

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

STUDENT HANDBOOK

2009 - 2010

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I. INTRODUCTION

This Student Handbook serves to share with you certain resources, policies and procedures that may be useful to you during your graduate studies in the Department of Physical Therapy in the Jefferson School of Health Professions. 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. Your 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.

II. MISSION, CURRICULAR GOALS, STRUCTURE AND REPONSIBILITIES

MISSION:

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, guide 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

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 Hypothesize the cause of the problem; establish a physical therapy diagnosis.
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 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.

THE 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.

YOUR 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.

Approved by Faculty 7/07
Policy Rev. 7/09

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DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM (09-10)

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 I	4
PT 541	Physical Therapists as Learners and Teachers	3
		<u>17</u>

S-2 SPRING SEMESTER (15-16 wks: Jan - May)

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
PT 504	Advanced Anatomy Laboratory	3
		<u>18</u>

Second Year

S-3 PRE-FALL SEMESTER (10 wks: ½ June- August)

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
		<u>10</u>

S-4 FALL SEMESTER A (8 weeks: Sept. - Oct.)

PT 681	Integrated Clinical Affiliation	<u>4</u>
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S-5 FALL SEMESTER B (8 weeks: Nov – Dec)

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
		<u>9</u>

S-6 SPRING SEMESTER (12 wks: January - March)

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
		<u>11</u>

S-7 PRE-SUMMER SESSION (8 wks: April – May)

PT 682	Integrated Clinical Affiliation II	<u>4</u>
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Third Year

S-8 PRE-FALL/FALL A SEMESTER (14 wks: July – ½ October)

PT 651	Applied Exercise Physiology	3
PT 674	Physical Therapy Clinical Decision Making in Pediatrics	3
PT 716	Neuromuscular Physical Therapy II	3
PT 627	Critical Inquiry III	3
		<u>12</u>

S-9 FALL B SEMESTER (10 wks: ½ October - December)

PT 781	Integrated Clinical Affiliation III	5
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S-10 SPRING SEMESTER (15-16 wks: January-April)

PT 646	Clinical Physiology III	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 PTClinical Decision Making	4
		<u>16</u>

S-11 SUMMER SESSION (10 wks: June-1/2 August)

PT 782	Integrated Clinical Affiliation IV (10 weeks: June-August)	5
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V. POLICY AND PROCEDURES

THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF HEALTH PROFESSIONS
DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

A. SPECIAL PROGRAM REQUIREMENTS

1. Any student who fails an academic course or clinical affiliation will be dismissed from the program. Please see the Clinical Education Manual for criteria for failure of a clinical affiliation and for the special circumstances of receiving a grade of “Unsatisfactory Progress”.
2. Any student whose cumulative grade point average (CGPA) falls below 3.0 will be placed on Departmental academic probation. The student will have two semesters to bring the CGPA back above 3.0.
3. Any student whose cumulative grade point average (CGPA) remains below 3.0 for more than two semesters will be dismissed from the program.
4. A student who has been dismissed from the program is eligible to apply for readmission. The Professional and Academic Review Committee (PARC) of the Department of Physical Therapy will recommend to the Department Chair whether a student should be readmitted, and his/her level of re-entry. The Department Chair will make the final decision regarding readmission. The members of PARC are appointed by the Department Chair and consist of faculty members in the Physical Therapy Department. If the student is readmitted to the Department of Physical Therapy, the student may be required to repeat specified 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. If a repeated course is not successfully completed as defined by the Department Chair or if the CGPA is not successfully improved by repeating the required course, the student will be dismissed from the Physical Therapy program.
5. If a student has stepped out of the normal progression through the Doctor of Physical Therapy degree program for any reason, including but not limited to dismissal and remediation, withdrawal and readmission, or leave of absence, the student must meet one of the following requirements before being permitted to proceed to a clinical affiliation: (a) take a physical therapy clinical course with a laboratory after returning to the normal progression through the curriculum but before commencing the clinical affiliation, or (b) pass a comprehensive practical exam to be administered by members of the faculty of the Department.
6. Students will not be permitted to enter clinical affiliations until all prerequisite academic courses are successfully completed. The dates of the clinical affiliations are subject to the availability of placements.
7. Students who have been delayed in their progress through the physical therapy program due to any of the above circumstances must contact the Director of Clinical Education to arrange for a clinical affiliation when the CGPA has been sufficiently raised. The clinical affiliation time period may not fit the “traditional” or printed time slots. Flexibility is expected on the part of the student in arranging and completing the requisite clinical affiliations.
8. Students are required to have a CGPA of 3.0 or higher in order to be eligible for graduation.
9. 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.
10. School policies and procedures on academic regulation such as promotion, withdrawal, grade

