

THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF PHYSICAL THERAPY

STUDENT HANDBOOK

2014 -2015

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MESSAGE FROM THE CHAIR

On behalf of the Faculty and Staff of the Department of Physical Therapy in the Jefferson School of Health Professions, I would like to welcome you to the Doctor of Physical Therapy program and Thomas Jefferson University.

This Student Handbook is just one of several resources designed to assist you while at TJU. This Student Handbook serves to share with you information, guidelines, and policies and procedures that will be useful to you during your graduate studies in the DPT Program. In some cases, it will refer you to other documents, such as the Jefferson School of Health Professions Student Handbook or the Jefferson School of Health Professions Course Catalog (both documents are available on line), that contain more detailed information about School policies and the 2013-14 Academic Catalog about University policies. I urge you to review this Handbook and all JSHP and University materials carefully and keep them handy as a resource throughout the year. The Student Organization Directory also provides a wealth of information on campus programs that will be of interest to you.

The faculty is committed to providing you an excellent education and directing you to the resources you need to become a well-prepared and capable health professional. Please familiarize yourself with this handbook. Our faculty are experienced and accomplished teachers and scholars who demonstrate a commitment to improving the lives of patients through the advancement of health care practice and contribution to the scientific literature. We are all excited to have this opportunity to share our experience and our passion for physical therapy practice and research with you.

Lastly, we value your feedback and sincerely hope that you will assist us in improving the academic program and the Jefferson community for future students. Please let us know if there is additional information that would be helpful in future additions of this Handbook. We also invite and appreciate your feedback both through the formal evaluation processes as well as through informal recommendations regarding how we can enhance this experience for you and your colleagues.

We look forward to working with you and wish you success in the 2013–14 academic year.

Best wishes for a very successful year.

Susan Wainwright PT, PhD
Associate Professor and Chair, Department of Physical Therapy

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THOMAS JEFFERSON UNIVERSITY & HOSPITAL

Mission

All of us at Jefferson are committed to educating professionals in a variety of disciplines who will form and lead the integrated healthcare delivery and research teams of tomorrow. Our mission, vision, and values guide our University in all that we do.

Our Mission

Health is All We Do

Our Vision

We will reimagine health, health education and discovery to create unparalleled value.

Our Values

- **Innovation:** We renew, change or create ideas, services, technologies and/or ways of doing things that provide organizational value.
- **Service Excellence:** We provide exceptional service to our customers, including students, patients, families and fellow employees.
- **Collaboration:** We work effectively with others across the Jefferson community to achieve a common purpose and create value
- **Ownership:** We take responsibility for achieving excellent results.
- **Respect:** We demonstrate a consistently open-minded and compassionate approach to all.
- **Empowerment:** We take action to control work and decision making to affect positive outcomes.

Our Commitment to Diversity

Thomas Jefferson University has a long and proud history of contributing to the national healthcare workforce. We aspire to create a diverse and inclusive environment, knowing that the creative energy and innovative insights that result from diversity are vital for the intellectual rigor and social fabric of the University. It is also requisite for a highly effective healthcare workforce of the future. As a scholarly community, the University welcomes people of all racial, ethnic, cultural, socio-economic, national and international backgrounds, diversity of thought, pedagogy, religion, age, sexual orientation, gender/gender identity, political affiliation and disability.

www.Jefferson.edu

MISSION STATEMENT

Jefferson School of Health Professions:

The School of Health Professions has the mission of discharging its responsibilities as a division of Thomas Jefferson University in achieving the mission of the University: Thomas Jefferson University is dedicated to the health sciences. We are committed to:

- Educating professionals in a variety of disciplines who will form and lead the integrated healthcare delivery and research teams of tomorrow.
- Discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside, and into the community.
- Setting the standard for quality, compassionate and efficient patient care for our community and for the nation.

Department Of Physical Therapy Mission:

The mission of the Department of Physical Therapy, which is congruent with the mission of the University, guides the strategic plan and faculty goals in the Department. The mission and goals of the Department of Physical Therapy bring an interprofessional emphasis to education, research, health care delivery, and service to the community and profession:

- Educational Mission: To graduate highly competent self-reflective physical therapists that practice evidence-based physical therapy, who are patient advocates and leaders in the community and the profession, and who are prepared to treat a culturally diverse population of clients and pursue professional development opportunities.
- Research Mission: To add to the body of knowledge in physical therapy by conducting and disseminating research along a continuum from basic sciences to application
- Service Mission: To utilize physical therapy knowledge and skills to benefit the community and the profession

Goals for achieving the Department of Physical Therapy Educational Mission:

Our graduates will be:

1. competent physical therapists
2. reflective physical therapists
3. evidence based practitioners
4. patient advocates
5. leaders in community and profession
6. culturally competent
7. pursue professional development
8. effective participants as part of an interprofessional health care team

DEPARTMENT AND PROGRAM STRUCTURE

The activities of the Faculty and the Department of Physical Therapy include education, research, practice and service. Participation in these four areas is consistent with the expectations of the academic environment at Jefferson and enables the Department to contribute to the advancement of the profession of physical therapy.

The Faculty is committed to providing students an excellent educational experience. You will find open lines of communication between the faculty and students. Plan to take advantage of the expertise of each faculty member.

EDUCATIONAL PHILOSOPHY

The faculty believes that:

1. Active engagement in the learning process facilitates integration and retention of the material being taught.
2. Teaching and learning are essential components of physical therapy practice.
3. Engaging in reflection and integration of feedback as students will foster the development of reflective practitioners and life long learners.
4. Affective learning can be influenced through interaction with the faculty as role models. [Therefore, the faculty will engage in professional service and leadership and as patient advocates, they will share these activities with the students, and they will encourage students to work with them in these activities.]
5. Engaging in leadership and advocacy roles and interacting with diverse populations develop professional social skills
6. Evidence based practice is a process that can be learned through experience and observation of role models.
7. A foundation of basic principles and theories related to human movement is essential to clinical problem solving. [Therefore, the curriculum starts with a foundation of basic sciences related to human movement.]
8. An in-depth understanding of the four physical therapy systems (musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary) is critical to physical therapy practice.
9. Effective patient care relies on a holistic approach that integrates information about patients' diverse needs and perspectives (e.g., comorbidities, and psychosocial, economic, environmental, legislative and cultural factors.).

CURRICULAR GOALS

The Physical Therapy Program strives to provide the framework in which students develop strong fundamental concepts in a collegial environment of inquiry and problem solving. Students begin to develop professional attitudes and insights requisite for sustained growth throughout their careers.

It is our goal to promote the development of professional physical therapists who are ethical, creative, compassionate, service-oriented, culturally sensitive, prepared to address promotion of health and wellness and prevention of disability throughout the life span, and who demonstrate a commitment to scholarly activities.

Graduates of the Physical Therapy Program will be able to:

1. Identify actual and potential problems of a patient/client
2. Screen the patient to determine if a problem is identifiable through physical therapy examination/evaluation.
3. Communicate with patient/client and other health professionals to determine appropriate extent of physical therapy needs.
4. Determine appropriate evaluation processes and conduct evaluations safely and accurately.
5. Correlate findings of evaluations with related finding from other sources.
6. Establish appropriate functional outcome and treatment goals within the individual patient/client context.
7. Hypothesize the cause of the problem:
 - a. Establish a physical therapy diagnosis.
 - b. Refer to another health care professional as appropriate.
8. Select effective and efficient therapeutic procedures that will enable the person to meet established goals and apply them safely and effectively.
9. Communicate evaluation findings and treatment progress effectively to the appropriate persons.
10. Follow up after patient/client discharge, including making appropriate referrals to other health professional.
11. With a patient or client with latent or potential functional health problems:
 - a. Evaluate for the purpose of revealing latent conditions that might cause problems with function at a later date; and,
 - b. Develop appropriate therapeutic and follow-up activities aimed at prevention and early intervention.
12. Accept the patient/client as a unique person, capable of taking responsibility for his/her own care.
13. Solve problems inherent to the many roles of a physical therapy professional, such as clinician, administrator, supervisor, teacher, researcher or consultant.
14. Apply scientific knowledge, humanistic values, critical analysis and a systematic approach to solving problems in physical therapy.

