# Department of Physical Therapy

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INTRODUCTION

The University of Tennessee at Chattanooga

Mission
The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.

Values

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

- Students are the primary reason we exist as an institution.
- We live integrity, civility and honesty.
- We relentlessly pursue excellence.
- We embrace diversity and inclusion.
- Creativity, inquiry and scholarship are our culture.

Core Goals

1) Transform lives through meaningful learning experiences.
2) Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives.
3) Ensure stewardship of resources through strategic alignment and investments.
4) Embrace diversity and inclusion as a path to excellence and societal change.

UTC College of Health, Education & Professional Studies

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

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 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
- Competent engaged practitioners as evidenced by: service as clinical instructors, service to the profession, achievement of advanced certifications

Program 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.
PHILOSOPHY FOR GRADUATE PHYSICAL THERAPY EDUCATION

Physical therapy is defined in the 2014 Guide to Physical Therapist Practice as:

Examination, evaluation, diagnosis, prognosis, and intervention provided by physical therapists/physiotherapists. Physical therapy includes diagnosis and management of movement dysfunction and enhancement of physical and functional abilities; restoration, maintenance, and promotion of optimal physical function, optimal fitness and wellness, and optimal quality of life as it relates to movement and health; and prevention of the onset, symptoms, and progression of impairments of body structures and functions, activity limitations, and participation restrictions that may result from diseases, disorders, conditions, or injuries.

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

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

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

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

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

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

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

A. Curricular Goals of the Physical Therapy Program

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

a. is a primary health care provider prepared for professional practice in a variety of settings.
b. practices in an ethical, legal, safe, and caring manner
c. will skillfully teach and communicate in the spoken and written word.
d. 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.
e. has an ability to interpret and apply research findings and generate clinical questions in a desire to pursue inquiry.
f. will apply concepts and principles of management of physical therapy to individuals, organizations, and communities.
g. is committed to physical therapy as a profession, to the advancement of the profession, and to continued personal growth and life-long learning.
h. is an advocate for clients and patients and is dedicated to being part of a community and committed to addressing community and societal needs.

B. Curricular Objectives of the Department of Physical Therapy

The performance of a successful graduate in this program includes:

1. effective expressive (written, verbal and nonverbal) and receptive communication.

2. sensitivity to individual and cultural differences when engaged in physical therapy practice.

3. commitment to the profession of physical therapy (through membership and service) with recognition of the profession’s social responsibility to individuals, organizations, and society.

4. appropriate professional behavior in all interactions.

5. efficient, effective, and ethical clinical decision-making skills, to include clinical reasoning, clinical judgment, critical thinking and critical inquiry.

6. knowledge of and adherence to all legal practice standards (federal, state, jurisdiction, and fiscal and institutional regulations).

7. effective leadership and management skills.

8. knowledge of past and current relevant theory within physical therapy and across other appropriate professions.

9. knowledge of the foundational and clinical sciences relevant to the practice of physical therapy.

10. knowledge of practice-related foundational and clinical science research with appropriate clinical application.
11. mastery of entry-level physical therapist clinical skills to include examination, review of systems, evaluation, diagnosis, prognosis, intervention, reexamination, education, outcomes, primary and secondary prevention, and consultation.

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

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

PROGRAM OUTCOMES

Outcomes for the program, including graduation rates, pass rates on the National PT Examination, and employment rates of new graduates are posted on the departmental website.
PROFESSIONAL CURRICULUM PLAN
1st Year DPT

FALL SEMESTER

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

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  3 hrs.

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  2 hrs.

10 hrs.
### PROFESSIONAL CURRICULUM PLAN
2nd Year DPT

#### FALL SEMESTER

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<td>PHYT 7212</td>
<td>Critical Inquiry</td>
<td>3 hrs.</td>
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<tr>
<td>PHYT 7213</td>
<td>PT Management of Medical/Surgical Conditions I</td>
<td>2 hrs.</td>
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<tr>
<td>PHYT 7214</td>
<td>Clinical Applications Across the Lifespan</td>
<td>2 hrs.</td>
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<tr>
<td>PHYT 7215</td>
<td>Management of Patients/Clients with Neurologic Dysfunction I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>PHYT 7216</td>
<td>Human Growth and Development Across the Life Span</td>
<td>3 hrs.</td>
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<tr>
<td>PHYT 7211</td>
<td>Management of Cardiopulmonary Dysfunction</td>
<td>4 hrs.</td>
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#### SPRING SEMESTER

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<td>PHYT 7221</td>
<td>Psychosocial Aspects of Disability</td>
<td>2 hrs.</td>
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<tr>
<td>PHYT 7222</td>
<td>PT Management of Medical/Surgical Conditions II</td>
<td>3 hrs.</td>
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<tr>
<td>PHYT 7223</td>
<td>Management of Adults and Elders with Neurologic Dysfunction II</td>
<td>4 hrs.</td>
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<tr>
<td>PHYT 7244</td>
<td>Management of Infants, Children and Adolescents with Neurologic Dysfunction III</td>
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<tr>
<td>PHYT 7225</td>
<td>Management of Medical/Surgical Conditions II I</td>
<td>3 hrs.</td>
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<tr>
<td>PHYT 7226</td>
<td>Research Investigation I</td>
<td>2 hrs.</td>
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#### SUMMER SEMESTER

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<td>PHYT 7231</td>
<td>Clinical Education II</td>
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<tr>
<td>PHYT 7232</td>
<td>Clinical Education III</td>
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PROFESSIONAL CURRICULUM PLAN
3rd Year DPT

FALL SEMESTER

PHYT 7303 Advanced Clinical Orthopedics  3 hrs.
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 hrs.
PHYT 7315 Applied Patient/Client Management  2 hrs.
PHYT 7316 Licensure Preparation  1 hr.
ELECTIVE  3 hrs.
19 hrs.

