologic Dysfunction I	4 hrs
PHYT 7216	Human Growth and Development Across the Life Span	3 hrs
PHYT 7211	PT Management of Cardiopulmonary Dysfunction	<u>4 hrs</u>
		18 hrs

**SPRING SEMESTER**

PHYT 7221	Psychosocial Aspects of Disability	2 hrs
PHYT 7222	PT Management of Medical/Surgical Conditions II	3 hrs
PHYT 7223	PT Management of Adults and Elders with Neurologic Dysfunction II	4 hr
PHYT 7224	PT Management of Infants, Children and Adolescents with Neurologic Dysfunction III	4 hrs
PHYT 7225	PT Management of Medical/Surgical Conditions III	3 hrs
PHYT 7226	Research Investigation	<u>2 hrs</u>
		18 hrs

**SUMMER SEMESTER**

PHYT 7231	Clinical Education II	4 hrs
PHYT 7232	Clinical Education III	<u>5 hrs</u>
		9 hrs

**PROFESSIONAL CURRICULUM PLAN  
3rd Year DPT**

**FALL SEMESTER**

PHYT 7311	Administration in PT	3 hrs
PHYT 7312	Movement Disorders	2 hrs
PHYT 7313	Differential Diagnosis in PT	3 hrs
PHYT 7314	Research Investigation II	2 hr
PHYT 7315	Applied Patient/Client Management	2 hr
ELECTIVES		<u>6 hrs</u>
		18 hrs

(electives may include these and other courses:)

*PHYT 7997 Individual Studies (1 – 3 hrs)*

*PHYT 7303 Advanced Clinical Orthopedics (3)*

*PHYT 7304 Advanced Neurorehabilitaion Management Principles for Children (3)*

*PHYT 7305 Advanced Manual Therapy (3)*

*PHYT 7306 Advanced Sports PT (3)*

*PHYT 7301 Advanced Adult Neuro Rehab (3)*

**SPRING SEMESTER**

PHYT 7332	Clinical Internship	9 hrs
PHYT 7331	Preparation for Licensure	<u>2 hrs</u>
		11 hrs

<b>TOTAL DPT PROGRAM HOURS</b>		120 hrs
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## **Course Evaluation Process**

The faculty member of each course is expected to obtain feedback from students as they complete each didactic course in the curriculum. The format of this information should follow the departmental form approved by the faculty. The information is to be used to evaluate and revise the course at the next offering.

- The course evaluation form should be posted as a survey on Blackboard.
- Results from the evaluation should be provided to the departmental Curriculum Committee prior to the beginning of the next academic semester.
- The Curriculum Committee will review the information and make suggestions for improvement, if needed, to the department head for further consideration.

## Accreditation

The management of all CAPTE accreditation documents and fees are the responsibility of the department head, working in conjunction with the Accreditation Committee and the PT faculty. Specifically, this process includes:

- collecting data necessary for continued accreditation.
- developing the necessary documentation, surveys and reports required for continued accreditation.
- the timely submission of the required documentation for accreditation including the annual accreditation reports including graduation and employment rates, NPTE pass rates, self study reports and any required progress reports.
- reporting on graduation and employment rates.
- bringing the program into compliance with the CAPTE Evaluative Criteria within two (2) years after the determination that the program is out of compliance if the program be determined to be out of compliance with the accreditation criteria.
- reporting to the faculty and the Dean of the College of Health, Education and Professional Studies yearly reports on the program's pass rate on the NPTE examination.
- completing the Department's Annual Report.
- timely submission of accreditation fees on a yearly basis. Invoices submitted for payment must first be approved by the department head.
- reporting to CAPTE any substantive changes in the department including changes in department leadership, changes in administrative structure at the University, decreases in resources (i.e. faculty, staff, space, equipment, funding) that would affect the long term stability of the program, significant increases (greater than 25%) in enrollment numbers, major curricular changes or the establishment of an expansion program.
- notifying CAPTE of any substantial changes in institutional accreditation.
- notifying the Dean of the College of Health, Education and Professional Studies and the University Chancellor of any changes in the department's accreditation status.
- reporting the results of the AAR annually to the PT Faculty.

## **Clinical Education**

The Clinical Education Handbook is a separate document that details relevant information for students and clinical sites. The DCE is responsible for maintaining this handbook. The PT faculty reviews and approves the handbook annually at the spring retreat.

## **Advisement**

The advisement focus of the department is to advise the professional students enrolled in the DPT program. Each program student is assigned to a faculty advisor, who is available to assist with academic and personal issues as needed.

Students are encouraged first to seek academic assistance from the faculty member teaching the course where concerns are noted. If the concerns cannot be resolved, the student should contact his/her primary faculty advisor.

A faculty member, designated by the department head, serves as the departmental advisement coordinator. The role of the coordinator is to arrange group meetings of UTC pre-professional undergraduate students each semester to review the application and Entry-level DPT Admissions process for the program.

Working with UTC admissions, the physical therapy department conducts multiple advisement sessions per semester for high school seniors and their parents. The department provides an overview of the profession and the academic requirements. Once students are admitted, they are advised to select a major and list pre-physical therapy as a secondary major.

Each semester, the department hosts group advisement sessions for students interested in physical therapy. The department's program coordinator meets separately with the students who are currently applying to the DPT program. Other faculty review pre-requisites, discuss physical therapy settings, and our role in healthcare.

Faculty provide two hour schedule blocks each week to advise other students on an individual basis. This includes UTC and non-UTC students considering physical therapy.

When pre-professional students request advisement information, the department administrative assistant will assist the person as able or schedule an appointment with a faculty member.

## **Admission Process and Criteria**

### **PTCAS**

All applicants must apply to the program through the Physical Therapy Centralized Application Service or [PTCAS](http://www.ptcas.org). "P-T-KAS" is a web-based centralized application service that allows the applicant to use one set of materials to apply to multiple PT programs. Our program requirements can be found on the PTCAS web site at <http://www.ptcas.org/TennesseeChattanooga.html>. All information required for the application process may be downloaded at the following web address: <http://www.utc.edu/Academic/PhysicalTherapy/admissions.php>.

This address includes information on:

- Eligibility and Enrollment Requirements
- Admission Contingencies
- Application Deadlines and PTCAS Status Definitions
- Graduate Application Materials

### **PTAdMIT**

AdMIT is an admissions management tool. Developed to assist admissions officers in the management of annual admissions cycles, the program creates an applicant database to record and track each applicant throughout the cycle. [Academic Software Plus](http://academicsoftwareplus.com) supports PTAdMIT in addition to academic software for administrators and directors of similar programs in health professions schools and universities.

(<http://academicsoftwareplus.com/products/admit>)

Our program uses PTAdMIT in conjunction with PTCAS to manage entry-level admissions. Each week a “mailing” is downloaded from PTCAS. Each applicant included in the mailing will automatically be given an Applicant Type of “New Applicant” and a Current Status of “Applicant is Un-reviewed.” If the applicant is an Early Decision candidate, they will be designated as such. All applicant reviews are completed as quickly as possible to reduce phone calls and emails from applicants asking if their application has been received, and GAs are involved as requested/ appropriate. It is up to the Program Coordinator and Faculty Admissions Liaison to notify GAs of their responsibilities.

### **Early Decision**

Applicants may choose the Early Decision option in PTCAS. In this situation, the applicant will select one program as their early decision choice. If the student is accepted by the program as an Early Decision Candidate, it is a binding commitment, and PTCAS will not release the student’s application to any other PTCAS programs during that application cycle. Students who are not accepted as an early decision candidate but meet the minimum requirements are placed in the General Applicant pool for later consideration with an official status of “Early Admission to General.” In this situation, the applicant may then apply to additional PTCAS programs. All decisions on Early Decision candidates are made by late September so that applicants who are deferred to the General Applicant pool have adequate time to meet the first of PTCAS’s soft deadlines for other programs. UTC’s Early Decision minimum requirements are the same as those for the General Applicant.

### **GPA**s

Once an application is downloaded, the Program Coordinator will check each application to ensure the individual meets the minimum qualifications for cumulative and science GPAs. The University will allow the better grade of the first three courses repeated (by date) for all subjects. Therefore, if the applicant repeated pre-calculus, art history and freshman comp BEFORE they repeated Chemistry I; they do not get credit for the best grade in Chemistry I. Instead, the Program Coordinator must leave both grades so that they are both averaged into the total Science GPA. If the applicant has not repeated other courses, the coordinator will exclude the first grade for Chemistry I. When a course lecture and lab are both repeated and the lecture and lab receive separate grades, it will be counted as one course. If a third and fourth course are repeated in the same semester, the GPA calculation most beneficial to the student will be used.

## References

The Program Coordinator will review all applicant references, confirming that at least one is from a licensed physical therapist.

## GRE Scores

The unofficial GRE score should be included in the application. The Program Coordinator will confirm that the test score is there **and** that the Comp score is the same as the Total score. The Comp score is the number used in the applicant's score. If it is left blank, the application cannot be processed. In this case, the applicant will be notified that their application is incomplete until GRE Scores are received. The Graduate School Liaison will confirm receipt of the official scores by marking the checklist, and post the official score in the notes section of the checklist. The unofficial score is enough to change their status to "Meets Minimum Requirements."