15. Teach, counsel and communicate to achieve desired goals with individuals and groups of all ages.
16. Apply concepts of health care management to meet the physical therapy needs of individual patients/clients, organizations and communities.
17. Accept the importance of collegial and independent relationships between physical therapists and other providers of services to patients/clients.
18. Act as advocates for social and political change to optimize health, function and quality of life.
19. Select cost effective, efficient procedures within resource and time constraints. .
20. Recognize and assume responsibility for the basic dignity of the patient/client to be treated, and promote moral and ethical practices in all aspects of professional life.
21. Assume responsibility for self-assessment and life long personal and professional development.

DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM - CLASSES of 2015 and 2016		
First Year: S-1 FALL SEMESTER (15-16 wks: Sept - Dec)		Semester Credits
PT 503	Advanced Human Anatomy	3
PT 506	Biomechanics and Kinesiology	4
PT 511	Clinical Physiology I	3
PT 531	Clinical and Professional Skills	4
PT 541	Physical Therapists as Learners and Teachers	3
Semester Total Credits		17
First Year: S-2 SPRING SEMESTER (15-16 wks: Jan - May)		Semester Credits
PT 504	Advanced Anatomy Laboratory	3
PT 512	Clinical Physiology II	3
PT 516	Neuroscience	3
PT 526	Critical Inquiry I	2
PT 532	Clinical and Professional Skills II	4
PT 607	Musculoskeletal Physical Therapy I	3
Semester Total Credits		18
Second Year: S-3 PRE-FALL SEMESTER (10 wks: ½ June- August)		Semester Credits
PT 553	Modalities and Physical Agents	3
PT 611	Cardiovascular and Pulmonary Physical Therapy	4
PT 613	Pharmacology	2
PT 680	Integrated Clinical Affiliation (classroom)	1
Semester Total Credits		10
Second Year: S-4 FALL SEMESTER A (8 weeks: Sept. - Oct.)		Semester Credits
PT 681	Integrated Clinical Affiliation	4
Second Year: S-5 FALL SEMESTER B (8 weeks: Nov – Dec)		Semester Credits
PT 521	Motor Function Throughout the Lifespan	3
PT 608	Musculoskeletal Physical Therapy II	2
PT 626	Critical Inquiry II	2
PT 661	Physical Therapy for the Integumentary System	2
Semester Total Credits		9
Second Year: S-6 SPRING SEMESTER (12 wks: January - March)		Semester Credits
PT 601	Rehabilitation: Continuum of Care	3
PT 609	Musculoskeletal Physical Therapy III	2
PT 616	Neuromuscular Physical Therapy I	4
PT 631	Healthcare Delivery Systems	2
Semester Total Credits		11
Second Year: S-7 PRE-SUMMER SESSION (8 wks: April – May)		Semester Credits
PT 682	Integrated Clinical Affiliation II	4
Third Year: S-8 PRE-FALL/FALL A SEMESTER (14 wks: July – ½ October)		Semester Credits
PT 646	Clinical Physiology III	3
PT 674	Physical Therapy Clinical Decision Making in Pediatrics	3
PT 716	Neuromuscular Physical Therapy II	3
PT 627	Critical Inquiry III	3
Semester Total Credits		12
Third Year: S-9 FALL B SEMESTER (10 wks: ½ October - December)		Semester Credits
PT 781	Integrated Clinical Affiliation III	5
Third Year: S-10 SPRING SEMESTER (15-16 wks: January-April)		Semester Credits
PT 651	Applied Exercise Physiology	3
PT 774	Physical Therapy Clinical Decision Making in Geriatrics	3
PT 670	Prosthetics and Orthotics	3
PT 736	Business and Leadership in Physical Therapy Practice	3
PT 741	Comprehensive PT Clinical Decision Making	4
Semester Total Credits		16
Third Year: S-11 SUMMER SESSION (10 wks: June-1/2 August)		Semester Credits
PT 782	Integrated Clinical Affiliation IV (10 weeks: June-August)	5
Semester Total Credits		5

DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM - CLASSES of 2017 and BEYOND		
First Year : PRE-FALL SEMESTER (8 wks: July – August)		Credits
PT 527	Critical Inquiry I	2
PT 534	PT Practice Issues: Introduction to Physical Therapy Profession (Online)	1
PT 535	PT Practice Issues: Measurement in Clinical Practice (Online)	1
PT 536	PT Practice Issues: Language of Practice I (Online)	<u>1</u>
		5
FALL SEMESTER (16 wks: September – December)		
PT 503	Advanced Human Anatomy	3
PT 506	Biomechanics and Kinesiology	4
PT 513	Pathophysiology I	3
PT 533	Introduction to Physical Therapy Examination	4
PT 537	PT Practice Issues: Language of Practice II	<u>1</u>
PT 538	PT Practice Issues: PT as Teachers and Learners	<u>1</u>
PT 539	PT Practice Issues: Clinical Decision Making	<u>1</u>
		17
SPRING SEMESTER (15-16 wks: January – May)		
PT 504	Advanced Anatomy Laboratory	3
PT 514	Pathophysiology II	3
PT 517	Neuroscience	4
PT 553	Modalities and Physical Agents	3
PT 556	Therapeutic Exercise	3
		16
Second Year: PRE-FALL SEMESTER (10 wks: ½ May – July)		
PT 607	Musculoskeletal Physical Therapy I	<u>3</u>
PT 611	Cardiovascular and Pulmonary Physical Therapy	5
PT 613	Pharmacology	2
PT 680	Integrated Clinical Affiliation (didactic)	<u>1</u>
		11
FALL SEMESTER A (8 wks: August – September)		
PT 681	Clinical Affiliation I	4
FALL SEMESTER B (11 wks: October – ½ December)		
PT 608	Musculoskeletal Physical Therapy II	2
PT 621	Neuromuscular Physical Therapy I	4
PT 624	Critical Inquiry II	2
PT 670	Prosthetics and Orthotic Intervention	3
		11
SPRING SEMESTER A (8 wks: January – February)		
PT 682	Clinical Affiliation II	4
SPRING SEMESTER B (11 wks: March – ½ May)		
PT 609	Musculoskeletal Physical Therapy III	2
PT 622	Neuromuscular Physical Therapy II	4
PT 641	Capstone Project I	1
PT 661	Physical Therapy for the Integumentary System	<u>2</u>
PT 674	Physical Therapy Clinical Decision Making in Pediatrics	<u>3</u>
		12
Third Year: PRE-FALL (10 wks: June - ½ August)		
PT 781	Clinical Affiliation III	5
FALL SEMESTER (16 wks: September – December)		
PT 631	Healthcare Delivery Systems	<u>2</u>
PT 705	Comprehensive Case Analysis I	2
PT 710	Capstone Project II	1
PT 721	Differential Diagnosis	2

PT 736	Business and Leadership in Physical Therapy Practice	3
PT 774	Physical Therapy Clinical Decision Making in Geriatrics	<u>3</u>
PT xxx	Electives	<u>2 - 5</u>
		15 +
SPRING SEMESTER A (6 wks: January – ½ February, first week of May)		
PT 711	Capstone Project III (Return for 1 week immediately following PT 782)	1
PT 730	PT Practice Issues: Advocacy, Professional Association	1
PT 706	Comprehensive Case Analysis II	1
PT xxx	Electives	<u>2 - 5</u>
SPRING SEMESTER B (10 wks: ½ February – April)		
PT 782	Clinical Affiliation IV	<u>5</u>
		10+
Credit Summary (Required)		
First-Year Professional Credits		38
Second-Year Professional Credits		42
Third-Year Professional Credits		<u>30</u>
Total Credits for Doctor of Physical Therapy Degree Program		110

STUDENT RESPONSIBILITIES

Your acceptance as a student in the Graduate Program in Physical Therapy implies a commitment to the intensive and exciting educational program at Thomas Jefferson University. You will have many responsibilities during your tenure in the program. We offer the following suggestions to guide you:

1. Attend classes: The faculty of the Physical Therapy Program may not always take attendance, but your ultimate obligation to your patients implies an interest in learning and exploration. Classroom discussion and laboratory participation will enhance what you read in text books and journals. This, along with patient care experiences will form the basis for developing sound clinical judgment.
2. Dress appropriately: Entry to the Physical Therapy Program marks your entry into the profession of physical therapy. You should dress according to the appropriate professional standards for the many settings in which you will find yourself, including the classroom, laboratories, the clinic, etc. While explicit dress instructions will be given to you for certain situations, you must learn to gauge other situations for yourself and use your own good judgment. If you are uncertain about appropriate attire, ask for clarification. Please refer to the dress code for clinical experiences in the Clinical Education Manual.
3. Prepare for and participate in class: Being prepared for class can save time (an important commodity) because it allows you to ask directed questions. Remember, you contribute to your classmates' learning through the questions you ask—as they do yours. It is your obligation to complete the assigned reading and activities. Your instructors will assume you have completed assignments prior to class and may not review this material in class.
4. Budget your study time: Not only will you be better prepared for exams if you are current with your assignments, but your stress level may be lower throughout the semester. Develop a study plan and stick to it!
5. Be active: Students are invited to serve as a representative on University, School and Department committees and boards. Students also participate in planning for special events and in clubs within the Department, School and University. Be willing to volunteer and work with other students and members of the program.
6. Give feedback: Your opinions are essential. You can make individual appointments with faculty members and/or the Chair to provide feedback about the educational program and your experience at Jefferson. Remember, both compliments and constructive criticisms are welcome.
7. Utilize your faculty: All faculty members are available to assist you. Feel free to schedule a time to meet with any faculty member. Faculty members may be contacted in person, via email, or by telephone. Each student is assigned to a faculty advisor. Meet with your advisor regularly to discuss your progress and to seek help if needed. Remember, the earlier we know you are having difficulty with something, the sooner we can help to get you back on track.
8. Be prompt: Come to class and to meetings on time! It is a courtesy to others as well as a benefit to you. Submit your assignments when they are due! Not only will you avoid penalties for late work, but it will help you to maintain a schedule that allows you to satisfy your other commitments.
9. Stay healthy: Exercise, eat a nutritious diet and get enough sleep. You'll be better prepared to meet the demands of the rigorous physical therapy program.

10. Be courteous: Even in times of stress be courteous. The staff, faculty and your classmates will appreciate your efforts. Keep your sense of humor!—It will brighten everyone’s day.
11. Be responsible for yourself: Students admitted to the program are accepted with the understanding that they are adults and able to exercise control over their own lives. For this reason, it is inappropriate for parents or significant others to become directly involved with matters that arise between the student and the Department, School or University.
12. Carry medical insurance: Health emergencies can occur at any time. You are required to carry health insurance and to verify this coverage during your tenure at Jefferson.
13. Personal phone calls: We encourage you to inform your family of the Department’s phone number; however, the number should only be used in the event of an emergency. Please do not ask the Department staff to handle your personal calls. Cell phone or other personal electronic equipment use for non-emergency purposes, such as telephone conversations or text messaging, is not permitted while class is in session. Such devices must be set to silent or vibrate during class. During clinical affiliations, students must follow the policy of the clinical site concerning the use of cell phones and other personal electronic devices.

COMMUNICATION WITHIN THE DPT PROGRAM

The primary means of communication about department issues, activities and announcements is via e-mail and the Blackboard organization page titled “DPT Students”.

In addition to scheduled office hours, faculty maintain an open door policy with respect to availability to students in the program. Should you need to reach faculty for any reason or to schedule a meeting, please do so using the contact information included in the faculty directory in this Handbook.

Each class will elect 4 class representatives. One of the roles of these individuals is to communicate class issues to the designated faculty class liaison and/or department chair as appropriate.

ACADEMIC POLICY AND PROCEDURES

Students will follow the Academic Regulations for the Jefferson School of Health Professions (JSHP) as detailed in the JSHP catalog and the Special Program Requirements for the Doctor of Physical Therapy Degree Program. It is the responsibility of students to be familiar with and observe the academic regulations of the Jefferson School of Health Professions (JSHP) and the Doctor of Physical Therapy program (DPT) in all matters of course registration, dropping and adding courses, withdrawal from courses and/or the School.

JSHP policies and procedures on academic regulation and criteria for graduation are described in detail in the Academic Regulations section of the Jefferson School of Health Professions Student Handbook.

It is the expectation that each student will conduct himself or herself in a manner compatible with the Code of Conduct as outlined in the Jefferson School of Health Professions Student Handbook.

Details regarding the numeric grading scale that corresponds to letter grades for each course will be specified in each course syllabus. The grades included in the numeric quality grade point average (GPA) for each letter grade of C- and above and the grades not calculated in the GPA are specified in the JSHP Catalog.

Advisement

A primary role of each faculty member within the Department of Physical Therapy is to assist students in the learning process. Each student will be assigned a faculty member from the DPT program as an advisor who is available for advice, counseling, and support. It is your responsibility to meet with your advisor during fall orientation and as needed thereafter.

The purpose of the first meeting with your advisor is to give you and/or your faculty advisor an opportunity to discuss the overall program and any related concerns. If needed, your faculty advisor can help you to develop strategies to address specific issues or problems. Faculty advisors can be reached in person, via email or by telephone (see Faculty/Staff listing in Student Handbook). You are encouraged to schedule meetings with your advisor whenever you need assistance or guidance throughout the program.

Jefferson School of Health Professions also provides counseling and advising services through the Office of the Director of Student Affairs and Services. Please refer to the Jefferson School of Health Professions Catalog for additional information.

Academic Standards

Students are required to satisfactorily meet all DPT academic and professional behavior standards.

1. DPT students must maintain a cumulative grade point average (CGPA) of 3.0 and earn a passing grade (\geq C- or $>$ Fail in a Pass/Fail course in all required didactic and clinical courses in the DPT curriculum) in order to progress through the DPT curriculum. Any student whose cumulative grade point average (CGPA) falls below 3.0 will be placed on Departmental academic probation. The student will have two consecutive semesters to bring the CGPA back above 3.0. Students who do not meet this standard will be dismissed from the program.

Repeating courses: An academic course or clinical affiliation may be repeated only once during a student's tenure at Thomas Jefferson University, and it must be repeated within the academic year immediately following readmission. Upon completion of the repeated academic course or clinical affiliation, the subsequent grade earned will replace the initial grade in determination of cumulative grade point average (CGPA). If a student in the DPT program does not achieve a minimally acceptable grade necessary for progression or CGPA is not achieved within defined timelines when an academic course or clinical affiliation is repeated, he or she will be dismissed from the physical therapy program. Students are not eligible to apply for readmission when unsuccessful in a course a second time.

Academic Probation

DPT students whose cumulative grade point average (CGPA) falls below a 3.0 will be placed on academic probation. At the end of the probation period:

1. The Student achieves the minimum cumulative grade point average and is reinstated in good standing, or
2. The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the School for academic underachievement, or
3. In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Department Chairman may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below 3.00, the student is dismissed for academic underachievement.

Grounds for Dismissal

Students may be dismissed from the DPT program if the student:

1. Does not successfully attain the standards as outlined in the Physical Therapy Department's Academic Standards policy. These academic standards include:
 - Failure of one course.
 - Failure to achieve a cumulative GPA of 3.0 at the end of the second semester of academic probation.
2. Does not meet the standards as outlined in the Repeating Courses policy and procedure as contained in the Department of Physical Therapy Student Handbook.
3. Violates the Physical Therapy Department's Professional Development policy including the University Student Code of Conduct.

