

UNIVERSITY OF SOUTH FLORIDA



DPT Student Handbook

2014-2015



SCHOOL OF PHYSICAL THERAPY
& REHABILITATION SCIENCES
MORSANI COLLEGE OF MEDICINE



DPT Student Handbook

This Handbook is intended to provide guidelines, procedures, and processes as information. It is not a contract between the University and DPT student. It is recognized that this document may not contravene the constitutions and laws of the state of Florida; rules, regulations, and policies of the Florida Board of Governors; rules, regulations, and policies of the University of South Florida; and any applicable collective bargaining agreement or legislatively-mandated management right. The foregoing authorities will govern in the event that any provision of a local governance document is inconsistent with or in conflict with them.

Equal Opportunity Message

The University of South Florida is committed to the principles of equal education and employment opportunities without regard to race, color, marital status, gender, sexual orientation, religion, national origin, disability, age, Vietnam or disabled veteran status as provided by law and in accordance with the University's respect for personal dignity. These principles are applied in the conduct of University programs and activities and the provision of facilities and services.

SACS Accreditation Statement

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, master's, specialist, and doctoral levels, including the Doctor of Medicine.

CAPTE Accreditation Statement

The Doctor of Physical Therapy (DPT) program at the University of South Florida School of Physical Therapy and Rehabilitation Sciences Morsani College of Medicine is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: www.capteonline.org.



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Introduction

Welcome to the School of Physical Therapy & Rehabilitation Sciences!

This handbook serves as the official procedures for the School of Physical Therapy and Rehabilitation Sciences (SPTRS), as approved by the Morsani College of Medicine (MCOM) Committee on Professional Student Affairs. If clarification on any procedure is needed, please contact the Office of the School Director at 813-974-6200.

All students are subject to the policies of the University as delineated in the University of South Florida Student Rights and Responsibilities web page. It is recognized that this document may not contravene the constitutions and laws of the state of Florida; rules, regulations, and policies of the Florida Board of Governors; rules, regulations, and policies of the University of South Florida. The foregoing authorities will govern in the event that any provision of a local governance document is inconsistent with or in conflict with them. If any rule is changed after publication of this document, students will be notified of the change by e-mail. This document is not a contract between a DPT student and the University.

The School of Physical Therapy & Rehabilitation Sciences in the USF Context

The University of South Florida (USF) is one of 63 “top tier” research universities in the nation and is designated as a *Community Engaged University* by the Carnegie Foundation for the Advancement of Teaching. USF was awarded more than \$310 million in research contracts and grants in 2006. The University offers more than 300 degree programs at the undergraduate, graduate, specialty and doctoral levels, including the doctor of medicine, doctor of physical therapy, doctor of audiology, doctor of nursing practice, and doctor of pharmacy. The University has a \$1.8 billion annual budget, an annual economic impact of \$3.7 billion, and serves 47,000 students on campuses in Tampa, St. Petersburg, and Sarasota-Manatee. USF is a member of the American Athletic Conference.

USF Health comprises the Morsani College of Medicine, the College of Nursing, the College of Public Health, and the College of Pharmacy. Originally founded as the USF Medical Center in 1965, its name was changed to reflect its collaborative focus on the full continuum of health. The Colleges of USF Health are based on the Tampa campus of the University of South Florida, which

is one of the largest metropolitan universities in the Southeast and eighth largest in the United States. USF was designated as one of the state's Research I institutions in 1998, largely because of its strength in health sciences research. The MCOM was established by the Florida Legislature in 1965, and enrolled its charter class in 1971. The College offers professional doctoral programs in Medicine (MD) and Physical Therapy (DPT), as well as research doctoral programs in Medical Sciences (PhD) and Rehabilitation Sciences (PhD). It is fully accredited by the Liaison Committee for Medical Education. Several dual degree programs are also available, including the MD/PhD, MD/MBA, MD/MPH, DPT/MPH, and DPT/MBA.

History of the School

The University was authorized to implement a Master of Science degree in Physical Therapy (MSPT) by the Florida Board of Regents in 1998. The Commission on Accreditation in Physical Therapy Education (CAPTE) awarded candidate status in May 1999; the charter class of students enrolled in August 1999. CAPTE awarded full accreditation status in 2001. Over 100 students received MSPT degrees through the School. Following completion of a self-study related to the re-accreditation process and a site visit by a CAPTE-appointed review team, the School received a 10-year renewal of accreditation (with commendation) ending in 2016.