(electives may include these and other courses:)
PHYT 7970 Individual Studies (1 – 3 hrs.)
PHYT 7301 Advanced Adult Neuro Rehab (3)
PHYT 7302 Advanced Geriatric Neurorehabilitation (3)
PHYT 7304 Advanced Neurorehabilitation Management Principles for Children (3)
PHYT 7305 Advanced Manual Therapy (3)
PHYT 7306 Advanced Sports PT (3)
PHYT 7660 Advanced Anatomy (3)
PHYT 7997r Community Engagement (3)
PHYT 7997r Dry Needling (1)

SPRING SEMESTER

PHYT 7332 Clinical Internship  9 hrs.
PHYT 7333 Licensure Preparation  1 hr.
10 hrs.

TOTAL DPT PROGRAM HOURS  120 hrs.
THE FACULTY
and
STAFF
FACULTY AND STAFF CONTACT INFORMATION

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UC Foundation Professor Emeritus
E-mail: Randy-Walker@utc.edu
SUE BARLOW, Assistant Professor of Physical Therapy

Education:  B.S., Villanova University, Villanova, PA  
            Ph.D., Biochemistry  
            D.P.T., University of Tennessee at Chattanooga  
            N.C.S., APTA Certification

Specialty Teaching Area:  
                        Management of Medical / Surgical Conditions  
                        Basic Skills  
                        Musculoskeletal Assessment  
                        Differential Diagnosis

Clinical Experience:  
                    Clinical Internship, Siskin Rehabilitation Hospital, Chattanooga, TN  
                    Acute Care, Carillion Memorial Hospital Roanoke, VA  
                    Outpatient Orthopedics, Benchmark, Hixson, TN

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

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

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

Clinical Experience:  
                    Director of Rehabilitation Services, Chattanooga Rehabilitation Hospital, Chattanooga, Tennessee, 1995  
                    NeuroTrauma Team Leader, Chattanooga Rehabilitation Hospital, Chattanooga, Tennessee, 1992-1995  
                    Clinical Education Coordinator, Chattanooga Rehabilitation Hospital, Chattanooga, Tennessee, 1992-1995  
                    Senior Therapist, Chattanooga Rehabilitation Hospital, Chattanooga, Tennessee, 1992  
                    Senior Therapist, Neurology, Irene Walter Johnson Rehabilitation Institute, Washington University School of Medicine, 1990-1992  
                    Quality Assurance Coordinator, Irene Walter Johnson Rehabilitation Institute, Washington University School of Medicine, 1988-1990  
                    Staff Therapist, Irene Walter Johnson Rehabilitation Institute, Washington University School of Medicine, 1987-1990

JUNE HANKS, Associate Professor

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

Specialty Teaching Area:  
Cardiopulmonary, Human Anatomy, Medical/Surgical Conditions

Clinical Experience:
Haiti Advantage Program Outpatient Physical Rehabilitation Clinic, Les Cayes, HAITI:  
Founder/Director 2001-2014 (full-time, 2010-2013); Consultant 2014-present  
Avalon Therapy Services (lymphedema; wound management): 2008-2010  
Physical Therapist, Erlanger Medical Center: full-time 1987-1989; prn 1992-2010  
Plaza Physical Therapy (Outpatient Physical Therapy, Erlanger Medical Center), Center Coordinator for Clinical Education/Staff Physical Therapist: 1989-1992

LISA HARRISON, Assistant Professor, Director of Clinical Education

Education:  
B.S., University of South Alabama  
M.Ed., University of South Alabama  
P.D.T., University of Tennessee at Chattanooga

Specialty Teaching Area:  
Geriatrics, Licensure Prep, Clinical Education

Clinical Experience:  
Director of Rehabilitation, CHI Memorial, Chattanooga, Tennessee, 2001-2008, 2010-2015  
Executive Director of Ambulatory Services, Chattanooga, Tennessee 2008-2010  
Team Leader, Director of Rehabilitation, Beverly- Aegis Therapies, Mobile, Alabama 1995-2001  
Independent Contractor, Home Care Services and Visiting Nurses Association, Mobile, Alabama 2000-2001  
Interdisciplinary Area Manager and Physical Therapist, Premiere and CMS Therapies, Birmingham, Alabama 1993-1995  
Instructor of Physical Therapy, University of South Alabama, Mobile Alabama 1989-1994  
Physical Therapist, Mobile Infirmary Medical Center, Mobile, Alabama 1985-1989