4. Does not meet the requirements for academic and/or professional behavior as outlined in a Learning Contract.

Readmission

1. A student who has been dismissed from the program is eligible to apply for readmission.
2. Readmission requests must be submitted in writing to the Department Chair. Refer to P&P for timelines.
3. Application for readmission should include:
 - A letter requesting consideration for readmission and outlining remediation activities performed since leaving the DPT program.
 - All relevant academic records that demonstrate remediation of grades and/or elevation of GPA.
 - A minimum of two letters of recommendation.
4. The Department Chair will forward this request to the Department Student Affairs Committee (SAC).
5. The Department Student Affairs Committee will review each student's request. This review may include review of the students' academic record, meetings with the students, and any additional information that will assist the Committee in reaching an informed recommendation.
6. Recommendations for readmission requirements are forwarded from the Student Affairs Committee in consultation with physical therapy faculty, including the student's advisor, to the Department Chair, who will make the final decision regarding readmission.
7. Students readmitted to the Doctor of Physical Therapy program may be required to repeat specified courses and/or demonstrate academic preparedness to progress to subsequent academic and clinical experiences. Readmission requirements are not limited to but may include: repeating courses; completing an independent study; completing a student initiated or self-directed clinical experience (as a volunteer or paid); and/or passing a comprehensive practical exam. Recommendations will be made on a case by case basis in the best interest of achieving student learning and performance needs.
8. Students will not be permitted to progress in didactic or clinical coursework until all readmission requirements are successfully completed. Coursework will be completed as per the University's academic calendar and the Department of Physical Therapy's curricular sequence. The dates of the clinical affiliations are subject to the availability of placements.
9. The Student Affairs Committee will continue to monitor the progress of readmitted students until all requirements are met.

SPECIFIC REQUIREMENTS FOR STUDENTS IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Clinical Education Program

The Clinical Affiliation Courses PT # 680 (Clinical Education Seminar), 681, 682, 781, 782 are an integral part of the curriculum at Thomas Jefferson University. The four Clinical Affiliation experiences provide students with the opportunity to apply the material learned in the classroom to the clinical practice area. Just as there are many different didactic courses to prepare students to become competent physical therapists, there are different clinics/hospitals/schools for students to gain practical experiences.

Thomas Jefferson University is fortunate to have over 400 affiliations with facilities throughout the USA and the potential for sites in foreign countries. The vast array of facilities and Jefferson's reputation affords our students a wide spectrum of geographic locations for clinical affiliations. Though specialty clinical sites are available, placement in any particular specialty site cannot be guaranteed due to individual site availability from year to year.

The Philadelphia area and the Northeast corridor of the United States have the largest concentration of Physical Therapy and Physical Therapist Assistant Programs in the country. Due to the unusually high concentration of Physical Therapy Schools in the Greater Philadelphia Area, students should plan to travel greater than a commutable distance for any clinical affiliation. Students must be prepared for the expenses associated with clinical education, including travel expenses. It is very likely that students will have to provide their own housing and pay for meals. Students should plan ahead for expenses that are associated with clinical education especially when applying for financial aid.

Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Clinical facilities may require a criminal background check, child abuse check, and/or elder abuse check in order to permit participation in the clinical experience. Participation in clinical affiliations is a required part of the curriculum and a requirement for graduation. Clinical facilities may deny a student's participation in the clinical experience because of such issues as a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, or other such issues, which would result in delayed graduation or in the inability to graduate from the program.

The Director and/or Assistant Director of Clinical Education will provide guidance for students when planning for clinical affiliations, however housing and transportation are the responsibility of the student. Students have financial responsibility for their education and that also includes clinical affiliations and associated costs.

Performance Requirements for DPT Students

The information below delineates the cognitive, affective and psychomotor skills deemed essential for completion of the Physical Therapy degree programs at Thomas Jefferson University and to perform as a competent physical therapist.

If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request an appropriate accommodation. The University will provide reasonable accommodations as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause significant expense, difficulty or are unduly disruptive to the educational process.

Cognitive Skills

The student must demonstrate the following abilities:

1. Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems and generate new ways of processing or categorizing information as listed in course objectives.
2. Perform a physical therapy examination including analysis of physiologic, biomechanical, behavioral, cultural and environmental factors in a timely manner, consistent with the norms of clinical settings.
3. Use examination findings to execute a plan of care in a timely manner, appropriate to the problems identified and consistent with the acceptable norms of clinical settings.

Psychomotor Skills

The student must demonstrate the following abilities:

1. Locomotion:
 - a. Navigate to lecture, laboratory and clinical locations, and move within rooms as necessary to change groups, partners and workstations.
 - b. Physically maneuver in required clinical settings to accomplish assigned tasks.
2. Manual skills:
 - a. Maneuver another person's body parts to perform examination and treatment techniques effectively.
 - b. Manipulate common tools used for screening and examination tests, e.g., sphygmomanometer, goniometer, cotton balls, safety pins, reflex hammer.
 - c. Safely and effectively guide, facilitate, inhibit and resist movement and motor patterns through physical facilitation and inhibition techniques, including the ability to give urgent verbal feedback.
 - d. Safely manipulate another person's body in transfers, gait, positioning, exercise and mobilization techniques.
 - e. Manipulate examination and intervention equipment and safely and accurately apply to patients.
 - f. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving or treating a patient safely and effectively.
 - g. Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.

3. Fine motor skills:
 - a. Legibly record/document examinations, patient care notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.
 - b. Legibly record thoughts for written assignments and tests.
 - c. Sense changes in an individual's muscle tone, skin quality, joint play, kinesthesia and temperature to gather accurate objective information in a timely manner and sense that individual's response to environmental changes and treatment.
 - d. Safely apply and adjust therapeutic modalities.
 - e. Use a telephone.
4. Visual acuity to:
 - a. Receive visual information from classmates, faculty and patients regarding movement, posture, body mechanics and gait necessary for comparison to normal standards for purposes of examination and evaluation of movement dysfunctions.
 - b. Receive visual information from the treatment environment, including but not limited to dials on modalities and monitors, assistive devices, furniture, flooring and structures.
5. Communication:
 - a. Effectively communicate to other students, faculty, patients, peers, staff and personnel to ask questions, explain conditions and procedures, teach home programs, and for safety in a timely manner and within the acceptable norms of academic and clinical settings.
 - b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
 - c. Receive and send verbal communication in life threatening situations in a timely manner and within acceptable norms of clinical settings.

Affective Skills

The student must be able to:

1. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom they interact in the academic and clinical settings.
2. Comply with the ethical standards of the American Physical Therapy Association.
3. Sustain the mental and emotional rigors of a demanding educational program in physical therapy, which includes academic and clinical components that occur within set time constraints.
4. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients.

The above requirements are based on skills identified in the Guide to Physical Therapist Practice, Revised 2nd ed., APTA, 2003. Reviewed and adopted by the Physical Therapy Department, September 2006.

Professional Development

The Faculty recognizes the importance of developing a community of practice that incorporates mentoring students to develop behaviors that are consistent with their professional roles as physical therapists. The Faculty is committed to a proactive and collaborative approach with students to develop their Professional Behaviors within the context of the Core Values. Each academic year faculty will review procedures and establish expectations and timelines for participation in professional development with students.

Grades provide students with feedback about their mastery of cognitive and applied psychomotor skills. The process of completing professional development assessments, accompanied by feedback and self-reflection, is done for the following purposes:

- To facilitate students in identifying and meeting expectations for professional role development.
- To provide students, working in collaboration with faculty, the opportunity to self-assess, set goals and develop actions plans for their own professional development with faculty.
- To provide students with the opportunity to integrate this Professional Development Plan (PDP) in classrooms and laboratories, through experiential learning and clinical education experiences.
- To provide faculty with the opportunity to mentor students through this formative process of professional role development.

Each academic year students will develop a portfolio detailing their professional development and goal attainment. The purpose of the portfolio is as follows:

- Develop reflective practitioners
- Develop practitioners who continuously assess their own learning and performance in the classroom, clinic, community and relevant personal activities.
- Develop practitioners who seek out educational experiences to enhance their competence
- Provide opportunity to demonstrate competence and capability
- Promote life long habits to analyze, interpret—resulting in deliberate reflection

Students will work collaboratively with their academic advisors to establish appropriate goals, action plans and timelines to meet their individualized PDP.