Due to the rapidly changing U.S. healthcare system, Physical Therapists now assume leadership roles in rehabilitation services, prevention and health care maintenance programs, and community organizations. To reflect these changes in scope of practice, USF chose to convert to the Doctor of Physical Therapy (DPT) degree. On October 21, 2004, the Florida Board of Governors (successor to the Board of Regents) granted implementation authority to the University of South Florida Morsani College of Medicine to offer the DPT degree. The charter DPT class began their studies in August 2005 and graduated in May 2008.

Abbreviations Used in this Manual

APRSC	Academic Performance Review Sub-Committee
APTA	American Physical Therapy Association
APTS	Association of Physical Therapy Students
DPT	Doctor of Physical Therapy
MCOM	Morsani College of Medicine
MPH	Master's of Public Health
SDS	Students with Disabilities Services
SPTRS	School of Physical Therapy and Rehabilitation Sciences

Tenets of the College

MCOM Philosophy of Professional Education

Health professionals must be responsive to social needs and demands. In response to this challenge, the faculty of the Morsani College of Medicine and School of Physical Therapy & Rehabilitation Sciences emphasize ongoing review and adaptation of educational programs to meet the needs of society for today and tomorrow.

MCOM Mission

The mission of the Morsani College of Medicine at the University of South Florida is to provide for the education of students and professionals of the health and biomedical sciences through the creation of a scholarly environment that fosters excellence in the lifelong goals of education, research activity and compassionate patient care.

MCOM Vision

The Morsani College of Medicine will strive for national prominence through excellence, professionalism, diversity, timeliness and strategic growth.

MCOM Goals

1. The Morsani College of Medicine will deliver the kind of creative and innovative education that produces “practice ready” physicians, physical therapists, athletic trainers, pharmacists and other health and biomedical sciences professionals and instills within them the knowledge, skills and attitudes required for the real world challenges of contemporary medicine.
2. The MCOM will advance collaborative learning and discovery through significantly expanded basic science, translational and clinical research that contributes to improved preventive, diagnostic and therapeutic outcomes.
3. The MCOM will achieve fiscal self-sufficiency and a stable economic base through the establishment of entrepreneurial academic, research and clinical programs.

4. The MCOM will be the keystone in a network of institutions, programs and individuals that collaborate to provide innovative, high-quality, compassionate, accessible health care.

MCOM Values

The faculty and staff at the USF MCOM commit to these values as guides for our decisions and behaviors.

High Standards

In upholding the highest standards, we will:

- Demonstrate ethical leadership by example.
- Conduct ourselves with integrity, avoiding conflicts of interest.
- Hold our work to the highest academic standards.

Respect for Individuals

In valuing respect for individuals, we pledge to:

- Treat others with respect and dignity, honoring individual differences.
- Promote open communication and listen proactively.
- Create a collegial environment based on loyalty to our co-workers.

Advancing Knowledge

In expressing our passion for learning, we encourage:

- Exploration of new ideas in our teaching and research.
- Risk-taking and acceptance of the inevitable mistakes.
- Diverse learning opportunities where creativity thrives.
- Interdisciplinary teamwork.

Personal Development and Leadership

Recognizing that exceptional quality begins with people, we create:

- A culture of personal development and professional fulfillment.
- A workplace where expectations are matched by our reward system.
- An atmosphere where people value the balance between work and family.
- A mentor-rich culture where faculty, staff and students can enhance their leadership skills.

Commitment to Health

Supporting our fundamental belief in the doctor/patient relationship, we are committed to:

- The highest quality medical care to our patients.
- Training the next generation of physicians and health care professionals to be capable and compassionate.
- Promoting good health and well-being in response to the needs of our community.
- Our community partners who help us achieve excellence in all that we do.

Tenets of the School

Mission, Vision, Philosophy, and Goals

As part of the USF Morsani College of Medicine, the School of Physical Therapy & Rehabilitation Sciences (SPTRS) fully embraces the College's Mission, Vision and Values. In support of those ambitions, we have developed the aspirations listed below for our School; they clearly possess congruence with the mission and vision of the Morsani College of Medicine and the University of South Florida. The SPTRS mission, vision, philosophy, and values are reviewed and updated annually by the collective faculty. They are based on a foundation of **professionalism**, defined by the School as the demonstration of the values, attitudes, and behaviors consistent with expectations of the public and the profession. For the profession of physical therapy, these values and behaviors are delineated in the American Physical Therapy Associations' Code of Ethics, Guide for Professional Conduct, and the Core Values of Professionalism.