Once all of the Minimum Requirements have been reviewed, the Program Coordinator will change the applicant's current status to one of the following:

- **Application Received/Meets Minimum Requirements** – Applicants can only be changed to this status if ALL minimum requirements are complete. An e-mail will be sent notifying them of their status. Applicants will be requested to submit supplemental materials at that time.
- **Application Received/Does Not Meet Minimum Requirements-** This status is selected if they will no longer be considered for admission. Applicants will be notified via e-mail of their status and the reason they do not meet requirements. Generally, this is due to GPA. If the applicant is being denied for other reasons (usually a grade below a C in a prerequisite or an insufficient number of completed prerequisites), the appropriate letter will be sent.
- **Application Received/Incomplete** – This status is selected if the applicant is missing a reference or unofficial GRE score at the time of review, but they meet minimum requirements otherwise. The Program Coordinator will have to customize each email using the template. Applicants will be requested to submit any missing materials or submit petitions for courses at this time.

The Program Coordinator will update the Department Head and the Faculty Liaison on a weekly basis in regard to numbers and applicants. Once completed, the applications will be scored on a percentage-based scale taking into account GRE scores (30%), Science GPA (35%) and Cumulative GPA (35%). References will be used as a "red flag" in evaluating applicants. After the October deadline, a spreadsheet will be created listing applicant ID, scores, GPAs, Cumulative GRE scores and additional information requested by the faculty, including but not limited to: number of prerequisites completed and number of courses repeated. This information will be reviewed by faculty, and upon request, full applications will be printed and delivered to the admissions liaison and faculty for the selection process. Selection and admission invitations will be based primarily on the percentage scores, taking the highest 30 scores and working down the list should one or more of the top 30 applicants decline a place in the class. Other qualified applicants will remain in the system as "Alternate."

All applicants are required to submit new transcripts for fall grades to PTCAS AND the Graduate School. Applicants must update their grades manually in PTCAS before academic update closes and submit their transcripts by a required date for verification. Failure to do so may jeopardize their application status. Once grades have been updated and verified, PTCAS will send the updates in a mailing. The Program Coordinator will go back into EACH applicant's

updated file to confirm prerequisite grades for the fall semester and adjust both cumulative and science GPAs to reflect fall semester grades. This may change the total score for “Alternate” applicants, but will not affect the status of accepted students provided they continue to meet all admission contingencies (i.e. 3.0 GPAs, no required course below a C, etc.) and could prevent an “Alternate” applicant from being competitive- should a space open in the class- if it is not done.

## **Complaint Resolution**

### Procedure for Filing a Complaint

Students are encouraged to resolve issues about the program and/or the curriculum within the department, beginning with their faculty advisor. Following the chain of command, students can take their concerns to: PT department head, dean of CHEPS, provost and vice chancellor for academic affairs, dean of students, vice chancellor of student affairs and the chancellor of the university. For issues relating to curriculum and accreditation, students can file a complaint with the Commission on Accreditation of Physical Therapy Education by writing to the Department of Accreditation, APTA, 1111 N. Fairfax St, Alexandria, VA 22314.

Faculty members who wish to file a complaint are encouraged to first contact the PT department head. Following the chain of command if the concerns are unresolved, faculty can appeal to: dean of CHEPS, provost and vice chancellor for academic affairs, and the chancellor of the university. For issues relating to curriculum and accreditation, faculty can file a complaint with the Commission on Accreditation of Physical Therapy Education by writing to the Department of Accreditation, APTA, 1111 N. Fairfax St, Alexandria, VA 22314.

Individuals from clinical education sites will contact the DCE and then the department head; employers of graduates and individuals from the public who wish to express a concern or file a complaint about the program, faculty, or students should initially contact the PT department head. All complaints whether presented verbally or in written form along with their resolution, will be recorded in a file maintained in the department head's office. In the event the complaint cannot be resolved to satisfaction, the involved individual is directed to the dean of CHEPS, provost and vice chancellor for academic affairs, and the chancellor of the university.

University policy and procedures on student complaints:

<http://www.utc.edu/Administration/DeanOfStudents/complaint.php>

## Departmental Safety

### EMERGENCY ACTION- FIRE PLAN

*Department Name* *Physical Therapy*

Fire is the most likely event that would necessitate an evacuation. However, there are other events such as a bomb threat, chemical spill, structural failure, workplace violence and more that could also require evacuation. The procedures below are general in nature and you should never endanger yourself or anyone else by strict adherence to these guidelines.

For additional information about this plan, contact the department head.

Every department should have a primary safety contact and at least one (preferably two) backups. The safety contacts for this department are Randy Walker, David Levine, and Larry Tillman.

#### **I. When you encounter a fire:**

- a. **Rescue** anyone in danger if safe to do so
- b. **Evacuate** the immediate area using the nearest exit (*consider listing exits*) and close all doors
- c. **Activate the nearest fire alarm pull station** (*alternate means of notification will be necessary for buildings that lack a fire alarm system*)
- d. **Use the nearest fire extinguisher** if the fire is small, not blocking a means of escape and is producing a limited amount of smoke.
- e. Have someone **call 911** to report the fire from a safe location

#### **II. When fire alarm sounds in your area:**

- a. Promptly **close all doors and windows**
- b. Department safety personnel will **check areas to ensure evacuation is complete**. Mobility-impaired individuals will be assisted out of the building or to Lot 26 (across Oak St. from Davenport Hall) by department safety personnel.
- c. **Exit the building** using the nearest exit and proceed to Lot 26 (across Oak Street from Davenport Hall.)
- d. If feasible, a **head count** should be taken. Notify the fire department when they arrive of anyone that may be in the building, including physically-challenged individuals
- e. **Do not re-enter** the building until so directed by police or fire officials

**Employee Knowledge** – Employees shall be trained in this plan at the time of initial assignment, when the plan or the employee’s responsibilities change and at least every three years. More frequent training is recommended for department safety contacts. The department shall keep a record of training.

**Emergency Action Plan Review** – This plan shall be reviewed/revised by the PT department head on an annual basis.

1/09

## **EMERGENCY ACTION- MEDICAL EMERGENCY**

### ***Department Name* Physical Therapy**

There are several types of medical emergencies that could require action. These can include heart attacks, strokes, seizures, choking, falls and many more. The procedures below are general in nature and you should never endanger yourself or anyone else by strict adherence to these guidelines.

For additional information about this plan, contact the department head.

Every department should have a primary safety contact and at least one (preferably two) backups. The safety contacts for this department are Randy Walker, David Levine, and Larry Tillman.

#### **I. Before you encounter a medical emergency:**

- a. Inform co-workers of known food or insect allergies, medications and medical conditions
- b. Be aware of your location and know the street address, proper building name and directions to it.
- c. Know the sounds of an emergency : screams, cursing, shouts for help, falling objects, broken objects, moans, etc.
- d. Watch for distress: clutching an arm, chest or throat, dizziness or sudden collapse

#### **II. When a medical emergency occurs:**

- a. Contact 911 immediately – note: this will connect you to the campus police.
- b. Give as much detailed information about the victim and your location as possible
- c. If available, send someone outside to meet with rescue personnel
- d. Contact the victim's family members and supervisor

**Employee Knowledge** – Employees shall be trained in this plan at the time of initial assignment, when the plan or the employee's responsibilities change and at least every three years. More frequent training is recommended for department safety contacts. The department shall keep a record of training.

**Emergency Action Plan Review** – This plan shall be reviewed/revised by the department head on an annual basis.

## **EMERGENCY ACTION-TORNADO PLAN**

*Department Name Physical Therapy*

Tornadoes are the most likely weather event that would necessitate action. However, there are other events such as severe thunderstorms, snow, ice and more that could also require action. The procedures below are general in nature and you should never endanger yourself or anyone else by strict adherence to these guidelines.

For additional information about this plan, contact the department head.

Every department should have a primary safety contact and at least one (preferably two) backups. The safety contacts for this department are Randy Walker, David Levine, and Larry Tillman.

### **I. When you encounter inclement weather:**

- a. Peak tornado season for the Southeast is **March – May and from 3pm – 9pm**, but can occur in almost any month or time
- b. Purchase an **all weather radio** for the office
- c. Weather watches mean conditions are good for the formation of a tornado and usually covers a large area
- d. Weather warnings mean a tornado has been spotted or apparent on radar
- e. During a thunderstorm/tornado warning, **stay put!** Do not attempt to leave in a vehicle

### **II. When there is a tornado in the immediate area:**

- a. **Do not** go outside. If you are in a vehicle, leave immediately for a sturdy structure
- b. The basement or windowless, interior room, such as a bathroom, are the safest locations
- c. Take refuge under a sturdy piece of furniture

**Employee Knowledge** – Employees shall be trained in this plan at the time of initial assignment, when the plan or the employee’s responsibilities change and at least every three years. More frequent training is recommended for department safety contacts. The department shall keep a record of training.

**Emergency Action Plan Review** – This plan shall be reviewed/revised by the department head on an annual basis.

## **EMERGENCY ACTION- SHELTER IN PLACE**

*Department Name Physical Therapy*

There are several events such as storms, chemical spills, and workplace violence and more that could also require action. The procedures below are general in nature and you should never endanger yourself or anyone else by strict adherence to these guidelines.

For additional information about this plan, contact the department head.