DEBBIE INGRAM, UC Foundation Professor of Physical Therapy and Department Head

Education:  
BS, Georgia State University  
MED, University of Tennessee at Chattanooga  
EdD. The University of Tennessee-Knoxville

Specialty Teaching Area:  
PT Management, Education & Communication, Psychosocial

Clinical Experience:  
Physical Therapist, Erlanger Medical Center, 1998--2011  
Director of Rehabilitation Services, Erlanger Medical Center, Chattanooga, Tennessee, 1985-1990  
Director of Physical Therapy, Erlanger Medical Center, Chattanooga, Tennessee, 1983-85  
Assistant Director of Physical Therapy, Erlanger Medical Center, Chattanooga, Tennessee, 1982-83  
Supervisor of Physical Therapy, Erlanger Medical Center, Chattanooga, Tennessee, 1981-82  
Staff Physical Therapist, Erlanger Medical Center, Chattanooga, TN, 1979-81
DAVID LEVINE, UC Foundation Professor and Walter M. Cline Chair of Excellence in Physical Therapy
  Adjunct Associate Professor, UTK
  Adjunct Professor, North Carolina State University

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

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

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

BETSY MYERS, Assistant Professor of Physical Therapy

Education: BA, Northwestern University
MPT, Northwestern University
MHSc, University of Indianapolis
DHSC, University of Indianapolis

Specialty Teaching Area:
  Orthopaedic Physical Therapy, Pathophysiology, Kinesiology

Clinical Experience:
  Instructor, Krannert School of Physical Therapy
  Physical Therapist, St Francis Health System
  Physical Therapist, St John Health System
  Physical therapist, Rehab Results Group
  Physical therapist, Bloomington Hospital

CATHIE R. SMITH, Vanderbilt Associate Professor of Physical Therapy

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

Specialty Teaching Area:
  Pediatric Neurorehabilitation, Human Growth and Development

Clinical Experience:
  Consultant, NICU, TC Thompson Children’s Hospital
Clinical education coordinator and supervisor, NICU services,
  T.C. Thompson Children's Hospital, Chattanooga, Tennessee
Supervisor, Siskin Rehabilitation Foundation, Chattanooga, Tennessee
Private Practice and Pediatric Consultant to St. Vincent Rehabilitation Center, Port-au-Prince, 
  Haiti, W.I.
Hospital of Light, Bonne Fin, Haiti, W.I.
Pediatric Therapist, Dispensary of Light, Haiti, W.I.
Physical Therapist, Providence Hospital, Columbia, S.C.
Physical Therapist, Siskin Rehabilitation Foundation
Pediatric Physical Therapist, Chattanooga City School System, Chattanooga, Tennessee

JEREMIAH TATE, UC Foundation Associate Professor
Education:  B.S., University of Tennessee at Chattanooga
            M.S., University of North Carolina, Chapel Hill
            Ph.D., University of Tennessee, Knoxville
Specialty Teaching Area:
            Human Anatomy & Pathology; kinesiology
Clinical Experience:
            Faculty, Lynchburg College, 2010 - 2011
            Therapist, Appalachian Rehabilitation and Sports Medicine, 2007 – 2010
            Faculty, Univ. of TN at Chattanooga – 2006-07
            Therapist, Physical Recovery, 2006
CLINICAL FACULTY

1. Elaine Adams, CTRS
2. William Adams
3. Matt Annessi, DPT
4. Troy Bage, PT, DPT
5. David Barron, DPT
6. Todd Bell, MD
7. Karin Downs, PT
8. Kilbrey Fowler, MEd, PT, PCS
9. Andy Gean, PT
10. John Halle, PT, PhD, ECS
11. Harvey Hillyer, PT, DPT
12. Troy Ketchum, DPT
13. Kevin Kostka, DPT
14. Melissa Kubic, PT
15. Denis-Marcellin-Little, DVM, DACVS, DECVS, DACVSMR
16. Paige Maskarenic, PT, DPT
17. Becca McClure, PT
18. Laurie McGee, PT, DPT, PCS
19. Stacie Miles, PT, PCS
20. Darryl Millis, MS, DVM, DACVS, DACVSMR
21. Chris Myers, PT, DPT, OCS
22. Emily Myers, DPT
23. Hannah Norton, PT, DPT, OCS
24. Claire Overmyer, MA, CCC-SLP
25. Richard Pearce, MD
26. Shay Richardson, MD
27. Jason Robertson, MD
28. Brett Sanders, MD
29. Lindsey Sharpe, PT, PCS
30. Chad Smalley, MD
31. Amanda Tate, PT
32. Randy Wilkes, ATC
33. Charles Williams, PT, CFCE
34. Robbie Williams, ATC
POLICIES
Modification to Policies: The PT faculty reserves the right to make modifications to the departmental policies. Policies take effect on the date of approval by the faculty. Students will be notified of the new policies at the date of approval.

CAPTE Complaint Procedure

The Department of Physical Therapy at UTC is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). If you have a concern about the accreditation status of the program or wish to express a concern about the accreditation process, you are encouraged to contact CAPTE at http://www.capteonline.org/Complaints/.

PHYT Course Admission

Only students who have been admitted to the Department of Physical Therapy at UTC are eligible to enroll in program courses.

GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>less than 60</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

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

PROGRAM ADVANCEMENT

Students must successfully complete each course with a grade of C or better in the current semester in order to advance in the program to the next semester. The current semester courses are considered prerequisite to the courses offered the next semester.
GRADUATE STUDIES CONTINUATION POLICIES AND STANDARDS

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

*Adapted from Notes, Graduate Report of Academic Progress

PROBATION

A student may be placed on probation for unsatisfactory performance in didactic or clinical education coursework, low cumulative GPA, or unprofessional conduct. Refer to the UTC Graduate School catalog for policies concerning academic probation and the statement of professional fitness.

GRADE APPEAL

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

REMEDIATION OF COURSES

1. In order to continue in the professional physical therapy curriculum, students must earn a grade of "C" or better in each course. Each course is taught in sequence and only once a year. This eliminates the opportunity for students to retake a course in consecutive semesters and continue in the program.

2. In a required course, excluding clinical education courses, students making less than a C will have the privilege to petition to remediate the course. At the discretion of the faculty, remediation may be offered for two non-clinical education courses while the student is enrolled in the DPT program.

3. In those courses where the course syllabus stipulates that success in the course requires passing the comprehensive final with a minimum grade of 75%, once the student has successfully remediated the course, the grade recorded for the course will be the letter grade earned for the course with a 70 recorded for the reexamination.

4. A maximum of two courses may be remediated by any student while enrolled in the program, only one of which may be a clinical education course. Only one course remediation is allowed per semester. If this number is exceeded, the student will be denied progression in the program and will be dismissed from the physical therapy program.

5. In the case of clinical education courses, students who have demonstrated less than satisfactory performance may petition for remediation. At the discretion of the faculty, remediation may be offered for only one clinical education course while the student is enrolled in the DPT program.
6. If a student is unsuccessful (grade less than a C) in two academic courses in a semester, remediation will not be allowed, and without remediation, the highest recorded grade will be a D. Students receiving a D in a course, will not be permitted to enroll in additional physical therapy course work, and therefore, will not be allowed to continue in the program.

7. If a student is readmitted to the program after being dismissed for academic or professional behavior concerns, that student will not be allowed any additional failures in the program.

Process for Course Remediation:
1. Upon failure of a course, the student must write a “petition to remediate” letter to the department head who will determine if all other courses attempted in the program to-date have been satisfactorily completed. If all other courses have been satisfactorily completed, the department head will submit the “petition to remediate” letter to the program Retention and Progression Committee for consideration. The Committee may either deny the petition or instruct the course professor to offer a remediation plan to the student. The department head will inform the student, in writing, of the action taken by the Retention and Progression Committee. A copy of this letter will be filed in the student's departmental record.

2. The plan for remediation will be comprehensive, covering the entire course. Date and method of remediation will be determined by the course professor.

3. For non-clinical education courses, a student must earn a grade of 80% or higher on the remediation in order to pass the course. No grade higher than a 70% will be recorded as a final exam grade following successful remediation.

LABORATORY CHECKOUTS

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

REMEDINATION OF PRACTICAL EXAMINATIONS

1. The student must always demonstrate safe behavior in the practical examination setting and wear appropriate laboratory clothes as described in the student handbook.

2. A grade of 80% or better must be scored on each clinical practical examination. At the instructor’s discretion, a second practical examination may be offered if the student does not pass the initial practical examination. If a student obtains 80% or better on a second examination, the final grade awarded for the practical examination will be 70%. If the student fails to obtain 80% on the second practical examination, this will result in unsuccessful completion of the course.

3. A maximum of two practical examinations in clinical courses may be remediated by any student while enrolled in the program. If this number is exceeded, the student will be denied progression in the program.

4. If extenuating circumstances are present that may adversely impact a student’s successful completion of a practical examination, the student is responsible for informing the course instructor before the scheduled examination date so that appropriate accommodations may be considered.
The course instructor will be responsible for reviewing and approving a student’s request to reschedule a practical examination.

PROFESSIONAL RESPONSIBILITIES

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

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS OF THE PHYSICAL THERAPY PROFESSION

Professional success depends upon factors other than those measured by normal evaluations in course work. The faculty has the right to separate the student who is not likely to succeed professionally despite earning acceptable grades from the program.

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

Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned or controlled property:
   a. Commission of an offense classified as a felony by Federal criminal statutes.
   b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.
   c. Plagiarism, falsification of records, or other act which substantially impugns the integrity of the student.
   d. Other unprofessional and unethical conduct, including failure to abide by the APTA Code of Ethics, which would bring disrepute and disgrace upon both student and profession and which would tend to substantially reduce or eliminate the student’s ability to effectively practice the profession.
   e. Actions which would substantially reduce or eliminate the student’s ability to effectively pursue physical therapy at the University of Tennessee at Chattanooga due to alcoholism, drug addiction, mental instability or other physically or psychologically incapacitating illness or defect.