Mission Statement

The mission of the University of South Florida School of Physical Therapy & Rehabilitation Sciences is to demonstrate excellence in movement sciences through interprofessional education, evidence based clinical practice, research and service.

This mission will be accomplished by preparing doctors of physical therapy who have a strong foundation in basic and clinical sciences, and who demonstrate excellence in contemporary, evidence-based patient client management, critical thinking and professionalism.

The mission will be further supported through faculty scholarship and research, and through a clinical practice which enriches the program and serves the community.

Vision Statement

The University of South Florida School of Physical Therapy & Rehabilitation sciences, through its collaborative initiatives, will be nationally recognized for its:

- Innovative, integrated, and interprofessional curriculum.
- Highly responsible, self-directed, capable, and caring graduates who advocate for and deliver patient-centered care throughout the lifespan. Their practice will be current, evidence based and strong in interprofessional collaboration toward rehabilitation, prevention, and health promotion to meet the needs of society.
- Faculty who advance knowledge in physical therapy and rehabilitation sciences through scholarly activity and clinical, translational research
- Faculty and doctoral students will apply advances in technology for the study of clients with movement dysfunction.
- Faculty and graduates who demonstrate leadership in physical therapy and rehabilitation sciences at the state, national, and global levels.
- Physical Therapy Center which is an integral component of the academic program in both didactic and clinical education. The Center will be recognized for contemporary, evidence-based clinical practice, expert clinicians with specialist certification, residency programs and research in movement dysfunctions.

Educational Philosophy

Interprofessional experiences enhance the future collegiality of healthcare professionals.

Respect for individual and cultural differences is necessary for professional effectiveness in a global society.

Excellence in physical therapy professional education is best achieved through the partnership of academic faculty, clinical faculty, students, and the healthcare community.

An active learning environment is essential for the development of life-long learning, self-assessment, critical thinking, mutual respect, and intellectual curiosity.

Community, institutional, and faculty standards, values and expertise guide professional education including:

- The evolving knowledge base of physical therapy practice and education
- The APTA Guide to Physical Therapist Practice
- The APTA Code of Ethics and the Guide for Professional Conduct
- The APTA Normative Model for Physical Therapist Professional Education
- The APTA Statement on Professionalism in Physical Therapy: Core Values
- State statutes regulating health care delivery
- The APTA Clinical Performance Instrument

- The Commission on Accreditation of Physical Therapy Education's Evaluative Criteria for Educational Programs for Preparation of Physical Therapists

Faculty contribute to the body of knowledge and advance the profession through scholarly work which may include basic and applied research, published works, and creation of innovative teaching and clinical materials or procedures.

Evaluating and using evidence for decision making, advocating for patients, and fulfilling responsibilities inherent in professional life demonstrates accountability to patients, peers, the profession and society.

Active involvement in the APTA and other professional organizations enhances professional development.

Student and faculty demonstrate commitment to service through participation

- on USF committees and task forces
- in the APTA and other professional organizations
- in other organizations, businesses and schools

Expected Outcomes and Program Goals

The major objective of the Doctor of Physical Therapy Degree Program is to graduate entry-level physical therapy practitioners who excel in clinical decision-making skills, demonstrate patient/client management functions, and exhibit a high level of professionalism.

Patient/Client Management Functions

- Excel in patient/client management, including the ability to screen patients/clients to determine the need for further examination or consultation by a physical therapist or referral to another health care professional.
- Excel in patient/client management, including the ability to examine and re-examine patients/clients by obtaining a history, performing systems reviews, and selecting and administering appropriate tests and measures.
- Excel in patient/client management, including the ability to evaluate examination data to make clinical judgments.
- Excel in patient/client management, including the ability to determine a physical therapy diagnosis and prognosis to guide patient/client management.
- Excel in patient/client management, including the ability to establish and implement a patient-/client-centered plan of care that is safe, effective, and fiscally responsible to meet the physical therapy related biological, psychological, and social needs of the patient/client from first contact through discharge planning across a variety of settings.

- Excel in patient/client management, including the ability to select and perform physical therapy interventions as designated in the current version of the Guide to Physical Therapist Practice.
- Excel in patient/client management, including the ability to complete thorough, accurate, analytically sound, concise, timely and legible documentation that follows guidelines required by the practice setting.
- Excel in patient/client management, including the ability to assess and analyze individual and group patient/client outcomes using valid and reliable measures.
- Provide physical therapy services for prevention, health promotion, fitness, and wellness to individuals, groups, and communities to positively influence the health of society.