appeal protocol and criteria for graduation are described in detail in the Academic Regulations section of the Jefferson School of Health Professions Student Handbook.

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

B. 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.

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

C. ACADEMIC REGULATIONS FOR DPT STUDENTS

Students will follow the Academic Regulations for the Jefferson School of Health Professions (JSHP) and the Special Program Requirements for the Doctor of Physical Therapy Degree Program as listed in the JSHP Catalog. In accordance with these regulations and requirements, a student enrolled in the DPT program must achieve a minimum grade point average of 3.00 to remain in academic good standing. Furthermore, a letter grade below a C- (70 %) in a Physical Therapy graduate course is considered failing. 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.

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.

**THOMAS JEFFERSON UNIVERSITY
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DEPARTMENT OF PHYSICAL THERAPY**

D. ACADEMIC INTEGRITY POLICY

Academic Integrity Policy

The Administration and Faculty of the School of Health Professions believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical education. Integrity and honesty are especially valued in the healthcare professions because accurate diagnosis and treatment of patients are greatly dependent upon a health practitioner's honest and capable assessment of symptoms and diagnostic tests. This assessment can only be rendered by the practitioner who has "real" knowledge obtained as a student who answered test questions independently, thereby identifying and correcting mistakes. The successful practitioner can communicate important diagnostic and therapeutic information in writing because as a student, such skills were developed and/or enhanced by completing writing assignments independently. The practitioner who was dishonest in his or her educational pursuits is at great risk for making diagnostic errors and such errors can mean that someone's health care is mismanaged.

Because we are committed to educating practitioners who provide the highest quality of health care, the School Administration and Faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. The following policy on academic integrity defines dishonesty and describes the procedures for responding to charges of academic dishonesty in the School.

Forms of Academic Dishonesty

Plagiarism

As stated in the American Medical Association Manual of Style, "in plagiarism, an author passes off as his or her own the ideas, language, data, graphics or even scientific protocols created by someone else, whether published or unpublished." When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements must be included, through quotation marks as well. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Examples of Plagiarism include, but are not limited to:

1. Quoting another person's actual words, complete sentences or paragraphs, or entire pieces of written work without acknowledgement of the source.
2. Using another person's ideas, opinions or theories, even if they are completely paraphrased in one's own words, without acknowledgement of the source.
3. Noting the original source of only a part of what is borrowed.
4. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
5. Copying another student's essay test answers.

6. Copying or allowing another student to copy a computer file that contains another student's assignment and submitting it, in part or in its entirety, as one's own.
7. Working together on an assignment, sharing the computer files and programs involved and then submitting individual copies of the assignment as one's own individual work. Students are urged to consult with individual faculty members if in doubt.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to:

1. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary sources materials.
2. Listing sources in a bibliography not directly used in the academic exercise.
3. Submission in a paper, thesis, lab report or other academic exercise of falsified, invented or fictitious data or evidence, or deliberate and knowing concealment distortion of the true nature, origin or function of such data or evidence.
4. Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he or she has not mastered. Examples include but are not limited to:

1. Copying from another student's test paper or allowing another student to copy from a test paper.
2. Using the course textbook or other material such as a notebook brought to a class meeting but not authorized for use during a test.
3. Collaborating during a test with any other person by receiving information without authority, or collaborating with other on projects where such collaboration is not expressly permitted.
4. Using or processing specifically prepared materials during a test, e.g., notes, formula lists, notes written on the student's clothing, etc that are not authorized.
5. Taking a test for someone else or permitting someone else to take a test for you.
6. Tapping pencils or other objects otherwise signaling in code.
7. Entering any office or opening a file to obtain a test or answer key.
8. Viewing test materials on a secretary's or faculty member's desk.
9. Passing quiz/test questions or answers from one student to another, even after the test is completed.