For students identified as having difficulty achieving the established goals in the PDP in the academic or clinical setting, the following will occur:

- Student will discuss and identify the issues with their faculty advisor in the academic setting.
- Student will discuss and identify the issues with Director of Clinical Education (DCE) and/or Assistant Director of Clinical Education (ADCE) in the clinical setting.
- The Student Affairs Committee will be notified by the faculty advisor or the DCE and/or ADCE and consulted as needed. The rest of the faculty will be notified on an as needed basis.

Students who do not demonstrating progress toward meeting established goals through the identified action plans in the academic or clinical setting, the following will occur:

- If the professional development issues arise in the academic setting, the faculty advisor will develop a Professional Development Contract with the student.
- If the professional development issues arise on the clinical affiliation, the DCE and/or ADCE will develop the Professional Development Contract.
- The Student Affairs Committee will be notified by the faculty advisor or the DCE and/or ADCE and consulted as needed. The rest of the faculty will be notified on an as needed basis regarding Professional Development Contracts.

The purpose of this Professional Development Contract is twofold:

- To provide documentation of student difficulty in meeting their own professional development goals.
- To provide a structured and formalized process for improvement including strategies to achieve goals, stringent timelines, and consequences of academic and/or clinical progression should professional development goals not be met.

Based upon an evaluation of the student's progress, the Student Affairs Committee (exclusive of the Chair of the Department of Physical Therapy) can recommend one of the following:

- Student should not continue in the DPT program due to unsuccessful progress and will require further remediation, including another Professional Development Contract.

or

- Student should be dismissed from the program.

These recommendations will be communicated to the Chair of the Department of Physical Therapy who has the final decision. The Chair will inform the student of the final decision.

Dismissal from the DPT program may occur for:

- Lack of consistent improvement (2 or more remediations/ Professional Development Contracts) in overall professional behaviors as outlined in the remediation plan
- Behaviors require disciplinary action by the Judicial Board
- Behaviors that are deemed unprofessional as outlined in the APTA Guide for Professional Conduct.

Refer to:

http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforProfessionalConduct.pdf

Students may grieve the final decision by the Chair of the Department of Physical Therapy as outlined in the JSHP Student Handbook. Refer to:

http://www.jefferson.edu/health_professions/documents/JSHP_Handbook.pdf

Decorum Guidelines

Students are expected to:

- Attend all scheduled lecture and laboratory sessions, clinical activities and examinations.
- Complete all written assignments on time using the specified format required by the course instructor.
- Notify the Course Instructor in the event of sickness, injury or other emergency that necessitates absence from any course activity (as you would any employer or Clinical Instructor).
- Demonstrate professionalism in all course activities, such as:
 - Dressing appropriately.
 - Completing all assigned readings/activities. Professors will assume that assigned readings have been done so that class time can be used to clarify material and expand content.
 - Being actively involved in lecture, laboratory activities, and discussions.
 - Observing safety precautions. Make sure proper measures are taken for all activities to insure personal as well as patient/client safety.
 - Observing HIPAA and ethical rules regarding discussion of patients/ peers and use of media (slides, videos of patients, etc.).
- Follow the rules of the classroom:
 - No eating during class.
 - No unauthorized use of equipment.
 - Clean up after each laboratory. Return equipment to its proper storage area and place dirty laundry in the proper receptacles.
 - Observe time limits for break. The Professor will begin at the designated time. Students who are late are a distraction for the rest of the class.
- Recognize the need for and seek help from Professors as early as possible. Make appointments with the appropriate faculty members and be prompt for meetings.

Service Responsibility

The Department of Physical Therapy values service as a lifelong pursuit. One of the tenets of the Department's mission is to instill this value in our students. Therefore all DPT students are expected to complete a minimum of 4 hours of service during each academic year (June 1 – May 31) that is unpaid and not part of a DPT course. These hours can be completed in a variety of venues that may include: department, school, university, professional association, religious organizations, and community. These service hours will be documented each year in the students' Professional Development Portfolios, accompanied by a personal reflection, and discussed during an annual meeting with the faculty advisor.

DEPARTMENTAL POLICIES AND PROCEDURES

Code of Conduct Refer to the JSHP Student Handbook for the comprehensive policies and procedures surrounding Code of Conduct and student discipline. DPT students are expected to meet expectations for the JSHP Code of Conduct as well as those listed below.

- ***Alcoholic Beverages***

Pennsylvania law forbids a person less than twenty-one (21) years of age to attempt to purchase, consume, possess, or transport any alcoholic or malt or brewed beverage within the Commonwealth. Violation of this law and code by the student could result in suspension or dismissal from the School.

- ***Drugs***

The Commonwealth of Pennsylvania or federal government laws prohibit the use, possession, sale, and traffic of marijuana and dangerous drugs. The University will not shield any student from actions of civil authorities arising from any unlawful acts committed by a student. The University upholds the civil law concerning drugs.

The willful provision, merchandising, possession, or consumption of drugs, other than for medical purposes, will result in suspension or dismissal from the School. The University reserves the right to make an investigation of any student's housing facility or belongings if it has information which would lead to a reasonable belief that any illegal or illicit activity is taking place.

Students may seek information and advice about alcoholic beverages and drugs, their use and their effects, from physicians or the Student Health Services staff and from the Director of Student Affairs and Services.

- ***Use of the School's Name***

No student organization or individual may enter into any contractual agreement using the name of the organization or the School without prior approval through the Dean of the School.

- ***Classrooms/Clinics***

Attempts to purchase, consume, possess, or transport alcoholic beverages or drugs, or evidence of being under the influence of alcoholic beverages or drugs in classrooms or clinics could result in suspension or dismissal from the Physical Therapy Program and the School.

- ***Peer-to-Peer (P2P) File Sharing on University Networks***

File sharing software that copies and distributes songs, videos, games and software without permission of the owner can create both criminal and civil liability for the user of the computer performing those functions. Providing or obtaining copyrighted material, without permission from the rightful owner violates the United States Copyright Act and several University policies.

The University has implemented technology that monitors for the unlawful use of file sharing software. Complete information on the Peer-to-Peer File Sharing Policy is located in the Jefferson School of Health Professions Student Handbook and School Catalog.

Equipment, Supplies, Learning Resources and Facilities for Independent Student Study

The faculty has approved the following policy statement in an effort to encourage independent, self-directed study, to maintain the security of expensive equipment and laboratory areas, and for the safety of students.

Equipment:

Students are encouraged to use learning resources within the Department to study independently when not in class. Therefore, equipment and supplies used for instruction are available for independent study, upon the discretion and **approval** of the faculty member in charge of each course. The equipment and supplies are made available to students through the Learning Resource Center, the Scott Library (reference center) or the Department's administrative assistant (Room 505, 901 Walnut St.). Flexibility within the system exists to meet individual student needs. Any equipment that is removed from a University building must be accompanied by the appropriate **"Property Pass"**, after securing approval by the appropriate faculty member. The Property pass is distributed by the Department's administrative assistant.

Upon timely return of the borrowed equipment, the Property Pass will be signed and dated at the bottom by the faculty member or administrative personnel receiving the equipment indicating return of equipment in original condition.

- If equipment is not returned after two documented attempts to contact the responsible individual, or is returned in unsatisfactory condition, the borrower will be notified that he or she is financially responsible for replacing the equipment. He or she will also be notified of the replacement value of the equipment.
- If the returned equipment is damaged, the borrower will be notified that he or she is financially responsible for the repair cost. He or she will also be notified of the expected repair cost for the equipment.
- If the borrower is a student, the Physical Therapy Department will place a hold on the student's records until payment is received or the equipment is returned in satisfactory condition.

Facilities:

Lab areas also may be available for students to use when classes are not in session, with the approval of a PT faculty member or the Department Chairperson. To arrange a time to use the lab, students must secure approval from a member of the faculty and then **schedule the room** through the Department's administrative assistant. The administrative assistant will arrange access to the lab through University Security.