Clinical Decision-Making Skills

- Integrate and apply new knowledge and evidence to the patient/client management process.
- Excel in patient/client management, including the ability to demonstrate clinical decision-making skills including clinical reasoning, clinical judgment, and reflective practice.
- Exhibit the ability to integrate new knowledge and evidence into the patient/client management process.

Professionalism

- Demonstrate accountability to patients/clients, legal standards, ethical guidelines, organizations, and society.
- Demonstrate social and professional responsibility through mentoring, participation in professional and community organizations and activities, patient/client advocacy, and provision of pro bono services.
- Exhibit caring, compassion, and empathy in providing services to patients/clients.
- Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.
- Communicate effectively with patients, colleagues and other constituents.
- Identify, respect, and act with consideration for individual and cultural differences in all professional activities.
- Effectively educate others based on the needs of the learner.
- Participate in practice management including delegation and supervision of support personnel, management planning, marketing, budgeting, and reimbursement activities.
- Provide consultation to individuals, groups, and organizations.

- Engage in lifelong personal and professional development through self-assessment, reflection, education, and feedback from others.
- Assess individual professionalism, identify areas for professional growth, and develop a plan for professional development in those areas.
- Participate in collaborative work relationships with members of the healthcare team from other professions.

DPT Curriculum

Curriculum Philosophy

Health professionals must be responsive to society’s needs and demands. In response to this challenge, the faculty of the Morsani College of Medicine and School of Physical Therapy & Rehabilitation Sciences emphasize ongoing review and adaptation of educational programs to meet the needs of society for today and tomorrow.

The professional curricula (MD and DPT) of the Morsani College of Medicine are designed to instill an attitude of caring. By presenting students with clinical problems and sufficient basic science data to understand organic malfunctions, it is hoped the learning process will assume a lifelong significance.

Curriculum Plan

The physical therapy program is a full-time professional program leading to the Doctor of Physical Therapy degree. It is completed over the course of 8 terms (36 months) of study. The curriculum includes 36 weeks of full-time clinical education.

The curriculum model is a hybrid model with six integrated tracks:

- Foundational (Basic) Sciences,
- Clinical Problem Solving & Physical Therapy Sciences,
- Movement Science,
- Social Sciences & Professionalism,
- Critical Inquiry, and
- Clinical Education.

Although elements of each of the tracks are addressed in the first year, the focus is providing a strong scientific foundation during which DPT students share courses with medical students. This interprofessional aspect signifies the importance of distinct professions learning with one another, from each other, and about each other to improve collaboration and patient care. During the second and third years, the focus shifts toward Clinical Problem Solving and Physical Therapy Sciences and Social Science Tracks. In contrast to the traditional and scientific focus of the first year, the clinical case-based Clinical Problem Solving courses are the centerpiece for the second

and third years of the curriculum. Indeed, the Clinical Problem Solving courses provide a kind of “curricular backbone” around which other courses integrate. CPS uses a variety of instructional strategies to support case-based learning. Within this progression, the cases in the Clinical Problem Solving sequence become more complex with regard to patient diagnoses, multi-system involvement, social and contextual factors, and the role of the physical therapist. The other tracks undergo a similar increase in complexity of roles, modes of analysis, or types of decision-making.

Course content in each track becomes progressively more integrated with content from all other tracks. For example, professional and cultural issues raised by the Clinical Problem Solving cases are discussed in the Professional Issues Track, and learning in the Critical Inquiry Track is integrated and coordinated with the Clinical Problem Solving course. It is our belief that learning is more effective when the presentation of content is reinforced through concurrent application of information with students participating as active learners. We believe that this educational design fosters lifelong endeavors of excellence in practice, professional growth and scholarly activity. For a graphic representation of the USF DPT curriculum, please see Appendix 2, SPTRS DPT Curriculum Plan.

Licensure Examination

The Federation of State Boards of Physical Therapy of the United States (FSBPT, www.fsbpt.org) has established a single, uniform examination for physical therapy which is known as the National Physical Therapy Examination (NPTE). The NPTE is taken following graduation and prior to initiating practice.

Standards for Admission

Professional education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills, professional attitudes and behavior. Professional school faculty members have a societal responsibility to matriculate and graduate the best possible healthcare professionals. Thus, admission to the Morsani College of Medicine, School of Physical Therapy & Rehabilitation Sciences has been offered to those who present the highest qualifications for the study and practice of physical therapy. The technical standards presented below are prerequisite for admission to, progression in, and graduation from the College and School. Successful completion of **all** courses in the DPT curriculum is required in order to develop the essential knowledge, skills and professional attributes of a competent physical therapist.