10. Copying a posted answer key without permission.
11. Discussing test questions or answers outside the examination room while the test is in process.

Academic Misconduct

Academic misconduct is the intentional violation of University Policies, by tampering with grades, or taking part in obtaining or distributing any part of an unadministered test. Examples included but not limited to:

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test including answers to and unadministered test.
4. Entering a building or office for the purpose of changing a grade in a grade book on a test or on other work for which a grade is given.
5. Changing, altering or being an accessory to the changing and/or altering of a grade in a grade book, on a test, in a computer, on a “change of grade” form or other official academic records of the University which relate to grades.
6. Entering a building or office for the purpose of obtaining an unadministered test.
7. Continuing to work on an examination or project after the specified allotted time has elapsed.
8. Signing into classes for others.

Academic Dishonesty in Clinical Settings

Academic dishonesty in the clinic is characterized by deliberate, deceitful intention to (1) obtain information from another source and claim as one’s own, (2) fabricate clinical data or information, or (3) misrepresent one’s own actions or the actions of another in order to avoid sanctions. Examples include, but not limited to:

1. Looking up a logbook, equivalent source or consulting professional for a diagnosis or treatment plan on an assigned unknown case without authorization from the clinical instructor.
2. Using a correlated histopathologic or clinical diagnosis in lieu of his or her own clinical or technical interpretation.
3. Reporting results without performance of a test or procedure.
4. Providing unauthorized information to other students on clinical assignments.
5. Changing answers on worksheets or patient records after they have been reviewed and/or turned in.
6. Misrepresentation of one’s own or another identity.

7. Feigning illness or emergency to avoid a clinical rotation or assignment.
8. Signing into rotation for another student when absent.
9. Communication of confidential information to a person involved in the patient's care without authorization.
10. Misrepresenting any aspect of patient care or documentation.

Sanction

Two possible sanctions exist for cases of academic dishonesty. *Option A* outlines adjudication of cases by the discretion of the faculty. Cases may also be referred directly to the School of Health Professions Judicial Board for adjudication under *Option B* of these guidelines.

Option A

Option A is limited to one or more of the following, by choice of the faculty member.

- A verbal reprimand
- A written reprimand
- A grade of zero for an assignment or examination
- A requirement that the student repeat the work affected by the academic dishonesty
- A statement concerning the action to be sent to the Assistant Dean and Director of Student Affairs and the Department Chairman by the instructor.

No notation of faculty action will appear on the student's transcript. However, the Department may choose to keep documentation in the student's departmental file, and this may be taken into account if the student is involved in another incident of academic dishonesty.

When the instructor chooses to have the student repeat the assignment, the instructor will tell the student the grade to be assigned for the repeated assignment. For example, it is acceptable for the instructor to assess no more than a minimal passing grade to a repeated assignment, if successfully completed by the student.

The student may contest the instructor's allegation by requesting a judicial hearing with the Judicial Board. Any such request must be within five (5) working days from the time the student has been informed of the instructor's recommended resolution. The instructor's initial penalty will be considered in assessing a penalty for a guilty finding by the Judicial Board.

Option B

Direct referral of the charge by the faculty member to the Judicial Board for adjudication. Information concerning procedures for requesting a judicial hearing is found in the JSHP Catalog (see "Judicial System").

The contents of section on Academic Dishonesty were taken wholly or adapted in part, with permission, from "The Academic Honesty and Dishonesty" brochure prepared by the Dean of Student Office, University of Delaware, Newark, DE.