A student may also be dismissed, or dealt with in a much less severe manner as may be appropriate, whenever his or her continued enrollment would bring disrepute and disgrace upon both student and profession. A student applying for admission to the Physical Therapy program at the University of Tennessee at Chattanooga shall also be subject to the above provisions and may be denied admission on the basis of his or her failure to maintain the aforementioned ethical and professional standards. In decisions of the faculty to deal with problems in a manner other than dismissal, students will be evaluated and remediated following the Physical Therapy Behavior Checklist as noted on the following pages.
## PT STUDENT PROFESSIONAL BEHAVIOR EVALUATION AND PLAN

### Student Information

**Student Name** _____________________________  **Year** _____  **Semester** _____

**Evaluator:** ____________________  **Course:** ____________________________

### Evaluation Criteria

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

### Comments

- **Discussion & Lab Promptness/Responsibility**: Consistently assists with lab set-up & clean.
- **Laboratory Skills**: Works efficiently and skillfully.
- **Discussion Preparedness**: Consistently arrives exceptionally well prepared, offers insight.
- **Use of discussion time**: Synthesizes material, explores complexities.

---

**Evaluator’s Signature**: ____________________  **Date**: ____________  **Comments**: _______
<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Appropriate</th>
<th>Needs Correction</th>
<th>No evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Communication</td>
<td>Facilitates group productivity, facilitates advanced learning</td>
<td>Is an active, constructive participant in the group, contributes information 4-----3-----2</td>
<td>Participates minimally in the group, or disrupts discussion</td>
<td>No opportunity to observe</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>Is eager to learn and understand, is intellectually aggressive</td>
<td>Is interested and involved</td>
<td>Shows interest primarily on what is on the exam</td>
<td>No opportunity to observe</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Initiative</td>
<td>Goes beyond required material, actively seeks out new information, sets own goals</td>
<td>Seeks assistance when needed, but assumes responsibility for own learning 4-----3-----2</td>
<td>Lacks focus, requires frequent structuring, is content to do minimum</td>
<td>No opportunity to observe</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of language</td>
<td>Is exceptionally precise and accurate, corrects mistakes quickly</td>
<td>Shows knowledge of and effective use of terminology, corrects mistakes 4-----3-----2</td>
<td>Persists in inaccurate or inadequate use of terminology</td>
<td>No opportunity to observe</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceptional</td>
<td>Appropriate</td>
<td>Needs Correction</td>
<td>No evaluation</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Interaction with Faculty</td>
<td>Exceptionally positive, receptive attitude</td>
<td>Generally positive, cooperative attitude</td>
<td>Tends to whine/complain</td>
<td>No opportunity to observe</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4-3-2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Comments

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Self-directed learner, comfortable in student-directed discussions, discovery learning</th>
<th>Involved learner, comfortable with facilitated discussions, thinks critically with direction</th>
<th>Dependent learner, requires detailed or individual instructions</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Actions demonstrate honesty and integrity 100% of the time</th>
<th>Actions indicate lack of honesty and integrity 100% of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethics</th>
<th>Adheres to APTA Code of Ethics and the Statement of Professional and Ethical Standards</th>
<th>Demonstrates lack of adherence to the APTA Code of Ethics and the Statement of Professional and Ethical Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My plan of action for the ________________ academic year will be:
THE HONOR SYSTEM AND PLAGIARISM

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

It is each student’s responsibility to abide by the Honor Code.

- “I pledge that I will neither give nor receive unauthorized aid on any test or assignment.
- I understand that plagiarism constitutes a serious instance of unauthorized aid.
- I further pledge that I will exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.”

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

Students are not to use, collect, receive or distribute copies of previously administered exams, practical examination cases, student projects or papers without the stated permission of the professor of record. A violation of this policy will be considered an honor court violation and will be dealt with according to the guidelines printed in the UTC Graduate Catalog.

Consistent with the above policy, students will not be allowed to review previously completed exams after they have been reviewed and collected by the professor.
CLASSROOM BEHAVIOR

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

2. 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.

3. 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://tcps-tn.org](http://tcps-tn.org). This policy applies to patients seen both in the classroom and any clinical setting.

4. 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.

5. Each student is expected to attend all scheduled classes and laboratory sessions. There are no scheduled excused absences.

6. Students are expected to be on time. Students who are habitually late will be subject to disciplinary measures.
   a. In the event that you must miss a class, you are expected to notify the professor at your earliest convenience. If you must miss several classes, you must notify the department head. In the event of an absence, you are responsible for all course materials, and it is your responsibility to use available resources to obtain the missed information.
   b. The opportunity to submit make-up work is left to the discretion of the professor.

7. The use of any tobacco products is not permitted in the Mapp Building. Chewing gum is discouraged, especially when guests are present.
TECHNOLOGY REQUIREMENTS

Refer to UTC Learn (Blackboard) technical requirements. All PT students should have access to Microsoft Office (including Word) for the duration of the program. A laptop is preferred, though a tablet may be utilized provided it meets the technical requirements for utilizing UTC Learn.