Graduates of the Morsani College of Medicine's School of Physical Therapy & Rehabilitation Sciences must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The College and School acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 101-336, the Americans with Disabilities Act (ADA), but asserts that certain minimum technical standards must be present in prospective candidates for admission, progression, and graduation.

Required Aptitudes, Abilities & Skills

Candidates for the DPT degree must have aptitude, abilities, and skills in five areas: observation and other senses; communication; motor; conceptual, integrative and quantitative; and behavioral/social. Reasonable accommodation, including technological compensation, can be made for some disabilities, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary would mean that a candidate's judgment is mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified above.

Observation and the Other Senses

Candidates must be able to observe demonstrations and participate in experiments in the basic sciences, including, but not limited to, physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. All candidates must be able to observe a patient accurately at a distance and close

at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. It is enhanced by the functional use of the sense of smell.

Candidates for the DPT degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' diagnostic skills will be lessened without the functional use of the senses of equilibrium, smell, and taste. They must have sufficient exteroceptive sense (touch, pain and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis and vibratory), and sufficient motor function to permit them to carry out the activities described in this entire section.

They must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

Communication

All candidates should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team. A candidate must possess reading skills at a level to be able to accomplish curricular requirements independently and provide clinical care for patients.

Motor Coordination or Function

All candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. All candidates should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Physical Therapy candidates should be able to perform basic examination and evaluation procedures, design and carry out a physical therapy plan of care that addresses the patient's impairments/functional limitations, perform contemporary physical therapy interventions safely and effectively, and evaluate the response to those interventions.

Examples of emergency treatment reasonably required of physical therapist candidates include cardiopulmonary resuscitation, prevention of falls, application of pressure to stop bleeding, application of bandages, the opening of obstructed airways and the performance of patient transfer/transport maneuvers.

Intellectual, Conceptual, Integrative and Quantitative Abilities

All candidates should exhibit the ability to perform measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of professionals, requires all of these

intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

All candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of all patients, and the development of mature, sensitive and effective relationships with patients.

All candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admission and educational processes.

Technical Requirements

The School will consider for admission to the Doctor of Physical Therapy program any applicant who demonstrates the ability to perform or to learn to perform the skills listed in this document. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the curriculum, and to graduate as skilled and effective practitioners of physical therapy.

The following technical requirements apply:

- Is the candidate able to observe demonstrations and participate in experiments in the basic sciences?
- Is the candidate able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments?
- Does the candidate have sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination?
- Can the candidate perform palpation, auscultation, and percussion?
- Can the candidate reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
- Can the candidate reasonably be expected to communicate the results of the examination to the patient and to his colleagues with accuracy, clarity and efficiency?
- Can the candidate reasonably be expected to learn and perform routine tests, measurements and physical therapy interventions?
- Can the candidate reasonably be expected to perform with precise, quick and appropriate actions in emergency situations?

- Can the candidate reasonably be expected to display good judgment in the assessment and treatment of patients?
- Can the candidate reasonably be expected to possess the perseverance, diligence, and consistency to complete the curriculum and enter the practice of physical therapy?
- Can the candidate reasonably be expected to accept criticism and respond by appropriate modification of behavior?

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was enacted in July of 1990, with its provisions becoming effective at various dates thereafter. The ADA expands the rights of disabled persons and augments existing anti-discrimination laws. Title III of the Act relates to anti-discrimination by entities engaged in public services and applies to the relationship between students and colleges and universities. The USF MCOM complies with provisions specified in the ADA.

Students with learning disabilities that are documented by reports of examination and testing by appropriately certified and credentialed MD or PhD counselors may receive increased time to complete institutional and NBME or NPTE Examinations. The approval must be coordinated by the Office of Students with Disabilities Services (SDS) based upon MD or PhD counselor reports reflecting the diagnosis and certifying that the student requires additional time to complete examination processes.

The student must formally request additional time in a memorandum to the Office of Student with Disabilities Services. To assist with the accommodation process, SDS will forward a copy of the student's accommodation letter to the Associate Dean/Director of the SPTRS and MCOM, who will consult with SDS to arrange appropriate accommodations. Additionally, reports will be referred for consultation and recommendation:

1. to the Vice Dean for Educational Affairs (VDEA) of the MCOM, in the case of Year 1 BMS course examinations,
2. to the Coordinator for Professional Education, in the case of SPTRS PHT course examinations, and
3. to the Coordinator for Clinical Education, in the case of SPTRS PHT Clinical Education courses.