Every department should have a primary safety contact and at least one (preferably two) backups. The safety contacts for this department are Randy Walker, David Levine, and Larry Tillman.

### **I. When you are warned of an emergency:**

- a. Warning can come via all weather radio, T.V., radio or the new text messaging system that will be in place by
- b. Purchase an all weather radio for the office and sign up for the text messaging system

### **II. When there is an emergency in your area:**

- a. Stay in your office and close windows and doors
- b. Lock and/or barricade door with large items
- c. Contact 911 to let the authorities know of your location
- d. Do not leave until you are given the all clear by the police department or those in authority

**Employee Knowledge** – Employees shall be trained in this plan at the time of initial assignment, when the plan or the employee's responsibilities change and at least every three years. More frequent training is recommended for department safety contacts. The department shall keep a record of training.

**Emergency Action Plan Review** – This plan shall be reviewed/revised the department head on an annual basis.

## **Departmental Equipment**

### Equipment Inventory

The departmental administrative assistant is responsible for maintaining an inventory of professional and computer based equipment for the department. In keeping with University requirements, equipment is tagged with a UTC sticker and an accounting of all items on the inventory list will be completed each spring semester.

Equipment that is no longer needed or is out-of-date will be surplus to the UTC Inventory Control in the Facilities department. Equipment that has been lost or stolen will be reported to the UTC police and Inventory control at the time of the incident.

Equipment found by faculty and students to be in need of repair will be reported to the department administrative assistant, who will coordinate the needed repairs with the department head.

### Equipment Calibration

Equipment that poses a risk to students and faculty will be professionally calibrated near the end of the spring semester each year. This equipment list includes all electrical stimulators, ultrasound machines, the Biodex treadmill and the mechanical traction unit.

The departmental administrative assistant will maintain a year to year record of equipment calibration and manage this process in collaboration with the department head.

## **Faculty – Core and Associated**

Rights and Responsibilities – Described in Chapter 4 and 5  
of the UTC Faculty Handbook -

<http://www.utc.edu/Administration/FacultySenate/handbook.php>

Reappointment, Evaluation, Promotion and Tenure – Described in  
Chapter 3 of the UTC Faculty Handbook –

<http://www.utc.edu/Administration/FacultySenate/handbook.php>

## **Guidelines for Promotion and/or Tenure for Tenure Track Faculty Members**

### **Department of Physical Therapy College of Health, Education, and Professional Studies University of Tennessee at Chattanooga**

Tenure track faculty members will be promoted and/or tenured for demonstrated achievement in teaching, research and scholarly activities, and service consistent with the Promotion and Tenure Policies described in the UTC Faculty Handbook. Evidence of these accomplishments, including the balance between administrative activities, teaching and research, will vary with individuals. While promotion and tenure do not have to occur simultaneously, they are tied together with similar requirements and expectations. Recommendations for promotion will be based on the faculty member's accomplishments since attainment of his or her present rank. A candidate is expected to integrate information from the annual Evaluation and Development by Objectives (EDO) document into the promotion and tenure documentation. The candidate is responsible for providing the Rank, Tenure and Reappointment (RTR) committee with all supportive materials that substantiate the range, significance, and quality of work with regard to teaching, research and scholarship, and service.

#### **I. Criteria**

The areas considered for promotion and/or granting tenure will include teaching performance, research and scholarly performance, and performance of service.

Teaching evaluation will be based on student course evaluation, faculty peer evaluation and course materials. Consideration will be given to new and innovative course design and supporting materials. The quality of teaching includes student advisement.

Research and scholarly achievement will be evaluated by a combination of materials indicating professional achievement, including the CAPTE Scholarship documents. Examples of these materials will include, but not be limited to, publications in refereed scientific and professional journals, publication in refereed scholarly books, and invited refereed presentations. Lesser weight shall be attached to non-refereed publications and presentations. Certification, clinical specialties, and ongoing professional education are other examples to support appropriate professional growth. While the department views the mark of professional development to include publication of scholarly research, it adheres to no rigid quantitative formula regarding the number and types of publications required for promotion.

Service evaluation will relate to departmental, college, university, professional and community organization and committee participation. Execution of administrative assignments as requested by the department head will also be considered.

The detailed evaluation of electronic and multi-media materials is a departmental function, as set forth in the UTC Faculty Handbook. Guidelines listing evaluation criteria for the variety of electronic materials relating to teaching, research and scholarship, and service are located on the Provost's website at:

<http://www.utc.edu/Administration/AcademicAffairs/documents/UTCElectronicMaterials.pdf>

#### **II. Promotion to Rank and/or Attainment of Tenure**

## A. Assistant Professor

Requirements for promotion and/or tenure to Assistant Professor:

1. The Advanced Doctorate or pursuing an Advanced Doctorate.
2. Evidence of good teaching and advisement
3. A research agenda with scholarly potential.
4. Evidence of service at local, state and/or national levels.
5. Demonstrated ability to relate effectively to students and professional colleagues.

For promotion to Assistant Professor, good teaching and service and demonstrated research ability and other scholarly activities are required.

1. Evidence of good student teaching and advising;
2. Potential for publications in refereed scientific and professional journals and scholarly books;
3. Presentations at state, national and international scientific meetings;
4. Evidence of service at local, state, and/or national levels.

## B. Associate Professor

Requirements for Associate Professor:

1. The advanced doctorate;
2. Good reputation as a teacher and advisor;
3. Good record in research and scholarly attainment;
4. Participation in professional activities;
5. Normally, a minimum of four years in rank as an Assistant Professor;
6. Demonstrated ability to relate effectively to students and professional colleagues.

For promotion to Associate Professor, excellence in teaching and service and demonstrated establishment of a research agenda and other scholarly activities are required. The assessment of a candidate being considered for Associate Professor will be based on performance in each of the following:

1. Evidence of excellent student teaching and advising;
2. Publications in refereed scientific and professional journals and scholarly books;
3. Invited refereed presentations at state, national and international scientific meetings;
4. Evidence of ongoing service at local, state, and/or national levels.

Other areas for consideration may include:

- Peer evaluations;
- Awards from state, national and international professional and scientific organizations;
- Peer reviewed contracts and grants supporting scholarly research.

## C. Professor

Requirements for Full Professor:

1. The advanced doctorate with evidence of advancement in a specialty area;
2. Established reputation as a teacher and advisor;
3. Established record in research and scholarly attainment;
4. Record of effective participation, to include leadership roles, in professional activities;
5. Normally, a minimum of five years in rank as an associate professor;

6. Demonstrated ability to relate effectively to students and professional colleagues.

For promotion to Professor, excellence in teaching and service and an established record of research and other scholarly activities are required. The assessment of a candidate being considered for Professor will be based on performance in each of the following:

1. Evidence of excellent student teaching and advising;
2. Publications in refereed scientific and professional journals and scholarly books;
3. Invited refereed presentations at state, national and international scientific meetings;
4. Evidence of service leadership at local, state, and/or national levels.

Other areas for consideration may include:

- Assessments from internal and external peer evaluation;
- Awards from state, national and international professional and scientific organizations;
- Peer reviewed contracts and grants supporting scholarly research.

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**ANNUAL EDO REVIEW PROCESS FOR FACULTY IN THE  
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF PHYSICAL THERAPY  
THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA**

The Faculty Handbook<sup>6</sup> (3.2.2) details the procedures for Faculty Annual Evaluation and Development by Objectives (EDO).

**ANNUAL EDO REVIEW PROCESS**

1. Each person involved in the EDO review process (as detailed in the faculty handbook) will submit documentation of evidence of contributions in the areas of teaching, scholarship and service appropriate for their level of academic appointment.
2. Scoring is numerical, whole numbers only allowed.
3. The maximum possible score in the area of teaching is six; the maximum possible scores in the areas of scholarship and service are three. These scores correspond to an emphasis on teaching, scholarship and service in the percentage ratio of 50:25:25. Recognizing that individual faculty needs and program needs may vary from year-to-year, the relative ratio of emphasis between these areas may change on an annual basis necessitating an adjustment in point value distribution required within the areas of evaluation.
4. The maximum possible total score is twelve. A faculty member scoring less than the "expected" value for their current academic level (see below) would be deemed to have an unsatisfactory performance, and a rating of below expectation would be awarded for the EDO review. Unless negotiated in advance with the Department Head, a faculty member receiving below a minimum score in teaching, scholarship or service will receive an EDO rating of "Needs Improvement." Minimal scores for each category are determined to be below a score of four (out of six) for teaching, or below a score of one (out of three) for either scholarship or service.
5. Each faculty member will complete a self-evaluation of his EDO objectives and final performance review prior to the Department Head completing his/her review. After the evaluation is complete, the faculty member and Department Head will meet to discuss their shared impressions. The results of the EDO evaluation will then be forwarded to the Dean of the College of Health, Education and Professional Studies.
6. If an appeal is requested at any point in the approval process, the policies described in the Faculty Handbook will guide the appeal procedures.