SOCIAL MEDIA

Students should conduct themselves in accordance with the Student Code of Conduct as outlined in the University Student Handbook. Guidelines regarding the use of social media for the classroom, laboratory, and clinical setting are as follows:

1. Unless it is part of an approved in-class assignment, students are not to access or post information on social networking sites during lecture, lab, or clinical internship experiences.
2. Professionalism should extend to social networking sites and other user-generated media. Do not mention professors, clinical instructors or colleagues in a negative manner. Example: “Professor ABC is a terrible lecturer. Sitting here in class is such a waste of time.” OR “My clinical instructor had me treat all of her patients today while she just sat there.”
3. Photographs or video taken during class, lab or clinic should not be posted on social networking sites.
4. Posting information about, or images of, a patient or research subject is strictly prohibited. This includes references to family, employment, relatives, conditions, locations of treatment, or any circumstances surrounding their situation. This could potentially violate patient privacy and HIPAA guidelines.
5. Discussing exam information prior to all students completing an exam could lead to an Honor Code violation. Example: “The test was pretty easy, there were no questions concerning joint-play.”
6. The use of technology (cell phone, internet) to threaten, intimidate, ridicule, humiliate, insult, or harass someone is known as cyber-bullying and must be reported to the Department Head, Dean of the College of Health, Education and Professional Studies, or Office of Equity and Diversity.

Failure to adhere to the Student Code of Conduct and guidelines for social media may result in dismissal from the Program.
ADVISEMENT

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

EMAIL COMMUNICATION

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

UNSCHEDULED ADMINISTRATIVE CLOSINGS

In the case of any unscheduled administrative closings (e.g., inclement weather, facility maintenance) make up class time will be negotiated with individual faculty to cover missed time. This may include adding extra hours to daily lectures.

CLASS SCHEDULES

The department does not follow the typical UTC schedule of classes (i.e. MWF, TTH). Please refer to the schedule posted on the UTC PT website. The UTC PT summer schedule will not follow the University calendar. Please consult with the faculty before scheduling any important events (i.e. weddings, vacations, etc.).

STUDENT EMPLOYMENT

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

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

The educational areas of the Physical Therapy program are made accessible to PT students through swipe card access.

Please observe the following rules associated with this privilege:

- Do not share your swipe card with anyone.
- Assure that all primary doors lock behind you as you leave.
- Do not bring guests to the Anatomy Lab.
- Do not perform “treatments” on anyone other than PT students or staff.
- Maintain the orderliness and cleanliness of each area.
- Refer to posted notices for times when the building will be closed.
- Students may access Mapp Building after regular business hours to study and practice. In order to access the building, campus police may be contacted by phone at 425-4357. 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.

FOOD/DRINK IN THE DEPARTMENT

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

1. Eating and drinking (exception: water bottles) ARE NOT ENCOURAGED in any of the classrooms or laboratories in the building. Refrigerators are located in the locker room and microwaves are found in the student lounge. Students are encouraged to eat in the lounge or lobby outside the office.

2. Students must maintain a clean environment when eating and drinking anywhere in the building. Students are responsible for cleaning up the area after use.

SAFETY AND HEALTH POLICY RELATED TO PETS ON CAMPUS

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

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

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

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

**STUDENT HEALTH**

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

**Policy**

1. Each student is required to provide evidence of having had a physical examination with UTC Student Health prior to reporting to the DPT program orientation scheduled prior to the beginning of classes. [Examination forms](#) are posted on the UTC PT student website. Students are required to have immunizations for tetanus, varicella (chicken pox) or proof of immunity (VZI status), rubella (if no evidence of immunity) and Hepatitis B. The Hepatitis B series of 3 vaccinations needs be completed prior to the first day of class. A TB test and flu shot are required annually during the fall semester and the results/proof must be reported to the Administrative Assistant.

2. Students should report to the department head any changes in health status that may affect performance in the program (i.e. surgeries, fractures, flu, etc.). If the change requires medical intervention, you will not be allowed to attend class or work with patients until a physician's written release to resume activities is received. Faculty members will decide in each individual case whether the student may continue in the program.

3. Each student is required to maintain health insurance while enrolled in the Physical Therapy program. Evidence of proof must be submitted during orientation and repeated each semester. It is the responsibility of the student to immediately report to the department any changes in your policy or provide proof of coverage. The University offers student health insurance for students. Information about this policy is available at Student Health (425-2337).

4. Many of our clinics sites require drug testing prior to reporting to clinic.

**ADA POLICY**

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.
**DRESS CODE**

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

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

1. Students will wear appropriate street clothes to include:
   - Trousers or business-type slacks (i.e. khaki slacks).
   - Collared shirt
   - Flat closed-toe shoes with appropriate hosiery. (Clean tennis shoes are acceptable at some sites.)
   - No jeans, shorts, sleeveless tops with shoulders exposed, shirts with midriffs exposed, or t-shirts are allowed.
2. Students will always wear their UTC ID tags indicating “PT Intern.”
3. A white lab coat worn over street clothes may be required by some facilities. Other sites may require a specified color of scrubs (common in hospitals and skilled nursing facilities).
4. Jewelry may only be worn conservatively. Pendant necklaces, bangle bracelets, large dangling earrings, and fashion rings may not be worn. Other than small earrings, no visible piercings are permitted, to include tongue piercing. No other ear jewelry is permitted.
5. All tattoos must be concealed at all times.
6. Hair must be kept neat and clean. Unconventional hairstyles should be avoided. Hair should be secured so as not to fall loosely from the head.
7. Perfumes and colognes should not be worn.
8. Natural nails should be kept closely trimmed and less than ¼ inch long. If nail polish is worn, it cannot be chipped, cracked or peeling. The wearing of artificial (acrylic) nails is not permitted. Artificial nails are defined as substances or devices applied to natural nails to augment or enhance nails. This includes, but is not limited to bonding, tips, wrappings, gels, tapes and inlays.
9. Students are expected to show good grooming habits and personal hygiene in their appearance.
10. Chewing gum is not allowed.