If direct faculty supervision is required for review sessions or to use equipment, student(s) must schedule specific times with the appropriate faculty member.

Laboratory Rules and Attire

Rules for Use of Open Lab: If “open laboratories” are offered for a course, students must follow the directions of the course instructor regarding how to sign up to use the lab and observe the following rules:

1. Open labs are available to physical therapy students only. No guests are permitted during the open lab session.
2. Students will conduct themselves in a professional manner at all times.
3. Before turning on and using electrical equipment, the set-up must be checked by the supervising graduate assistant.
4. If you are unsure of how to operate/utilize a piece of equipment, STOP! Get instructions from a graduate assistant.
5. All equipment must be cleaned and returned to its proper storage area.
6. All dirty linens must be bagged and placed in the appropriate linen receptacle.

General Information Regarding Appropriate Laboratory Attire: Throughout the curriculum you are expected to practice physical therapy evaluation and treatment methods on each other. Appropriate attire for these activities is necessary. Students must wear clothing that allows ease of movement and reasonable exposure to the torso and limbs. Such clothing may include shorts and T-shirts for both men and women and, in addition, sports bras for women. Socks and good sneakers are also recommended. Students should wear a watch with a second hand or a watch that records seconds.

Graduate Assistants (GA) and Graduate Research Assistants (GRA)

The Department of Physical Therapy, in conjunction with the Financial Aid Department, awards students with scholarships to work as graduate student assistants, teaching assistants, and graduate research assistants. The following is a brief description of these awards. Those seeking other financial aid are encouraged to contact the Office of Financial Aid.

Graduate Assistant (GA): Students may apply in any year of the program. Job duties are administrative in nature under the supervision of the Department's Administrative Assistants.

Graduate Research Assistantships (GRA): A variable number of assistantships are awarded, on a competitive basis to select first year DPT students, by a panel of PT faculty. If selected for a GRA position, students are assigned to a faculty member or group of faculty based on specific faculty needs and the interest and skills that were identified in the application. The award is for one year. It is possible to receive the award for three years, although students may be reassigned and may not receive the same monetary award.

Teaching Assistantships (TA): Students in the second and third year who have demonstrated academic excellence and interest in particular courses will be invited to apply for a TA position. A variable number of assistantships are awarded dependent upon need, on a competitive basis, by a panel of PT faculty.

Student Services

A number of services are available for students in the Department of Physical Therapy. It is recommended that the student review the Jefferson School of Health Professions Catalog (viewable online at www.jefferson.edu/jchp/studentlife/cat.cfm for a full listing of available services. A select few are listed below:

- **Writing Center** The Writing Center is available for one-on-one consultation about writing skills. Writing consultants provide feedback and advice on drafts of papers and also provide large-group programs focused on improving writing skills. All students in the Jefferson Schools can use the Writing Center. The Center operates on an "appointment-only" basis. To set up an appointment, students should call the Center for Student Development at 215-503-2787. Appointments are generally available Monday through Wednesday but special arrangements can be made to meet with students at other times.
- **Personal Counseling** Students seeking personal counseling services should contact *FirstCALL*, our Student Assistance Program (SAP). FirstCall offers three free confidential assessment/counseling sessions. The program's professional counselors can help you find a way to deal with your concerns. Students may also contact either the Office of Student Affairs at 215-503-8189 or University Health Services at 215-955-6835. Students may be referred for ongoing care and are responsible for associated costs.
- **Career Development Assistance** The Career Development Center assists students and alumni in preparing for their job search. Students can access on-line job postings through the Career Center's online system, consult career development publications and employer directories, and take advantage of one-on-one career counseling regarding job search strategies, long-distance job searches, evaluating and negotiating offers and much more.

Building (Edison & 901 Walnut) Emergency Procedures

Fire Evacuation Procedure from Edison and 901 Walnut

1. If you discover a fire or smell smoke, sound the building alarm. Know the location of the alarm signal stations and how they operate.
2. Security at lobby desk will notify the Fire Department by dialing 9-1-1 when alarm is transmitted.
3. When fire alarm sounds. **LEAVE AT ONCE**. Close doors behind you. Proceed into the primary fire exit and remain there until the Fire Department or the Building Fire Marshall gives you instructions. **NOTE: If secondary fire exit is used, LEAVE THE BUILDING AT ONCE.**
4. **DO NOT USE ELEVATORS**. They will stop if power fails, causing occupants to become trapped. Elevator shafts are like chimneys. Smoke could enter the elevator shaft thereby asphyxiating the occupants trying to evacuate the building.
5. Feel the door that leads from your office/room to the corridor before opening it. If it is hot or smoke is seeping in, do not open. If you become trapped in your office/room and cannot reach the fire exit, keep the door closed and seal off any cracks. Use the phone in the office/room to call the Fire Department 9-1-1, and give the name and location of the building, the floor you are on and your office/room number.
6. If the door feels cool, open cautiously. Be braced to slam it shut if the hall is full of smoke or if you feel heat pressure against the door. If the hall is clear, proceed with escape plan.
7. **DISABLED PERSONS:** A responsible person(s) that occupies the same floor as the disabled person should be assigned to assist in the event of fire. The disabled person is taken to the primary fire exit and will remain on the landing. The Philadelphia Fire Department will be in the building within minutes to assist you.
8. If caught in smoke or heat, stay low where the air is better. Take short breaths (through your nose) until you reach an area of refuge.

IMPORTANT: Be sure the fire exit doors are kept closed at all times so smoke cannot enter the stairway. If at any time you observe fire exit doors being tied or propped open, please report it to the Building Manager.

Emergency Procedures are posted in all of the buildings on the Jefferson Campus. Students are expected to familiarize themselves with these procedures concerning Fire, Building Evacuation, Shelter-in-Place (relating to hazardous/biological materials emergencies), Suspicious Packages, Suspicious Behavior, Bomb Threats and Active Shooter/Lock Down. Students may select to register to receive emergency alerts on their mobile devices by visiting JeffALERT at <http://jefferson.edu/jeffalert>.

Numbers to Know

In addition to the Security numbers listed above in the Edison Building Security Policy and Procedures, the following numbers should also be kept in an easily accessible location:

Personal Counseling Center.....	215-503-2817
Security Confidential.....	215-955-5678
Security Investigations.....	215-955-8175
Security Administration.....	215-955-6182
Security Escort Service.....	215-955-5888

Building Access Policy and Procedures

Edison Building: The 9th Street entrance is generally open Monday through Friday with ID card access from 7:00 AM till 7:00 PM. Classrooms will be accessible to students during these hours. Access to classrooms or lab outside of these hours must be arranged with the Department.

901 Walnut: The Walnut St. entrance is generally open Monday through Friday with ID card access from 7:00 AM till 7:00 PM.

Before or after these open access hours, you must show proper university identification and may be requested to sign in, by the guard, as you enter the building. Please follow the requests of the guard since this a mechanism to increase your safety while in the building.

The Department of Physical Therapy is generally open from 7:30 A.M. till 5:00 PM. After five, the Department doors will be closed and locked and you will not have access to Student Mailboxes after 5 pm.

A security official can be contacted by phone as follows:

- From a campus phone: 811 (for emergencies only) or 5-8888 (for non-emergencies)
- From an outside phone: 215-955-8888

Evaluating the Program in Physical Therapy

The faculty of the Department of Physical Therapy is committed to an adaptable curriculum, which changes with the needs of the profession and our students. One of the sources of information that contributes to thoughtful changes of the curriculum is the feedback received from students and alumni of the program. To that end, the Department of Physical Therapy has developed a number of instruments and methods for collecting feedback. You will be asked to participate in this process by giving thoughtful feedback and constructive criticism about the effectiveness of instruction, examinations, assignments, laboratory and clinical experiences, etc. in achieving the course and professional goals of the program.

Course Evaluations University and Department policy directs that students be given the opportunity to evaluate the quality of their coursework. To do so, anonymous, Lickert-style questionnaires are administered, usually through Blackboard, to solicit feedback regarding the courses and the instructors who deliver those courses. Also included in these instruments is space for open-ended feedback. Again, please provide thoughtful and constructive feedback and suggestions for improvement when indicated.