**The minimum total score expected at different academic levels is as follows:**

**Assistant Professor**

Unsatisfactory for rank:	<2.0
Needs Improvement for rank:	≤ 3.0
Meets Expectation for rank:	≥4.0

**Associate Professor**

Unsatisfactory for rank:	≤ 3.0
Needs Improvement for rank:	≤ 5.0
Meets Expectation for rank:	≥6.0

**Professor**

Unsatisfactory for Rank:	$\leq 5.0$
Needs Improvement for rank:	$\leq 7.0$
Meets Expectation for rank:	$\geq 8.0$

**DEFINITION OF LEVELS OF PERFORMANCE**

The following scheme is intended to be used for evaluation of EDO objectives and performance by rank. The descriptions included in the document are intended to be representative, but are not all-inclusive. Each faculty, and each activity, should be assessed individually and on their own merits.

**TEACHING**

Teaching involves activities related to developing the knowledge, skills, attitudes, and behaviors of students necessary for entry to the profession. These activities include, but are not limited to: (1) design, implementation, and evaluation of classroom, laboratory, clinical, and other teaching/learning activities; (2) design, implementation, and evaluation of methods to assess student learning; (3) student advisement; and (4) supervision of student generated research projects.

**Examples of activities in the assessment of teaching competence may include:**

- Evidence of high quality instructional performance (e.g. teaching awards, peer evaluations, student evaluations,
- Evidence that all course content and supportive materials (course outlines, examinations, handouts, assignments) are current and evidence-based. Evidence that the candidate has developed new courses, significant curricular content, curriculum, or technology assisted instruction,
- Evidence of significant contributions to the department in curriculum development,
- Evidence of significant contributions to the department in advising,
- Invited teaching presentations to outside organizations/Universities as a content expert,
- Quality of student work (papers, exams, research projects, reports in courses taught; master's theses and doctoral dissertations supervised).
- Commitment to accepting challenging teaching assignments,
- Maintaining clinical practice in the areas of teaching expertise.
- Feedback on guest lectures given in other courses, departments or programs.
- Where appropriate, and providing it does not detract from their primary duties, to be appointed as an adjunct faculty member and/or faculty associate in another department, program or university.
- Quality of faculty mentoring.
- Substantial clinical work to update and maintain professional skills.

**Criteria for Assessment of Activities Related to Teaching**

Typical performance in teaching for a score of 4 (out of a possible 6):  
Accepts and performs teaching duties as listed under "activities demonstrating teaching

competence.” Participates on thesis/dissertation committees, performs necessary administrative functions, provides students with the appropriate course materials, prepares for classroom instructional activities, and is available for student consultations.

Typical performance in teaching for a score of 5 (out of a possible 6):  
Good teaching is evident in high quality performance on some combination of the teaching duties as listed under “activities demonstrating teaching competence.”

Typical performance in teaching for a maximal score of 6:  
Excellent teaching is evident in high quality performance on several of the teaching duties as listed under “activities demonstrating teaching competence.”

## **SCHOLARSHIP, RESEARCH AND OTHER CREATIVE WORK**

Faculty teaching in the Department of Physical Therapy are expected to engage in activities for that systematically advance the teaching, research, and practice of physical therapy through rigorous inquiry that (1) is significant to the profession, (2) is creative, (3) is peer-reviewed and disseminated through various methods to include presentations and publications, and (4) can be replicated or elaborated.

The manner in which scholarly activities are defined and evaluated by this department is guided by the definition of scholarship as described in the Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists, particularly Criterion F.3. and the definitions and tables found in the Introduction to the criteria. Criterion F.3. states that: Each core faculty member has a scholarly agenda that is reflected by accomplishments that: 1) contribute to the development or creation of new knowledge, 2) contribute to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, 3) apply findings generated through the scholarship of integration or discovery “to solve real problems” in the professions, industry, government, and the community, 4) contribute to the development of critically reflective knowledge about teaching and learning.<sup>1</sup>

### **Rationale for the DPT Department’s Expectations Regarding Core Faculty Scholarship**

In applied professional doctoral programs, a critical link must be evident between the educational programs preparing students for practice and the profession that these students will serve. An essential function of faculty teaching in Physical Therapy education programs is to foster continuous advances in physical therapy practice. They have the special responsibility to help assure the safety and competence of each graduate as a practicing physical therapist. It is therefore incumbent upon the faculty of the DPT program at UTC to demonstrate that they have the ability to provide teaching and learning experiences that reflect contemporary practice. Because knowledge and technology are changing at a rapid pace, faculty must keep abreast of new information and be able to evaluate how this information influences physical therapy practice. This is accomplished in the DPT program through a process of critical inquiry, including:

- Analyzing and applying research findings to physical therapy practice and education;
- Evaluating the efficacy and effectiveness of both new and established practice and technologies;

- Participating in planning, conducting and disseminating clinical, basic, or applied research.

Evidence of appropriate scholarly activities are demonstrated by outcomes that reflect that the product: (1) is significant to the profession, (2) is creative, (3) is peer-reviewed through various methods, (4) can be replicated or elaborated, and (5) is published, presented, or documented. Additionally, the scholarly process and results should contribute to the faculty member's teaching and/or practice

The faculty of the DPT Department recognizes that many definitions of scholarship have been described in the literature.<sup>1,2,4,5</sup> Following the model adopted by the accrediting body for the DPT program (CAPTE) to evaluate evidence of acceptable levels of scholarship for faculty teaching in accredited physical therapy programs in the United States, the faculty has adopted the following paradigm using four categories of scholarship to better reflect the scholarship demands of the Physical Therapy profession.<sup>1,2,4,5</sup>

### **1) The Scholarship of Discovery**

The Scholarship of Discovery contributes to the development or creation of new knowledge. This represents the traditional view of research, and is disseminated through publications such as peer reviewed articles, books, and presentations at scientific meetings.

Examples of activities related to scholarly products in the area of discovery include:

- Peer-reviewed publications of research, theory
- Peer-reviewed/invited professional presentations of research, theory
- Grant awards in support of research or scholarship
- Positive peer evaluations of the body of work

Examples of outcomes associated with activities related scholarship of discovery include:

- Bibliographic citation of the accomplishments
- Positive external assessment of the body of work

### **2) The Scholarship of Integration**

If the scholarly activity contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, it is valued as a scholarly contribution in the area of integration.

Examples of scholarship activities related to Integration include:

- Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others
- Copyrights, licenses, patents, or products
- Published books or book chapters
- Positive peer evaluations of contributions to integrative scholarship
- Reports of interdisciplinary programs or
- Peer-reviewed presentations in interdisciplinary setting designed to advance the audience understanding of the scope and practice of the physical therapy profession

Examples of outcomes that may demonstrate accomplishment related to scholarship of integration include:

- Bibliographic citation of the accomplishments

- Positive external assessment of the body of work
- Documentation of role in editorial/ review processes

### **3) The Scholarship of Application/Practice**

The Scholarship of Application/Practice applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community. This involves taking findings generated via the scholarships of discovery and integration and applying them to clinical practice or teaching and learning.

Examples of Scholarship activities related to Application / Practice include:

- Activities related to the faculty member's area of expertise (e.g., consultation, technical assistance, policy analysis, program evaluation, development of practice patterns)
- Progress toward completion of coursework for advanced training / certification / degree programs in field related to area of content expertise
- Peer-reviewed/ invited professional presentations related to practice
- Consultation reports
- Reports compiling and analyzing patient or health services outcomes
- Products, patents, license copyrights
- Peer reviews of practice
- Grant awards in support of practice
- Reports of meta-analyses related to practice problems
- Reports of clinical demonstration projects
- Policy papers related to practice

Examples of outcomes that may demonstrate accomplishment related to scholarship of application/practice include:

- Formal documentation of a record of the activity and positive formal evaluation by users of the work
- Bibliographic citation
- Documentation of role in multi-authored products
- Positive external assessment of the body of work

### **4) The Scholarship of Teaching**

The Scholarship of Teaching contributes to the development of critically reflective knowledge about teaching and learning. The PT faculty acknowledges that it is important to differentiate between the scholarship of teaching and “good” teaching. We support the position of the University that each faculty member has an obligation to teach well. But, we also embrace the notion that the scholarship of teaching is not synonymous with excellent teaching. We embrace Boyer's position that the attributes associated with scholarship of teaching include classroom assessment and evidence gathering, current ideas about teaching in the field, peer collaboration and review, and inquiry and investigation centered on student learning. It requires faculty members to frame and systematically investigate questions related to student learning, teaching methods and educational theory.<sup>4</sup> In summary, consistent with the profession's commitment to evidence-based practice and graduate professional education,

Examples of scholarly activities related to the area of teaching include:

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories
- Educational effectiveness studies such as those found in comprehensive program reports
- Successful applications of technology to teaching and learning
- Positive peer assessments of innovations in teaching
- Published textbooks or other learning aids
- Grant awards in support of teaching and learning
- Peer-reviewed/ invited professional presentations related to teaching and learning
- Serving on doctoral student committees
- Serving as mentor for clinically applied and benchmark research student research projects

Examples of outcomes that may demonstrate accomplishment related to scholarship of teaching include:

- Bibliographic citation to the accomplishments
- Documentation of scholarly role in creation of multi-authored evaluation reports
- Positive external assessment of the body of work

### **5) The Scholarship of Engagement**

The Scholarship of Engagement contributes to the identification, understanding and resolution of significant social, civic, or ethical problems and includes systematic data collection, analysis, interpretation and impact. This category typically involves collaborative partnerships between faculty, community members and organizational representatives.