Students who cannot abide by these rules have the option of not attending the UTC DPT program.

**LAB ATTIRE**

It is necessary for students to wear athletic attire, and women on occasion should wear sports bras for some lab sessions. Laboratory coats will be provided for Anatomy Laboratory sessions.

**USE OF UTC NAME**

Students may order clothing and other items with UTC and/or physical therapy printed on them. These must be approved by the department head.

**THERAPEUTIC TOUCH**

One of the basic clinical skills of physical therapists is therapeutic touch and palpation. Students are expected to maintain an attitude of respect and courtesy toward colleagues, faculty, staff, supervisors, and patients/clients. All students are expected to inform and seek consent from colleagues and others to perform any therapeutic technique, including positioning, draping and touching.
Students are expected to respect and honor the religious and cultural values of patients (classroom and clinic sites) and their fellow students with respect to dress and touch. Always inform the individual of your intent and obtain his/her consent.

**LIABILITY INSURANCE**

All students will be required to have liability insurance which will pay at least $1,000,000 per accident or up to $6,000,000 aggregate. Student professional liability insurance is available with Granite State Insurance Company through the University of Tennessee at a cost of $20 per year. Differential tuition will include annual payment of this fee.

**CRIMINAL BACKGROUND CHECK**

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

Students will be responsible for completing the Criminal Background Check process only one time during their period of enrollment in the DPT program in order to receive an initial verification of clearance. However, should an incident occur during the time that a student is enrolled in the DPT program that may result in a change in his/her Criminal Background Clearance status, it is the responsibility of the student to immediately inform the PT Department Head and the Director of Clinical Education that such an event has occurred. If the student is found guilty of the legal infraction and, as a result, incurs a change in his/her Level 2 clearance status, the student will be permitted 30 days to appeal the change in status. If a full Level 2 Criminal Background Check clearance cannot be reinstated by the end of the 30-day appeal period, the student may not be permitted to continue in the physical therapy course work and may be required to withdraw from the program.

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

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

Level 2 clearance is achieved by obtaining a green rating on each criterion reviewed on the criminal background check. If a criterion is rated red, the applicant (student) will be contacted by the department head to discuss the issue. If the issue cannot be resolved or acceptably explained, the issue will be taken to the entire faculty for further consideration/action, including possible denial of admission or dismissal from the program.
LOCKERS

Lockers will be assigned and codes provided during orientation.

STUDENT MAIL BOXES

Information will be placed in mail boxes found in the mail room on the 2nd floor. The student is expected to check the boxes daily since this is one mechanism for distributing both official and non-official information. Personal mail should be directed to your home.

FACULTY MAIL BOXES

These boxes are located in copier room of the main office on the 2nd floor. Students may place materials in an instructor’s box.

PHONE/FAX USAGE

From time to time students may receive phone calls via the departmental office. In cases of emergency calls, the faculty and staff will make every effort to deliver the message. In the case of non-emergency calls, a note will be placed in the student’s mailbox. Students are encouraged to check their mailboxes periodically throughout the day to avoid missing non-emergency phone messages. Cell phone usage during class will be noted in individual syllabi. Notes, cell phones and any other electronic devices are not allowed to be used during quizzes, tests, or exams. If you must leave the room for any reason during a quiz, test, or exam, you must leave your cell phone with the instructor.

Students may use the departmental fax machine for course-related faxes with the permission of the faculty or staff. A fax machine is available for student personal use in the Library. A nominal fee is charged per page at the Document Center.

BULLETIN BOARD

Bulletin boards are provided in the mailroom, break room, and locker room. These are intended for student use but may also be used to display faculty and administrative announcements.

EQUIPMENT CHECKOUT

Departmental equipment may be checked out with permission of a faculty member. Equipment should be checked out through the program’s administrative 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 in the office. Students must sign-up on the calendar, indicating specific dates and times of use.
CLINICAL EDUCATION INFORMATION
CLINICAL EDUCATION

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

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

Definition of entry-level performance
“A student who is capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions. At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. Consults with others and resolves unfamiliar or ambiguous situations. The student is capable of maintaining 100% of a full-time physical therapist’s caseload in a cost effective manner.” Clinical Performance Instrument (CPI). Alexandria, VA: American Physical Therapy Association; 2006.

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

PHYT 7133: Clinical Education I (7 weeks, 280 clinic hours) is an introductory clinical experience following successful completion of the first three semesters of didactic work. The experience occurs during the last half of the third semester. The student performs the elements of patient/client management with an emphasis on musculoskeletal dysfunction in an outpatient/ambulatory care setting.