Pre and Post-Graduation Curriculum Evaluations At the end of the first year of the program, immediately, and at one, five and 10 years after graduation we will request that you complete questionnaires that queries your beliefs about your education and training in the program and the services you receive through the Department, School, and University. In addition, at one and five years your employer will be surveyed to seek information about how they would rate your academic preparation and performance. The information from the surveys is used to adapt the curriculum and adjust the services for students to assure excellence in our educational efforts.

These evaluations are the best methods we have to evaluate the effectiveness of our educational efforts and to demonstrate effectiveness to others. Therefore, we will encourage you to participate in the evaluation process by providing thoughtful and constructive criticism. Note that all responses to the questionnaires are confidential and are never used to evaluate the satisfaction of a particular graduate.

Procedures for Accessing Information & Completing Required Updates On-Line

The key areas that we recommend you review are as follows:

1. **Obtaining Tuition Information:** Go to <http://www.jefferson.edu/registrar>. and follow the link for "**Tuition Fee Information**". In reviewing this information, please note that your tuition is based on your professional program and academic level.
2. **Changing Your Personal Information (Addresses, Telephone Numbers, Emergency Contacts) On Banner:** Please note that the "Home/Permanent" address type is for your legal place of residence, while the "Local" address type is for your address while at Jefferson. If both addresses are the same, the address must still be updated in each of the designated areas. We encourage students to update this information on a regular basis to ensure that you receive all official correspondence from the University and the Department. At the same time we ask that you also update your telephone and emergency contact information.
 - Logon to Banner Web at <https://banner.jefferson.edu> to access your personal information profile using your campus key and secure password,
 - Click on "**Personal Information**",
 - Select "**Update Address(es) and Phone(s)**",
 - Select "**Update Emergency Contacts.**"
3. Checking your Financial Aid application status and Financial Aid award:
 - Logon to Banner Web at <https://banner.jefferson.edu> using your campus key and secure password,
 - Click on '**Student Services and Financial Aid**'
 - Click on '**Financial Aid**'
 - Click onto the option you wish to view
 - **My Overall Status of Financial Aid**
 - **My Eligibility**
 - **My Award Information**
4. Checking Your Tuition Account Balance:
 - Logon to Banner Web at <https://banner.jefferson.edu> using your campus key and secure password,
 - Click on '**Student Services and Financial Aid**'
 - Click on '**Student Records**'
 - Click on '**Account Summary by Term**' – provides account summary by term.
-Or-
Click on '**Account Summary**' – provides summarized charges and payments to your account.

If you have any questions, please do not hesitate to contact us by telephone or email as noted below.

JSHP Admissions
JCHP@jefferson.edu
215-503-8890

University Financial Aid
Financial.aid@jefferson.edu
215-955-2867

University Registrar
University.registrar@jefferson.edu
215-503-8734

Student Complaints

The Physical Therapy Department faculty and staff will consider student complaints and concerns, will try to resolve them if possible, and will monitor them. Students are expected to follow appropriate chains of communication.

Individual students should interact with any faculty member in their capacity as academic advisor, course instructor or department chair when representing their own specific concerns / issues. Issues regarding broad student concerns / issues should be addressed to the appropriate faculty members and channels through the class liaisons.

Course related complaints: Students must initially meet with the course instructor in an attempt to resolve the issue. If the complaint remains unresolved, the student should then discuss the issue with the faculty liaison. If the issue remains unresolved after meeting with the instructor and the Faculty liaison, the student must then meet with the Chair of the Department of Physical Therapy.

Department-related complaints: Student(s) should initially discuss complaints with his or her academic advisor in an attempt to resolve the complaint. If the department related complaint remains unresolved, the student(s) must submit the complaint in writing to the Chairperson of the Department. The Chairperson of the Department will then attempt to resolve the complaint which could include meeting with involved parties, referral to appropriate resources, and any actions necessary to resolve the issue. The Chair will respond to the student(s) in writing in a timely manner.

If the student complaint concerns the Department Chairperson, the complaint will be forwarded to the Dean of the Jefferson School of Health Professions. The Dean will attempt to resolve the complaint.

The Chairperson of the Department will maintain a confidential file listing all complaints and actions taken.

The Physical Therapy faculty will review summarized complaint data at the semi-annual retreat. Students who wish a mechanism to openly and objectively review grievances or University related problems are encouraged to pursue the Student Grievance Procedure as outlined in the University Student Handbook.

Student Complaints to CAPTE

Students have the right to lodge a formal complaint to CAPTE if the DPT program within the JSHP is not in compliance with one or more of the Evaluative Criteria set by CAPTE.

1. Students need to identify the specific evaluative criteria that they feel is not being met by the TJU Department of Physical Therapy.
 - As stated on the APTA/CAPTE website, *“The only mechanism through which the Commission on Accreditation in Physical Therapy Education (CAPTE) can act on your concerns is through the formal complaint process. Please be aware that your complaint MUST be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. In other words you need to link your complaint to violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook. Also, in order for CAPTE to consider your complaint to be bona fide, you MUST have exhausted all of your avenues for redress at the institution. You need to understand that CAPTE cannot function as an arbiter between you and the school. Should CAPTE find that your complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If you wish to pursue filing a complaint against a program, please contact the Department of Accreditation and we will provide you with the appropriate forms and information for doing so.”*
2. Students should address their concerns in writing and in person with the Chair of the Physical Therapy Department.
 - The Chair and the student(s) will attempt to come to a resolution of the complaint within 45 days of the receipt of the written complaint.
 - If the student or Chair deems the resolution unsatisfactory, the Dean of the JSHP will meet with both parties and attempt resolution.
 - The student has the right, at any time, to file an official complaint with CAPTE, although all attempts should be made to resolve the issue with the Chair, Dean or other appropriate TJU administration.
 - The Chair of Physical Therapy will keep a written record of the student(s) complaint and resolutions.
3. The student should refer to the APTA website regarding CAPTE complaints and follow their outlined process. The student will be directed by the website to contact the Department of Accreditation to obtain appropriate forms and information.

Information re: Complaints to CAPTE can be found on-line at:

<http://www.apta.org/AM/Template.cfm?Section=FAQs3&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=48&ContentID=30999#feedback>

The Accreditation Handbook can be found on the APTA website at:

http://www.apta.org/AM/Template.cfm?Section=General_Information&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=23144

STUDENT PERSONAL COUNSELING CENTER (SPCC)

The SPCC offers crisis consultation, individual counseling, couples counseling, group therapy, and psychiatric consultation for students.

Common Concerns There are many concerns that may lead a student to seek counseling:

- Stress or anxiety
- Depressed mood
- Relationship problems
- Difficulties adjusting to school or loneliness
- Personal or family crises
- Difficulties making a career decision or choice
- Academic concerns
- Eating or body image concerns
- Alcohol or drug problems
- Identity issues
- Self esteem issues
- Dealing with physical illness or disability

Confidentiality All information shared during counseling is confidential. No one outside the SPCC may have access to the specifics of counseling sessions without the prior written permission of the student, except in situations where there is a threat or danger to life.

What to Expect

All Thomas Jefferson University students are eligible for three visits without charge at the SPCC. Students interested in making an appointment should call 215-503-2817 and leave a confidential voicemail with their name and contact number. A SPCC counselor will conduct a brief and confidential telephone screen to gather some basic information that will allow for a timely matching of services, based upon a student's individual needs.

The SPCC staff encourages students to come in and talk, even if they are not sure that counseling is what they need. During the initial meeting, students will develop a course of action with their counselor, which may include continuing therapy on campus or receiving a referral to an off-campus provider. Some students may resolve their concerns during the initial 3 free sessions and decide that no further sessions are required. Some students decide to see a SPCC counselor on an ongoing basis.

For students who desire or need ongoing support, SPCC counselors are in network with a limited number of insurance providers. Students may call the SPCC to receive further details and information.