Examples of Engagement activities include:

- Peer-reviewed/invited publications or professional presentations related to development of community-based intervention, curriculum development
- Grant awards in support of community-based intervention
- Policy papers, presentations, or reports compiling and analyzing community program outcomes that includes analysis and interpretation of data collected and leads to an outcome plan

### **Criteria for assessment of activities related to Scholarship**

The faculty of the DPT Department expects scholarship of core faculty to be subject to peer review and disseminated to appropriate constituencies. Faculty members should be able to exhibit a pattern of scholarly accomplishments or products that contribute to their scholarly agenda. This is often facilitated by a focused agenda, but we recognize that this can also be achieved when the faculty member has a variety of interests. The faculty recognizes that a close integration of scholarly inquiry, teaching and practice is most conducive to a successful outcome, meeting the mission of our accrediting body (CAPTE) to serve the public and the faculty member's responsibility for scholarship. Such an integration of activities allows the faculty member to apply critical inquiry processes so that their practice or teaching may result in scholarly accomplishments. Accordingly, clinical and educational domains benefit from scholarly findings, and faculty members can be more efficient in their roles by focusing their scholarly activities in their areas of interest. As supported by the CAPTE qualifications for evidence of scholarship, when scholarly accomplishments are of a more traditional form, as is typically true for Scholarship of Discovery, bibliographic citation is sufficient to document the product. For other types of

scholarship, faculty members will need to document how it meets the standard for scholarship as described in the definition of scholarship included in the introduction to the Evaluative Criteria. In all cases, faculty members must demonstrate the link between the scholarly products and the scholarly agenda.

**Typical performance in scholarship for a score of 1 (out of a possible 3):**

Evidence of on-going engagement in scholarly activity from at least one of the five categories defined above with outcomes demonstrated that are appropriate for the category.

**Typical performance in scholarship for a score of 2 (out of a possible 3):**

Evidence of continuing engagement in a scholarly activity from at least one of the five categories defined above with outcomes demonstrated that are appropriate for the category. In addition, evidence is present that the products resulting from those activities have made quality contributions to the profession of physical therapy as appropriate for the category of scholarship indicated.

**Typical performance in scholarship for a maximal score of 3:**

The faculty member has made significant contributions to the body of knowledge through activities appropriate for the category indicated, and is recognized as being an authority in one or more particular areas of expertise. Evidence of continuing scholarly activity in that category is present.

## **SERVICE**

Service consists of International, National, Regional, State, District University, College, and Department committee work and service to one's profession. It includes such activities as speech making; consulting; accepting work on special projects and committees relating to the operation of the Department/School/College/ University; working with public projects which benefit the community; and participating in the operation and administration of professional associations at the District, State, Regional or National level. The list is intended to be suggestive rather than exhaustive. To be considered "service," the activity must be clearly related to the professional competence or position of the faculty member.

**Examples of activities demonstrating appropriate contributions in the area of service include:**

- Evidence of significant contributions as an officer, board member, committee member or member, in state, regional, national, or international professional organizations.
- Evidence of significant contributions as an officer or board member in community service organizations.
- Evidence of significant contributions as Chair or coordinator of conventions or professional meeting sessions at state or national level.
- Evidence of significant contributions as Chair of Department, School, College and/or University committees.
- Non peer reviewed invited lectures (non-scientific) for outside groups. (e.g. community groups)
- Evidence of contributions as a member of Department, School, College and/or University committees.

- Evidence of leadership roles for significant Department administrative tasks. Examples include Coordinator of Admissions, Coordinator of Advisement and directing the CAPTE Accreditation documentation process.
- Member or chair of external evaluation teams.
- Participation in the peer-review process for scientific journals or conferences.
- Public service participation (radio talks, television appearances, etc.)
- Development of significant projects such as accreditation documents.

### **Criteria for evaluation of activities related to Service**

#### **Typical performance in service for a score of 1 (out of a possible 3):**

Accepts and performs those duties constituting a faculty member's average share of service activities in the Department, School, College, and University. While this standard allows for declining to serve when the faculty member feels ill-suited or sufficiently burdened without additional assignments, his/her share of service activities must be maintained.

#### **Typical performance in service for a score of 2 (out of a possible 3):**

The faculty member exhibits leadership within the Department, School, College, or University with regard to service activities. His/her influence is often felt in the development and/or implementation of service activities. The faculty member is also known locally, regionally or nationally, for service contributions. He/she makes noteworthy contributions at one or more of these levels, serving the academic community for the greater public good.

#### **Typical performance in service for a maximal score of 3:**

The faculty member provides leadership in service activities. The faculty member is well known locally, regionally, nationally and/or internationally. He/she may be an officer or committee leader in an association at one or more of these levels serving the academic community for the greater public good. He/she may be an organizer of meetings, a spokesperson for academia, an officer of a professional organization, or consultant to government or industry, thus providing significant service to these groups.

Revised: 3/2005; Revised: 10/2008, Recommendations for consideration: 4/2010; 8/2010  
Adopted 3/2011

### **References**

1. CAPTE evaluative criteria for scholarship available at [http://www.apta.org/documents/Public/Accred/PTcriteria\\_2006.pdf](http://www.apta.org/documents/Public/Accred/PTcriteria_2006.pdf) , page B1-viii
2. Position Statement: Defining Scholarship for the Discipline of Nursing. American Association of Colleges of Nursing, January 1999. Available at <http://www.aacn.nche.edu/Publications/positions/scholar.htm> (Last accessed 10/27/2004)
3. Guide to Physical Therapist Practice, Second Edition. Phys Ther, 2001;81:9-744.
4. Boyer, E. (1990). Scholarship reconsidered: Priorities for the professoriate. Carnegie Foundation for the Advancement of Teaching; San Francisco: Jossey Bass Publishers, Ch. 2.
5. Hutchings, P. and Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. Change, 31(9):10-15.
6. UTC Faculty Handbook

## Teaching Load

Chapter 5 of the UTC Faculty Handbook, Section 5.2.1, Teaching Duties indicates the expected teaching load of faculty at The University of Tennessee at Chattanooga.

<http://www.utc.edu/Administration/FacultySenate/handbook.php>

The teaching load (credit and contact hours) for the PT faculty is assigned according to content expertise and the curriculum plan. The department head is to develop a draft of teaching assignments for the next regular semester by the fifth week of the current semester, example: By the end of the fifth week of the fall semester, a draft of the spring semester teaching load will be distributed to the faculty for feedback. Using College forms, the departmental teaching load is forwarded to the Associate Dean of CHEPS for review and approval.

## Procedure for Filing a Complaint

The procedure for faculty to file a complaint is described in the UTC Faculty Handbook, Chapter 4, Sections 4.31 – 4.3.4

## Copyright Compliance Procedures – from Walker Teaching Resource Center

- All articles that you want to be available to the students needs to be referenced on a page in the syllabus at the beginning of the semester in order to provide students time to order the articles from the ILLIAD system at UTC by the date of the lecture they will be used.
- Any figure (picture) or caption from a book or article or website that is not being accessed by the students, should not be included in the syllabus, but may be presented in pp to the class.
- PowerPoint lectures should never be emailed to the students, but the format should be changed with the same ideas, but not with the referenced materials wording
- There are exceptions to these rules:
  - One article may be copied from a source and passed out based on the spontaneity rule. This is a rule that states that if the idea came to the professor in such a way that there was not enough time to gain copyright permission, the material may be distributed one time. However, if you want to use that same article the next semester, you must gain permission or have the students order the article.
  - You may present any item to the class on a power point slide from semester to semester provided the correct reference for the item is cited.
- Useful resources available in finding out what is legitimate and what is not in copying material
  - [www.copyright.com](http://www.copyright.com)
  - <http://www.utc.edu/Administration/WalkerTeachingResourceCenter/Facultydevelopment/Copyright/index.html>
  - <http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>

Any other questions regarding the information provided above may be emailed to [Karen-Adsit@utc.edu](mailto:Karen-Adsit@utc.edu).

**Adjunct (Associated) Faculty**

## SACS Appointment

Working with the faculty, it is the responsibility of the PT department head to identify courses that need to be taught by adjunct faculty and to identify qualified adjunct faculty. The Permission to Hire Adjunct Faculty Form must be completed and forwarded to the Associate Dean and Dean of the CHEPS for approval.

## Permission to Hire Adjunct Faculty Form

**STEP 1:** The following information must be received and approved by the Associate Dean and Dean to ensure compliance with SACS before an individual can be hired as an adjunct faculty member.

\_\_\_\_\_ Grade Transcripts for all college-level coursework completed (may be unofficial for review)

\_\_\_\_\_ Up-to-Date Vita

\_\_\_\_\_ SACS Justification Form (**if** individual does not meet SACS Standard Minimum Credentials\*)

I request a review of the attached credentials for permission to hire the individual as an adjunct instructor in \_\_\_\_\_ (course #/title) during the \_\_\_\_\_ (semester/year).