Revised, Executive Council, College of Health Professions, Thomas Jefferson University, May 19, 1997.

**THOMAS JEFFERSON UNIVERSITY
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DEPARTMENT OF PHYSICAL THERAPY**

E. STUDENT 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 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.

Approved by faculty: 8/02/83
Policy Revised: 6/22/88; 8/03; 8/04; 7/07, 7/08, 7/09

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

F. POLICY ON 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.

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 (LRC 1300 Edison Bldg.), the Scott Library (reference center) or the Department's administrative assistant (830 Edison Bldg). Flexibility within the system exists to meet individual student needs. Any equipment that is removed from a University building, including Edison 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.

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 one week in advance of use. 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.

Approved by PT faculty: 7/18/84
Revised: 7/1999
Policy Updated: 6/02, 8/06, 7/07, 7/08, 7/09

G. 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.

VI. CLINICAL EDUCATION PROGRAM

DEPARTMENT OF PHYSICAL THERAPY ORIENTATION FOR CLINICAL EDUCATION

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 out of the immediate area for two – three clinical affiliations. 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.

8/94

Revised: 9/95

Policy Updated: 7/05, 7/07, 7/08

VII. PROFESSIONAL BEHAVIOR PROFILE (PT-PBP) AND PORTFOLIO

Philosophy of PBP

The Faculty recognizes the importance of students developing behaviors that are consistent with becoming a successful physical therapist. Grades provide students with feedback about their mastery of cognitive and applied psychomotor skills. The process of participating in filling out the Professional Behavioral Profile, accompanied by feedback and self-reflection, is done for the following purposes:

- Identify important “professional” behaviors
- Make these behaviors explicit
- Establish a process for multilayered assessment (self and others)
- Promote growth in the student’s professional behavior
- Provide multiple opportunities for practice with support and guidance
- Assist in the preparation of the student for clinical practice.
- Foster self-reflection

All students participate in this process each year they are enrolled in the PT program. After the student fills out the form electronically, relevant issues are reviewed with the faculty. The student and faculty meet and review the content of the form. If disparities in behaviors and perceptions arise, a follow-up behavior plan may be formulated by the student and advisor.

It is reasonable to expect that students will gradually increase the frequency of specific behaviors on a yearly basis. By the end of the academic program it is expected that most behaviors will be performed above 50%. The faculty acknowledges that working toward self-improvement is an ongoing endeavor and necessary for growth as a person and a professional.

Philosophy of Portfolio

The portfolio reinforces and supports the general goals and purposes of the Professional Behavioral Profile. All students construct a portfolio, a 3 ring binder, throughout the three year professional program.

The purpose of the portfolio are 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 (Paschal, Jensen, Mostrom, 2002. *Journal of Physical Therapy Education*, 16(3), 38-52.
- Provide opportunity to demonstrate competence and capability
- Promote life long habit to analyze, interpret—resulting in deliberate reflection

The portfolio is divided by years and includes both required items as well as self selected artifacts with reflections. Examples include course papers or projects; papers, articles, exams &/or scores; evaluations from clinical experiences; records from community activities, patients, continuing ed courses, etc. Suggested areas of experiences include: (1) Leadership, (2)

Community, (3) Professional Behavior, (4) Teaching, (5) Cultural competency, (6) Professional/academic, (7) Experiential learning (8) Other. Portfolios showcase a students growth in the professional program, their interests and goals and competencies. Students have used their portfolio for self-reflection as well as applications for special interest activities and job interviews upon graduation.

VIII. GRADUATE ASSISTANTS (GA) AND GRADUATE RESEARCH ASSISTANTS

The Department of Physical Therapy, in conjunction with the Financial Aid Department, awards students with scholarships to work as graduate student 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, in their second and third year, may apply for approximately 8-10 GA positions that are available through the Department of Physical Therapy. The scholarships are competitive. Students apply for the scholarships in the Spring Semester of the second year. The awards require that the student demonstrate financial need by submitting an FAS by the due date and that they are awarded Federal Work Study Program funding.