PHYT 7231: Clinical Education II (6 weeks, 240 clinic hours) occurs during the sixth semester. The student performs the elements of patient/client management with an emphasis on the musculoskeletal, cardiopulmonary and integumentary systems and begins application of basic neuroscience principles in an acute care setting.

PHYT 7232: Clinical Education III (8 weeks, 320 clinic hours) occurs during the sixth semester. The student performs the elements of patient/client management with an emphasis on the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems in a neurorehabilitation setting.

PHYT 7332: Clinical Internship (15 weeks, 600 clinic hours) is the final course of the curriculum and occurs during the eighth semester. Students have the opportunity to apply all knowledge, skills and abilities gained throughout the curriculum in a setting of their choice. Focus on a specialty area is permitted.

These courses must be satisfactorily completed in the following sequence: PHYT 7133, PHYT 7231, PHYT 7232, and PHYT 7332. All courses will be judged satisfactory/no credit.
Assignment Procedures

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

It is the policy of the program to require students to participate in clinical education experiences in a variety of settings and with a variety of types of patients. Students are required to participate in at least one acute care, one rehabilitation, and one outpatient musculoskeletal experience. To assure this process, the DCE sends a memo or electronic request through Exxat (www.exxat.com) in March each year to all clinical sites requesting available time slots for the following academic year. The request specifically addresses the desired patient population and practice experience for the respective clinical education experience. Examples include: Clinical Education I (7 weeks) emphasizes management of patients with musculoskeletal dysfunction; Clinical Education II (6 weeks) emphasizes medical surgical conditions; Clinical Education III (8 weeks) emphasizes neurologic dysfunction; and Clinical Internship (15 weeks) offers a variety of specialty options. The sites that indicate they can provide the particular type of desired experience sign-up for that time slot. The DCE verifies the appropriateness of the information. By August of each year, an electronic request through Exxat, will be sent to the students to rank their choices (number to be determined by the DCE) within the available sites for each of the clinical education experiences for the upcoming year. In addition the DCE is available to meet with the student to determine particular clinical needs and interests. Specific clinic site information (CSIF) is available through Exxat or in the DCE’s office for students to review. The students will have a minimum of 7 days to review the sites and rank their choices. The rankings will then be sent to Exxat for auto placement. Upon receipt of the auto placement list the DCE will make final approvals and assignments. At the time of placement the student and the clinical site will be notified of the placement.

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

Expectations while participating in clinical education courses

- Students need to maintain communication with the DCE at all times during the clinical education experience. The DCE is the course coordinator for all clinical education courses and will serve as advisor, facilitator, and monitor. To meet the expectations at the sites, all students must complete the following requirements for each clinical experience:
- Contact the Center Coordinator of Clinical Education (CCCE) prior to the beginning of the experience to confirm arrangements.
- Review the Clinical Center Information Form (CSIF) for the assigned site. These forms are found on Exxat or in the DCE’s office.
- Provide to the clinical site through Exxat the required documentation to meet the sites requirement for evidence of health insurance coverage, specific immunizations, health screening, TB tests, drug screen, background check or other documents as required by the site.
- Meet all health and safety requirements of the clinical education assigned site.

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

**Interruption of Clinical Education Coursework**

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

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

Interruption of the clinical experience for any of the above reasons will result in a grade of no credit for PHYT 7133, 7231, 7232, and 7332. The final decision rests with the DCE and the academic institution’s Physical Therapy Department Head.

**Resumption of Clinical Education Coursework**

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

If a student is not demonstrating potential for success during a clinical education course, the DCE—in consultation with the Department Head—may remove the student from the clinic. In the event a student receives no credit in PHYT 7133, 7231, 7232, or 7332, the student will be denied progression in the program. The first time the student does not satisfactorily complete a clinical education course, that student will have the privilege to petition for remediation. Students are allowed to remediate only one clinical education course while enrolled in the DPT program. Thus, the failure of two clinical education courses automatically results in dismissal from the physical therapy program.
GENERAL INFORMATION
CLASS ORGANIZATION

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

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

If a class desires to change leadership, second and third year class officers will be elected within the last 3 weeks of the spring semester of the preceding year.

PT SCHOLARSHIPS

The Department of PT at UTC currently awards 14 endowed scholarships and 4 annual scholarships available to DPT students. Most of 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.

Procedure: The application directions will be posted in the Scholarship Organization on Blackboard with a deadline of receipt as the fall semester begins.

Appeal: 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.

AMERICAN PHYSICAL THERAPY ASSOCIATION

The APTA is the professional organization for physical therapists. It has over 95,000 members. As a student in a physical therapy program, you are eligible to become a student member. For an annual fee of $80, you will receive several professional publications; be a member of the Tennessee Physical Therapy Association, where you can attend professional conferences for a minimal fee; be allowed to attend national conferences for a nominal fee; be allowed and encouraged to participate in all levels of policy making and development for the profession; and have the opportunity to learn more about what it means to be a health professional. We require students to join and maintain membership while enrolled in the program as materials available only to APTA members are required course materials. Differential tuition will include APTA membership fees.
APTA GUIDELINES FOR STUDENT AND EMPLOYER CONTRACTS

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

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

A student's interests may best be served by obtaining appropriate counsel prior to signing the contract.