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Date

**STEP 2:** Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Additional documentation required \_\_\_\_\_

E-mail notification sent by Associate Dean's Office \_\_\_\_\_

*Rationale* for approval or disapproval: \_\_\_\_\_

\_\_\_\_\_  
Signature of Associate Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Date

**STEP 3: (If justification is necessary)**

Copy made for Dean's Office \_\_\_\_\_ (date); original documents forwarded to Provost's Office \_\_\_\_\_ (date)

**STEP 4: (If justification is necessary)**

Email notification received from Provost's Office approving \_\_\_\_\_ or not approving \_\_\_\_\_ individual's documentation \_\_\_\_\_ (date) Stipulations \_\_\_\_\_  
(Attach copy of email to file\_\_\_\_\_)

**STEP 5 (Post-Hire):** Following approval, the Department Head must contact the individual to have official transcripts\*\* showing all college-level work sent to the departmental office, which will in turn forward them to the Dean's Office. **Official transcripts and one letter of recommendation must be received in the Dean's Office one week prior to the beginning of classes in order for the person to be in the classroom.** An up-to-date vita showing the person's appointment at UTC must also be sent electronically to the Dean's Office and the Associate Provost's office at least one week prior to the beginning of classes.

Letter of Recommendation received in Dean's Office \_\_\_\_\_ (date)

Official transcript(s) received in Dean's Office \_\_\_\_\_ (date) Copy made \_\_\_\_\_ (date)

Forwarded to Provost's Office \_\_\_\_\_ (date)

Up-to-date vita showing UTC appointment received electronically in Dean's Office \_\_\_\_\_ (date)

File complete \_\_\_\_\_ (date)

**\*Standard Minimum Credentials:**

For *undergraduate* courses – master's or doctorate in teaching or related discipline

For *graduate courses* – doctorate/terminal degree in teaching or related discipline, member of graduate faculty (form must be completed for approval)

*Developmental courses* – bachelor's degree in teaching discipline

Documentation examples may include:

Master's degree and 18 gsh in teaching discipline; may be instructor of record

Master's degree (if master's is terminal in the field) – to teach graduate courses

Work experience relevant to teaching discipline – attach a current vita

Certification or licensure relevant to teaching discipline – attach copies of relevant documents

Lab assistants for lab courses with separate course numbers and credit hours – normally not instructor of record

Graduate assistants – master's in teaching discipline or 18 gsh in teaching discipline; direct supervision by faculty member; not instructor of record w/o master's degree

\* \* **Official** transcripts are sent directly from the issuing university to UTC and must have the official seal or signature of the issuing university. Transcripts that are given to the applicant in a sealed envelope may also be accepted if the date received and the name of the UTC employee opening the envelope are noted on the outside of the envelope and the envelope is attached to the transcript. *Transcripts that are copies are not acceptable.*

## **UTC Physical Therapy Department Guidelines for Adjunct Faculty**

Adjunct faculty, following the University's guidelines, are those individuals appointed by the Provost to coordinate and/or teach an entire course (at least 1 credit hour) or those individuals who provide  $\geq 15$  hours of content in a single course.

Adjunct faculty play an important supportive role to the core faculty in the DPT program delivery. Documenting need for adjunct faculty is coordinated between individual PT course coordinators and the PT Department Head. Contracting/Appointing adjunct faculty is coordinated between the PT Department Head, College Dean and Provost. Once appointed, the PT Department Head will work to ensure optimal orientation, communication and follow up with all adjunct faculty.

Each adjunct faculty member will be assigned a PT core faculty mentor (which may be the PT Department Head) who will be responsible for orientation, answering questions, ongoing course and instruction evaluation, and assistance with faculty professional development.

Adjunct faculty reappointment will not require a full orientation in each subsequent year, but does require appointment of a core faculty mentor, regular meetings with the mentor and/or department head, as well as standard adjunct faculty instruction and course evaluations consistent with university and departmental policy.

Essential UTC DPT Departmental Orientation Activities:

1. Checklist completion.
2. Department and facility tour (Davenport Hall and ancillary buildings, as necessary).
3. Core faculty introductions
4. Adjunct faculty member will be directed to the University's Adjunct Faculty Resources ([www.utc.edu/Academic/Adjunct/](http://www.utc.edu/Academic/Adjunct/)) at his or her departmental-level orientation.
  - o Schedule/Attend UTC Adjunct Faculty Orientation
5. The UTC DPT student handbook contains information about the Department and the University. Information about the curriculum is included so that the adjunct faculty member may understand the overall DPT curriculum and where a specific class fits in sequence. Also included in the handbook is important information with regard to:
  - o DPT mission
  - o Grading policies
  - o Continuation standards
  - o Attendance policy
6. General course overview and discussion of required as well as reference materials.
7. Introduction to Blackboard (handouts, resources, interactive forums, exams/quizzes, grades) and identification of further adjunct instructor educational needs. The Walker Teaching Resource Center may serve as a support to meet the needs of the adjunct faculty member.
8. Review of University and Departmental evaluation forms used by students for all faculty in all courses, including courses which are delivered fully online.
9. UTC parking policies.

Adjunct faculty will be formally evaluated twice during his or her time in the department as well as have periodic meetings with his or her mentor. The mentor will sit in on the course once

per week during the first month of the semester. For fully online courses, the mentor will be enrolled in the course as a teaching assistant with all viewing privileges. Students and faculty mentors will use departmental adjunct faculty evaluation form during the mid-term evaluation and at the completion of the semester. The bi-monthly meetings will be a time for discussion as well as answering general questions, offering comments/suggestions, and voicing concerns.

After the course completion, a follow-up meeting will be conducted with the mentor and Department Head. Minimum items for discussion include:

- Faculty/student evaluation results
- Suggestions for improvement (administrative and instruction)
- Opportunities for assistance in the coming year.

All documentation, to include but not be limited to orientation checklists as well as summaries of written adjunct faculty and course evaluations, will be kept for a minimum of 5 academic years and will be stored within the adjunct faculty's departmental file.

## Adjunct Orientation Checklist

- Department & Facility Tour
  - Classrooms
    - access
    - security phone
    - instructional technology podium
    - student photo composites
  - Storage closets with supplies/equipment
  - Student and faculty mailboxes
  - Bulletin boards for each cohort
  - Building access (after hours/weekends)
- Core faculty introductions
- UTC's Adjunct Faculty Resources
- UTC DPT Student Handbook
  - DPT mission
  - Grading policies
  - Continuation standards
  - Attendance policy
- Description of curriculum and specific assigned course(s)
- Discussion of prepared handouts, course materials, textbooks, and class delivery format(s)
- Blackboard and its course integration
  - Online orientation
  - Additional support mechanisms
- Introduction to course and instructor evaluation forms and evaluation process
- Formal mid-term meeting (to be completed 6wks into semester) and final meeting (to be completed within 1 month of semester's end) with Department Head and/or mentor
- Parking policies

---

 Adjunct Signature

---

 Date

---

 Mentor/Dept. Head Signature

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 Date

Non-tenure Track Faculty Evaluation is addressed in Section 3.2.1 in the UTC Faculty Handbook – page 5 of Chapter 3 - <http://www.utc.edu/Administration/FacultySenate/handbook.php>

### **Policy for Evaluation of Adjunct (Associated) Faculty**

The department chair shall negotiate with the adjunct faculty member, prior to the term, key goals and expected outcomes for their respective course(s). The goals and outcomes should be brief, but measurable and address teaching effectiveness. This may include student performances and student evaluations of the course.

After the course is complete, the faculty member and the department head will meet to evaluate achievement of goals and outcomes.

The adjunct faculty who are responsible for coordinating and teaching a course are evaluated by students, using the standard university instructor evaluation form. Each course is further evaluated using the PT Department course evaluation form. The department head will review the results from each of these evaluations, and discusses them with the associated faculty member. In addition, the department head may collect additional information from three sources: by periodically auditing class instruction (minimum of once/semester); by initiating formal discussions with the adjunct faculty member throughout the semester, asking him or her about the course and offering assistance; and by asking the appropriate student class president his or her perception of how the course is progressing. The curriculum committee will receive the PT Department course evaluations for review for strengths and weaknesses in content relevance and teaching. These are related to the department head who communicates with the adjunct faculty member. Additionally, as students return from clinical education courses, core faculty will facilitate SWOT analyses to identify strengths and weaknesses in content relevance and teaching of the curriculum for the previous academic year.

1. The attached form should be given to adjuncts as they begin the semester so that they know their responsibilities.
2. The department head or designee will observe class at least once during the semester and communicate with the instructor on an ongoing basis.
3. The adjunct faculty member will complete this form at the end of the semester and review it with the department head.
4. Forms will be filed in the department office.

4/7/10

**University of Tennessee at Chattanooga  
Department of Physical Therapy  
Annual Evaluation of Adjunct Faculty**

**Faculty Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course(s) Taught** \_\_\_\_\_

The following will be evaluated.

**Teaching: The adjunct faculty:**

1. Uses learning methods considering a variety of instructional approaches to facilitate the student in meeting the objectives of the course.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. Remains current in content and practice specific to assigned course(s).  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. Follows the course/program curriculum.  
\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_
4. Requests needed instructional equipment/supplies in a timely manner.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
6. Responsive in maintaining the academic integrity of the Department of PT and the University.  
\_\_\_\_\_ Yes; \_\_\_\_\_ No
7. Available to assist students in achieving desired outcomes as appropriate.  
\_\_\_\_\_ Yes; \_\_\_\_\_ No
8. Follows appropriate procedure if unable to attend class and provides an alternative learning assignment to student. Notifies department head and students in advance if unable to attend class.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments:**

**Recommendations for change:**

Signature of Department Head \_\_\_\_\_

Date \_\_\_\_\_

Adjunct Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

## Guest Instructor Evaluation Form

Please complete this evaluation of the \_\_\_\_\_ session led by \_\_\_\_\_ on \_\_\_\_\_.