Graduate Research Assistantships (GRA).

Graduate Research Assistantships (GRA) are available to select first year DPT students. Approximately 6-8 assistantships (ranging from \$2000-\$6000) are awarded, on a competitive basis, by a panel of PT faculty. The requirements for the award include that students must:

- Apply for and be eligible for Federal Work Study Program funding
- Be able to work up to 10 hours per week,
- Remain in academic good standing throughout the period of the award.

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. Recipients of the awards are announced the summer prior to matriculation in the program.

IX. 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. Only a 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.

X. DRESS AND DECORUM GUIDELINES

Students are expected to:

- A. Attend all scheduled lecture and laboratory sessions, clinical activities and examinations.
- B. Complete all written assignments on time using the specified format required by the course instructor.
- C. 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).
- D. Demonstrate professionalism in all course activities, such as:
 - i. Dressing appropriately.
 - ii. 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.
 - iii. Being actively involved in lecture, laboratory activities, and discussions.
 - iv. Observing safety precautions. Make sure proper measures are taken for all activities to insure personal as well as patient/client safety.
 - v. Observing HIPAA and ethical rules regarding discussion of patients/ peers and use of media (slides, videos of patients, etc.).
- E. Follow the rules of the classroom:
 - i. No eating during class.
 - ii. No unauthorized use of equipment.
 - iii. Clean up after each laboratory. Return equipment to its proper storage area and place dirty laundry in the proper receptacles.
 - iv. 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.
- F. 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.

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XI. CODE OF CONDUCT

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.

XII. POLICIES CONCERNING DEPARTMENT & EDISON BUILDING SECURITY

EDISON BUILDING 130 SOUTH 9TH STREET

FIRE EVACUATION PROCEDURE

1. If you discover a fire or smell, sound the building alarm. Know the location of the alarm signal stations and how they operate.
2. The person at the 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 (south fire exit) and remain there until the Fire Department or the Building Fire Marshall gives you instructions. Fire exits are safe areas of refuge since they are enclosed and the doors and walls are fire rated to keep smoke and heat from entering the stairway.

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 anytime you observe fire exit doors being tied or propped open, please report it to the Building Manager.

**EDISON BUILDING
130 SOUTH 9TH STREET**

SECURITY POLICY AND PROCEDURES

The 9th Street entrance to the Edison Building is generally open from 6:00 AM till 6:00 PM. After that time you must enter at the Sansom Street entrance. 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. If a guard is not posted and you need to enter the building, call campus security using the phone located to the left of the entrance on Sansom St.

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

XIII. EVALUATING THE PROGRAM IN PHYSICAL THERAPY-

Course Evaluations

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, diligent feedback about the effectiveness of presentations, examinations, assignments, laboratory and clinical experiences, etc. in achieving the course and professional goals of the program.

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.

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 criticism.

Clinical Affiliation Site Evaluation

Throughout the clinical affiliation experience students are expected to provide feedback to the CI about the clinical affiliation experience. At the completion of the clinical affiliation, the student completes a written evaluation of the facility and C.I. The evaluation should be reviewed and signed by both the CI and student. After the final evaluation, the form is to be returned by the student to the DCE/ACCE within two weeks of the completion of the affiliation.

Focus Group

Annual focus groups will be conducted, comprised of two representatives from each class and two faculty. Discussion items will be chosen by the students addressing aspects of the program that they consider strengths and areas for improvement.