Making an Appointment

Students can schedule an appointment to see a counselor by calling the SPCC at 215-503-2817. Students should leave their name and contact information on the confidential voicemail and a SPCC counselor will return their call.

Location and Hours

The SPCC is located at 833 Chestnut Street, Suite 210. Hours are Monday –Friday, 9:00 a.m.—5:00 p.m. Early morning and evening appointments are sometimes available.

Urgent Situations

SPCC counselors and psychiatrists are available for in-person crisis intervention between 9:00 a.m. and 5:00 p.m.. After hours, all students experiencing an emergency should call 911 or go to the nearest emergency room. On-campus students should go to the Thomas Jefferson University Hospital Emergency Room, located in the Main Hospital Building at 10th and Sansom (215-955-6060) and ask to speak to the Psychiatry Resident On-Call. Dr. Nobleza is also available after hours for urgent phone consultation for students by calling the SPCC at 215-503-2817 and then dialing '1' and then '0.'

MEDICAL LEAVE

For medical leaves of absence, student must proceed through University Health Services, which will notify the office of the Dean of its recommendation regarding a medical leave. No medical leaves will be reviewed or received without the endorsement of the Director of University Health Services, or other physicians designated by the Director of University Health Services.

Medical leaves will be for a period of up to one year. A leave of more than one year's duration will be granted only under the most extraordinary circumstances and only after review by the Office of the Dean. Prior to reentry, which may be applied for prior to the one year anniversary, appropriate medical screening will be arranged by the Director of University Health Services with consultation, if necessary, to provide assurance of the student's fitness to return to class.

EMERGENCY PREPAREDNESS

Thomas Jefferson University has taken steps to support our campus community during times of heightened concern. The Department of Emergency Management has established an emergency plan that includes emergency procedures for all university buildings and occupants, as well as information that would be helpful in the event of an emergency. Students are encouraged to visit the Emergency Preparedness site at www.jefferson.edu/security.

SOCIAL MEDIA

Social media websites are used increasingly by University departments, students and employees, and these communications tools have the potential to create a significant impact on professional and organizational reputations. In light of this, it is important that you are familiar with the University's Social Media Policy, which is printed below:

Thomas Jefferson University and its affiliated entities ("Jefferson") respects the rights of its students, faculty, staff, employees, contractors, consultants, temporary employees, guests, volunteers and other members of the Jefferson community ("Jefferson Users") to use social networking sites (e.g., Facebook).

If the use of Social Media by a Jefferson user relates to the business/mission of Jefferson, this Policy requires the Jefferson User to observe the following guidelines.

- To create Social Media related to the business/mission of Jefferson, please obtain prior written approval from your Dean, JUP Executive Director, Hospital Senior Vice President, or Kimmel Cancer Center Director. Please be aware that this type of Social Media is not an open forum and postings must be related to Jefferson's mission.
- Assign one or more administrator(s) who are the only person(s) in charge of reviewing and approving content to be posted to the Social Media. To obtain approval for use of the Jefferson name or logo on Social Media, follow the Trademark Policy and include the name(s) of the administrator(s) for the Social Media on the Trademark Request Form.
- Jefferson Users should be respectful in all communications related to or referencing Jefferson and its community. Be clear in any references to Jefferson that you are speaking for yourself and not on behalf of Jefferson, unless it is Jefferson created Social Media.
- If not otherwise publicly available, obtain the prior written approval of others of whom you wish to cite, reference and/or post a picture.
- Jefferson Users should discuss internal matters directly with a manager, Human Resources, or through other appropriate, internal channels, such as the University Ombudsman, or Office of Student Affairs.
- Remember that all Jefferson Policies apply to the use of Social Media. Jefferson users should review the appropriate Code of Conduct, Student Handbook, Operating Policy, Hospital Procedure and/or School/College Bylaw to ensure the use of Social Media is compliant.

- Remember that all applicable federal, state or local laws, such as (but not limited to) patient privacy laws or copyright laws, apply to the use of Social Media.
- Jefferson users may not post or disclose confidential or other proprietary information of Jefferson.
- Jefferson users who are contacted by a Social Media page/channel/site for comments or authorization to use Jefferson owned or controlled material, must: (i) contact Public Relations at 5-6300, (ii) follow Public Relations' policies and (iii) secure the necessary approvals for comments and/or authorization to use Jefferson owned or controlled material.

Enforcement Any Jefferson user found to have violated this Policy may be subject to appropriate disciplinary action, up to and including dismissal.

Modification of Policy Jefferson reserves the right to revise this Policy at any time.

Interpretation and Administration The Office of University Counsel shall be responsible for the interpretation of this Policy and the Office of the University President and the Office of the Director of Communications shall be responsible for the administration of this Policy.

2014-15 ACADEMIC CALENDAR

PRE-FALL SEMESTER (Physical Therapy Students)	2014-15
Classes begin / Return to campus New DPT 2's	5/29, Thur.
Online classes begin DPT 1's	7/7, Mon.
Classes begin New DPT 3's	7/7, Mon.
Classes end DPT 2	8/8, Fri
PT 681 Begins DPT 2	8/18, Mon
FALL SEMESTER	2013
Orientation/Registration (Entering Class)	9/2, Tues
Labor Day Holiday	9/1, Mon
Classes begin	9/3, Wed
Drop/Add Period ends	9/17, Wed
Last date to remove an "I" grade from previous term	9/23, Tues.
Classes End DPT 3	10/10, Fri
PT 681 Ends DPT 2	10/10, Fri
PT 781 Begins DPT 3	10/13, Mon
Fall classes begin DPT 2	10/20, Mon
Last date to withdraw with a grade of "W"	10/22, Wed
On-line Registration for Spring Semester begins (anticipated)	11/10, Mon
Thanksgiving Holidays begin / No classes scheduled	11/26, Wed
Thanksgiving Holidays end / Classes resume	11/29, Sat
Classes end	12/12, Fri
Final Examinations Begin	12/13, Sat
Final Examinations End	12/18, Thurs.
PT 781 Ends DPT 3	12/19, Fri
Grades due in Registrar's Office, 9:00 A.M.	12/26, Fri
Last date to file Application for Graduation	12/31, Wed
SPRING SEMESTER	2014
On-Line Registration for Spring Semester ends	1/5, Mon
PT Classes begin	1/12, Mon
Drop/Add Period ends	1/26, Mon
Last date to remove an "I" grade from previous term	1/30, Fri
Last date to withdraw with a grade of "W"	2/27, Fri
Spring Recess begins / No classes scheduled	3/2, Mon
Spring Recess ends / Classes resume	3/9, Mon
On-line Registration for Summer/Fall Semester begins (anticipated)	3/23, Mon
Classes end DPT 2	4/3, Fri
PT 682 Begins DPT 2	4/6, Mon
Classes end	5/1, Fri
Final Examinations Begin	5/4, Mon
Final Examinations End	5/9, Sat.
Senior Grades due in Registrar's Office, 9:00 A.M.	5/11, Mon
On-line Registration for Summer Semester ends	5/12, Tues
All other Grades due in Registrar's Office, 9:00 A.M.	5/13, Wed
Commencement Exercises	TBA
SUMMER SESSION - 1st Session	2014
Holiday, Memorial Day	5/25, Mon.
Drop/Add Period ends	5/26, Tue.
Classes begin / Return to campus New DPT 2's	5/18, Mon
PT 682 Ends DPT 2	5/29, Fri
PT 782 Begins DPT 3 (Grads final affil.)	6/1, Mon
SUMMER SESSION - 2nd Session	2014
Classes begin New DPT 3's	7/6, Mon
Drop/Add Period ends	7/13, Mon.
Last date to withdraw with a grade of "W"	7/27, Mon.
Last date to remove an "I" grade from previous term	7/29, Wed.
PT 782 Ends DPT 3 (Grads final affil.)	8/7, Fri
Classes end DPT 2	7/29, Wed
PT 681 Begins DPT 2	8/3, Mon
Grades due in Registrar's Office, 9:00 AM.	8/27, Thurs.
On-line registration for Fall Semester ends	8/28, Fri.