Your responses will be reported to the course faculty member in aggregate/with confidentiality. S/He will review the survey and discuss the results with the instructor. A copy of the survey results is maintained in the instructor's UTC DPT departmental file.

### Question 1

The instructor was obviously very knowledgeable and had appropriate expertise.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

### Question 2

The instructor was adequately prepared for teaching.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

### Question 3

The instructor was a skilled teacher such that information was conveyed in an appropriate manner (consider lecture/lab).

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

### Question 4

Handouts were professional in appearance and provided the appropriate level of content detail, when used in conjunction with assigned reading(s).

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

### Question 5

The instructor skillfully used appropriate audiovisuals/equipment during the session.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

### Question 6

My questions were adequately addressed in a timely fashion.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

**Question 7**

I was satisfied with the educational session(s) provided by this instructor.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

**Question 8**

Which aspects of this session have been most helpful?

Answer

**Question 9**

What changes would you make to improve this session(s)?

Answer

**Question 10**

Please provide constructive comments on the instructor's presentation style:

Answer

**Question 11**

This session's content is valuable to me as a DPT student.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

**Question 12**

The level of information provided was appropriate for me as a DPT student.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

**Question 13**

The amount of information provided was appropriate for the allocated time.

Answer

1. Strongly Agree   
  2. Agree   
  3. Neither Agree nor Disagree   
  4. Disagree   
  5. Strongly Disagree   
  6. Not Applicable

## Clinical Associates

### GUIDELINES FOR CLINICAL ASSOCIATES

**DEPARTMENT OF PHYSICAL THERAPY  
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES  
UNIVERSITY OF TENNESSEE AT CHATTANOOGA**

A clinical associate is a professional person who is primarily employed outside of the University of Tennessee at Chattanooga and who is elected in recognition of professional services performed on behalf of The University of Tennessee at Chattanooga with or without monetary compensation from the University.

#### Nomination Criteria

Criteria for Clinical Associates

- A) Minimum of one year of experience in the individual's field.
- B) If teaching, a minimum of one years experience in the area directly related to classroom/lab instruction.
- C) Provides service to the department by:
  - teaching a significant classroom or laboratory component of the professional curriculum,
  - participating in research, and
  - serving on committees in an advisory capacity

\* Exceptions can be made based upon exceptional support from an individual

#### Nomination Process

The faculty makes nominations for clinical associates to the Department Head

The nominating faculty should make initial contact with the candidate to discuss the appointment as a clinical associate. The candidate must supply a curriculum vitae. The P & T committee prepares a slate on nominees for annual election by the faculty. Upon election, two copies of the recognition letter will be mailed to the candidate. The candidate should sign and return one copy to the Physical Therapy office.

In general, clinical associates should be engaged in academic activity on behalf of the University. Academic activity includes any course-related activity, such as teaching students, committee work, research, planning or attending educational sessions, preparation of educational materials, or similar activity.

#### Evaluation

Faculty, peers, and/or students through the program teaching evaluation process (departmental lecture or course evaluation forms, student feedback in small groups, etc.) evaluate each clinical associate who either teaches in the classroom or supervises students in the clinical setting. This information will be shared with the clinical associates to assist with their professional development.

#### Reappointment

The faculty as a whole and the department head will review the performance of each clinical associate on a yearly basis. Formal letters of recognition will be rendered every three years or more often if desired. Clinical Associates are not eligible for tenure.

#### Rewards

As approved by the University, the clinician will hold the title of Clinical Associate (to be used on resume etc.).

### Termination

Clinical Associates will continue their association with the University as long as the involved parties mutually agree. Should the University or the clinical associate member desire to terminate this association, written advance notice as is possible and appropriate under the circumstances will be provided to the other party. For the University, the notice of termination is prepared by the Department Head, upon recommendation of the faculty.

November 16, 2009; Revised April 13, 2010

## Students

### Essential Functions

All candidates are required to acknowledge as part of the PTCAS application a statement that they are capable of achieving these functions, with or without reasonable accommodation.

Physical therapy students must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in our program (including clinical experiences) and successfully complete the requirements for a doctorate degree in physical therapy.

- 1) Practice in a safe manner that minimizes risk to patient, self and others.
- 2) Demonstrate professional behavior in all situations.
- 3) Practice in a manner consistent with established legal and professional standards and ethical guidelines.
- 4) Communicate in ways that are congruent with situational needs.
- 5) Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- 6) Participate in self-assessment to improve clinical and professional performance.
- 7) Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- 8) Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.
- 9) Perform a physical therapy examination.
- 10) Evaluate data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- 11) Determine a diagnosis and prognosis that guides future patient management.
- 12) Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
- 13) Perform physical therapy interventions in a competent manner.
- 14) Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
- 15) Produce quality documentation in a timely manner to support the delivery of physical therapy services.
- 16) Select and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
- 17) Participate in the financial management (budgeting, billing and reimbursement, time space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
- 18) Direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

American Physical Therapy Association. *Physical Therapist Clinical Performance Instrument*. Alexandria, VA. 2006

Pre-physical therapy students are encouraged to observe physical therapists performing many of these skills. Through these experiences, students who feel they can successfully master the skills with or without reasonable accommodations are encouraged to apply. If applicable, please inform the department of the reasonable accommodations you desire.

**Based upon your observation experiences, do you feel you can complete the essential functions required for UTC physical therapy students, with or without reasonable accommodations?**

Yes  No

### **Special Accommodation –**

Students wishing to inquire about special accommodation should access the website of the UTC Office for Students with Disabilities -

<http://www.utc.edu/Administration/OfficeForStudentsWithDisabilities/>

### **Procedure for Filing a Complaint**

Students are encouraged to resolve issues about the program and/or the curriculum within the department, beginning with their faculty advisor. Following the chain of command, students can take their concerns to: PT department head, dean of CHEPS, provost and vice chancellor for academic affairs, dean of students, vice chancellor of student affairs and the chancellor of the university. For issues relating to curriculum and accreditation, students can file a complaint with the Commission on Accreditation of Physical Therapy Education by writing to the Department of Accreditation, APTA, 1111 N. Fairfax St, Alexandria, VA 22314.

Faculty members who wish to file a complaint are encouraged to first contact the PT department head. Following the chain of command if the concerns are unresolved, faculty can appeal to: dean of CHEPS, provost and vice chancellor for academic affairs, and the chancellor of the university. For issues relating to curriculum and accreditation, faculty can file a complaint with the Commission on Accreditation of Physical Therapy Education by writing to the Department of Accreditation, APTA, 1111 N. Fairfax St, Alexandria, VA 22314.

Individuals from clinical education sites will contact the DCE and then the department head; employers of graduates and individuals from the public who wish to express a concern or file a complaint about the program, faculty, or students should initially contact the PT department head. All complaints whether presented verbally or in written form along with their resolution, will be recorded in a file maintained in the department head's office. In the event the complaint cannot be resolved to satisfaction, the involved individual is directed to the dean of CHEPS, provost and vice chancellor for academic affairs, and the chancellor of the university.

University policy and procedures on student complaints:

<http://www.utc.edu/Administration/DeanOfStudents/complaint.php>

## **Policies Relating to Safety and Dignity of Others**

**These are included in the student handbook.**

1. Students are expected to respect the ownership of materials obtained from clinical sites by always indicating the source of the material during any presentations in class related activities. Examples of such materials include clinical forms and protocols and administrative forms and guidelines. These materials are not to be distributed to classmates or other individuals without the express permission to do so from the developer of the materials.
2. Any documents used by students that are patient protected health information, as described in the Health Insurance Portability and Accountability Act (HIPPA), must abide by the HIPPA guidelines. All students are required to complete the HIPPA online learning module from Total Clinical Placement System (TCPS) - <http://tcpshome.com/>. This policy applies to patients seen both in the classroom and any clinical setting.
3. Students are expected to respect the rights, safety, dignity and privacy all individuals associated with the program. Students should particularly be attuned to the safety and privacy of patients and others who are guests in the classroom, making certain that no one is injured as a result of participation in the learning process. It is the student's responsibility to make certain the individual has consented to participate in planned activities.

## **Academic Standards**

General University and Department of Physical Therapy academic, continuation and progression standards are described in the UTC Graduate Catalog, - <http://www.utc.edu/Administration/Records/Catalogs/>

Departmental academic standards and course remediation policies and procedures are included in the UTC PT Student Handbook, page 24-28 - <http://www.utc.edu/Academic/PhysicalTherapy/documents/STUDENTHANDBOOK11-12.pdf>

## **Academic Integrity**

UTC and the Department of PT have a policy of zero tolerance concerning issues of academic integrity and honesty. Students that observe or suspect suspicious acts are expected to report them to a department faculty member and/or the department head. University policies and procedures concerning the UTC Honor Court are described in the UTC Student Handbook - <http://www.utc.edu/Administration/StudentDevelopment/handbook/academics.pdf>

## **PT Scholarships**

The Department of PT at UTC currently has 4 endowed scholarships and three annual scholarships available to DPT students. These scholarships are awarded early in the fall semester, with ½ of the award applied towards the tuition/expenses for fall semester and ½ applied to the spring semester.