XIV. PROCEDURES FOR ACCESSING IMPORTANT INFORMATION AND 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

XV. CALENDAR

THOMAS JEFFERSON UNIVERSITY - JEFFERSON SCHOOL OF HEALTH PROFESSIONS

ACADEMIC CALENDAR - PT DEPARTMENT	2009-2010
PRE-FALL SEMESTER	
	2009
PT 681 Clinical Affiliations begin (DPT 2)	8/24, Mon
Grades due in Registrar's Office, 9:00 A.M.	8/27, Thurs.
FALL SEMESTER	
	2009
Orientation/Registration (<i>Entering Class, Health Professions programs</i>)	9/1, Tues.
Classes begin	9/2, Wed.
Labor Day Holiday	9/7, Mon.
Drop/Add Period ends	9/16, Wed.
Last date to remove an "I" grade from previous term	9/22, Tue.
PT 781 Clinical Affiliations begins (DPT 3)	10/12, Mon
PT 681 Clinical Affiliations ends (DPT 2)	10/16, Fri
Last date to withdraw with a grade of "W"	10/21, Tues.
Classes begin (DPT 2)	10/26, Mon
On-line Registration for Spring Semester begins (anticipated)	11/9, Mon.
Thanksgiving Holidays begin / No classes scheduled	11/25, Wed.
Thanksgiving Holidays end / Classes resume	11/28, Sat.
Classes end (DPT 1 and DPT 2)	12/11 Fri.
Final Examinations Begin	12/12, Sat.
Final Examinations End	12/17 Thurs.
PT 781 Clinical Affiliations ends (DPT 3)	12/18, Fri
Grades due in Registrar's Office, 9:00 A.M.	12/22, Tues.
On-Line Registration for Spring Semester ends	12/31, Thu.
Last date to file Application for Graduation (<i>Health Professions programs</i>)	12/31, Thu.
SPRING SEMESTER	
	2010
Classes begin (DPT 1, 2, 3)	1/11, Mon.
Drop/Add Period ends	1/25, Mon.
Last date to remove an "I" grade from previous term	1/29, Fri.
Last date to withdraw with a grade of "W"	2/26, Fri.
Spring Recess begins / No classes scheduled	3/1, Mon.
Spring Recess ends / Classes resume	3/8, Mon.
On-line Registration for Summer/Fall Semester begins (anticipated)	3/22, Mon
Classes end (DPT 2)	4/2, Fri
PT 682 Clinical Affiliations begins (DPT 2)	4/5, Mon
Classes end (DPT 1 and DPT 3)	4/30, Fri.
Final Examinations Begin	5/3, Mon.
On-line Registration for Summer Semester ends	5/4, Tues.

Final Examinations End	5/8, Sat.
Senior Grades due in Registrar's Office, 9:00 A.M.	5/10, Mon.
All other Grades due in Registrar's Office, 9:00 A.M.	5/12, Wed.
PT 682 Clinical Affiliations ends (DPT 2)	5/28, Fri
Commencement Exercises	TBA
SUMMER SESSION - 1st Session (5 Weeks)	2010
Classes begin	5/17, Mon.
Drop/Add Period ends	5/25, Tue.
Holiday, Memorial Day	5/31, Mon.
Last date to withdraw with a grade of "W"	6/1, Tue.
PT 782 Clinical Affiliation (DPT 3)	5/31, Mon.
Last date to remove an "I" grade from previous term	6/14, Mon.
Classes begin (DPT 2)	6/7, Mon
Classes end	6/21, Mon.
Final Examinations Begin	6/22, Tue
Final Examinations End	6/23, Wed.
Grades due in Registrar's Office, 9:00 A.M.	6/25, Fri.
SUMMER SESSION - 2nd Session (6 Weeks)	2010
Classes begin	7/6, Tues.
Drop/Add Period ends	7/13, Tues.
Last date to withdraw with a grade of "W"	7/27, Tues.
Last date to remove an "I" grade from previous term	7/29, Thurs
PT 782 Clinical Affiliation end	8/6, Fri
DPT 2- PT 680 Classes end	8/13, Fri
Final Examinations Begin	8/16, Mon.
Final Examinations End	8/17, Tue.
Grades due in Registrar's Office, 9:00 AM.	8/19, Thur.
On-line registration for Fall Semester ends	8/22, Sun.

The University reserves the right to make changes to the academic calendar as circumstances may require.