Procedures:

- An email is sent to all current DPT students informing them of the availability of the scholarship applications at least two weeks prior to the beginning of each fall semester. Applications are posted on the Scholarship Organization on Blackboard.
- Students are to submit their applications to the department head via email by the first day of class of the fall semester.
- The Scholarship Committee, which consists of the department head and one additional faculty member, will review all applications and make the award decisions by the first week of September. Award decisions will be made according to the criteria stated in each scholarship. All applicants will be notified of whether they have received an award.
- Should a scholarship applicant wish to appeal the decision of the committee, he/she can appeal, in writing, to the PT faculty. Further appeal may be made to the Dean of the College of Health, Education and Professional Studies and ultimately, to the Chancellor of the University.

## **Availability of Information**

The department will assure that information pertaining to physical therapy presented in the University catalogs and the departmental website will be current and accurate. The department program coordinator and department head will review these materials at least annually for accuracy.

Relevant documents include the University Graduate Catalog, the UTC-Doctor of Physical Therapy Student Handbook, the departmental clinical education handbook, and program brochure.

## **Student Safety**

University emergency preparedness and safety procedures are available at the following website - <http://www.utc.edu/emergencypreparedness.php>.

**Building and Classroom Security** – The department administrative assistant submits a list of all PT students to Campus Security. Students are instructed to contact Campus Security for building access after normal operating hours and during weekends. Students are expected to follow the following procedures:

- Be present in groups of at least two students
- Keep all doors closed
- Avoid propping building doors open

## **Use of Facilities and Equipment**

### **Access to Instructional Areas – in student handbook**

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.

### **Equipment Use**

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 camera and video recording equipment 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.

## LAUNDRY/LAB STUDENT ASSISTANT POSITION

### Laundry:

#### Detergent:

- Whites: Use only HE detergent and regular bleach
- Anatomy: Regular soap and ODABAN in rinse cycle

Dirty laundry is placed in the laundry buckets in Rooms 305 (clinical lab), 306 (anatomy lab), and 207 (neuro lab). At the end of the semester make sure all laundry is washed/dried/put away prior to leaving.

#### Schedule:

- Should be checked on a daily basis. Wash/dry as needed.
- Anatomy towels should be cleaned immediately prior to scheduled laboratory practicals. Check with faculty of record regarding practical schedule.

#### Laundry Placement:

- Place three towels, one sheet, one gown, and two pillows under each plinth.
- Anatomy towels should be folded and placed on the shelves in the anatomy lab.

#### Equipment:

- Hot pack machine: Keep water in the hot pack machine up to the line located inside. Should be done on a weekly basis
- Ice pack machine: defrost instructions – done annually. Unplug the machine and make sure valve underneath is closed. Let machine sit unplugged overnight. The next morning open the valve and drain water into a bucket. Take out each divider and dry with a towel. Replace all dividers and ice packs and plug the machine back up.
- Paraffin machine: Clean at least once per year.
- Wheelchairs: Wipe off wheelchairs one time a semester.
- Check skeletons for needed repairs.

All machines should be cleaned at least once per semester.

#### Classrooms and Labs:

- Classrooms and Labs: Move trash cans into hall, clear off windowsills, adjust blinds, and straighten furniture. Make sure rooms are ready before you leave for summer clinical. Check chairs for looseness or breakage once a month and notify department of needed repairs. Report maintenance problems (leaky faucets, lights out, empty paper towel dispensers, etc) to Debbie. **At the end of the semester make sure all labs and classrooms are clean prior to leaving.**
- Plinths and Mats: Clean all folding mats, mat tables, and plinths on both sides. **Should be wiped down at least once per week.** Check plinths for looseness or breakage once a month and notify department of needed repairs.

**Supplies:** Notify Debbie when you need detergent, bleach or dryer cloths.

#### Other Duties

On occasion you may be asked by other faculty to perform some small jobs.

#### Payroll Information

You are responsible for keeping up with your time and turning it into the Administrative Assistant when the pay period ends (usually the Friday following payday on Tuesday). You are paid bi-weekly. The average hours per week for this position are five but may vary some (both higher and lower) each week depending on the amount of laundry used in the labs.

**Department Support Staff**

Policies relating to University support staff are available at  
<http://www.utc.edu/Administration/HumanResources/>

**Patients****Authorization for Photography/Videotaping and Release from Liability**

I, \_\_\_\_\_

I (We), The Parent(s)/Guardian(s), of \_\_\_\_\_

a patient at \_\_\_\_\_,

hereby authorize the Authority through its agents, to take such photographs/videos as they deem

necessary of \_\_\_\_\_

for the purposes of \_\_\_\_\_

I (We) Release the \_\_\_\_\_ from any and all legal liability resulting from said photography and the utilization of said photographs in accordance with the purposes as set forth above. I (We) fully understand and/or have read the above and agree to the terms as set forth above on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witnesses

Signature

\_\_\_\_\_

**For Guardian:**

I (We), \_\_\_\_\_

bearing the relationship of \_\_\_\_\_ to

\_\_\_\_\_, a patient at the

represent I (We) am (are) duly authorized to consent on behalf of \_\_\_\_\_

\_\_\_\_\_ for the purpose of taking and using photographs as described above. I (We) understand and/or have read the above

on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witnesses

Signature

\_\_\_\_\_

UNIVERSITY OF TENNESSEE AT CHATTANOOGA**Department of Physical Therapy****Patient Consent for Examination and/or Intervention**

I, \_\_\_\_\_, have volunteered to attend physical therapy session(s) at the University of Tennessee Physical Therapy Program and consent to

\_\_\_\_\_ Physical examination with faculty and/or students under the direct supervision of faculty.

\_\_\_\_\_ Intervention strategies/treatment plan with faculty and/or students under the direct supervision of faculty.

I recognize that the UTC faculty working with me, \_\_\_\_\_, is a licensed physical therapist in the state of Tennessee and will treat me within the law, rules and regulations, and code of ethics set forth by the Tennessee Occupational and Physical Therapy Board of Examiners.

I accept full responsibility for sharing complete and accurate information with the faculty with regard to my health and level of fitness.

I know that I am attending this session(s) voluntarily and may stop interaction/treatment at any time without penalty.

The UTC faculty/students will not charge me, my family, or insurance company for any services received as a part of my volunteerism.

\_\_\_\_\_  
Patient/Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian (if under 18 years of age)  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

**THE COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES**

**DEPARTMENTAL STUDY TOUR APPROVAL FORM**

Department: \_\_\_\_\_ Term: \_\_\_\_\_

Course Number/Section: \_\_\_\_\_ Title: \_\_\_\_\_

Professor of Record: \_\_\_\_\_

Additional Faculty Participation: \_\_\_\_\_

Location(s) of Proposed Tour: \_\_\_\_\_

Dates of Proposed Tour: \_\_\_\_\_

Itinerary: \_\_\_\_\_

Academic Activities: \_\_\_\_\_

Outcomes/Evidence: \_\_\_\_\_

Transportation Plans: \_\_\_\_\_

Tour Agency: \_\_\_\_\_

Number of anticipated participants: \_\_\_\_\_

Budgeted Participation: \_\_\_\_\_

Cost(s): \_\_\_\_\_

UTC Study Abroad sponsored? \_\_\_\_\_ Yes                      \_\_\_\_\_ No

\_\_\_\_\_  
UTC Faculty Sponsor Date

\_\_\_\_\_  
Department Head Date

\_\_\_\_\_  
Dean Date

\_\_\_\_\_  
Director, Cooperative Education, National and International Student Exchanges Date

**The University of Tennessee at Chattanooga fix format  
College of Health, Education and Professional Studies  
Faculty Absence Request Form for Non-Professional Purposes**

The *UTC Faculty Handbook* (Chap. 5, Sec. 5.2.1) provides guidelines for faculty responsibility for meeting classes and for obtaining department head approval for dismissed classes. Departmental approval for class absence for professional activity is handled through the travel authorization process in IRIS.

This form is to be used by a faculty member whose personal plans involve an absence from campus during the academic semester and **must be submitted and approved at least two weeks before scheduled absence.** Faculty are discouraged from scheduling personal trips and vacations that interfere with teaching responsibilities.

Approval is requested for \_\_\_\_\_ day(s) absence from my scheduled teaching assignment during the \_\_\_\_\_ semester for the following reason(s):

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---

1. Course number/section of course to be missed \_\_\_\_\_ Number of class sessions to be missed \_\_\_\_\_

If absence request is approved, class will be met by

---

2. Course number/section of course to be missed \_\_\_\_\_ Number of class sessions to be missed \_\_\_\_\_

If absence request is approved, class will be met by

---

3. Course number/section of course to be missed \_\_\_\_\_ Number of class sessions to be missed \_\_\_\_\_

If absence request is approved, class will be met by

---

4. Course number/section of course to be missed \_\_\_\_\_ Number of class sessions to be missed \_\_\_\_\_

If absence request is approved, class will be met by

---

While away from my campus duties, I may be contacted at \_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Member Requesting Absence

\_\_\_\_\_  
Date