Given the specialized nature of the exams administered, SDS may not be able to administer an exam. In such cases, SDS will work with the MCOM Office of Educational Affairs to ensure appropriate accommodations for exams and clinical experiences. Additional time permitted for exam accommodations does not apply to the clinical setting.

Applicants with Disabilities

On occasion, an applicant identifies a disability that may impact on his/her ability to meet the Technical Standards for Admission, Progression and Graduation. Upon learning of an applicant with a disability, the Chair of the SPTRS Student Selection Committee will bring the applicant to the attention of the School Director, who will convey this information to the Office of Students with Disabilities Services.

Enrolled Students with Disabilities

All students with documented disabilities will be afforded appropriate accommodations as determined by the USF Office of Students with Disabilities Services. Accepted students who have disabilities will be expected to achieve a comparable level of competence to that required of other students for progression and graduation. It is the responsibility of the applicant to provide appropriate professional documentation showing the nature of their disability and request accommodations. Upon request, SDS will provide recommendations to applicants concerning professionals who are skilled in conducting evaluations for individuals who believe they may have a disability.

When requesting accommodations for specific examinations or didactic course assessments, it is the student's responsibility to make the request to the Course Director (with copy to the Coordinator of Professional Education) no fewer than three business days in advance.

When requesting accommodations for Clinical Education internships, it is the student's responsibility to make the request of the Coordinator for Clinical Education one year prior to the expected Clinical Education internship period *and* prior to the bidding/assignment process.

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Academic Regulations

Enrollment Restrictions and Outside Employment

For most students, full-time professional education is a new experience, and one that will pose a significant challenge. Professional education has the following characteristics:

The time needed to devote to study is very high because of the depth and breadth of course content. Students can expect many hours of independent and group study, on and off campus.

The hours spent in the classroom are high—typically 25+ per week—because of the professional attitudes to be developed and the professional skills to be mastered.

The schedule of class time and assignments is unpredictable. Students may be required to attend special sessions, open labs, professional meetings, etc. Other unexpected learning opportunities may be assigned as they occur.

Attendance is required. Unexcused absences may jeopardize successful completion of the program.

Because the pressures and demands are very different from other college experiences, an extremely high level of commitment is necessary for success. Students **must give careful consideration** to activities that may interfere with the time needed for successful completion of assignments and degree requirements, as well as the time needed for study groups and other program-related activities. Students need to identify the inherent risks in activities such as:

- Enrollment in other formal or informal courses or programs,
- Participation on athletic teams and other campus organizations,
- Commitments to family and friends for social events such as weddings, reunions, etc., and
- Other major personal life changes.

In order to ensure that extracurricular activities will not interfere with academic performance, DPT students are prohibited from outside employment of any kind, and from enrollment in any other department of the University or any other learning institution. Exceptions are made only under extreme and compelling circumstances, and require the prior written consent of the School Director.

*DPT students
are prohibited
from outside
employment
of any kind.*

Release of Student Information

Pursuant to requirements of the Family Educational Rights and Privacy Act (FERPA), the following types of information, designated by law as “directory information,” may be released via official media of USF (according to USF guidelines):

Student name, local and permanent addresses, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, full- and part-time status, and the most recent previous educational agency or institution attended, and other similar information.

The University Directory, published annually by the University, contains only the following information: student name, local and permanent address, telephone listings, classification and major field of study. The Directory and other listings of “directory information” are circulated in the course of University business and therefore, are accessible to the public, as well as to students, faculty, and staff.

Students must inform the MCOM Office of the Registrar in writing (forms available for that purpose), if they wish directory information to be withheld. Such requests must be received by September 1 and will remain in effect until the student has not been enrolled at USF for three (3) consecutive terms. Notification to the University of refusal to permit release of directory information via the *University Directory* must be received no later than the end of the first week of classes in the Fall Semester.

The Office of Student Affairs adheres to strict policies regarding the release of student information. Students are encouraged not to release class lists, addresses, or phone numbers to individuals outside the Morsani College of Medicine.

Student Records Guidelines

Pursuant to the provisions of the Family Educational Rights and Privacy Act (20 USC Par. 1232g), 34 CFR Par. 99.1 et seq, Florida Statutes Sub. Par. 228.093 and 240.237 and USF Rule 6C4-2.0021, Florida Administrative Code, students have the right to:


- Inspect and review their education records.
- Privacy in their education records.
- Challenge the accuracy of their education records.
- Report violations of FERPA to the FERPA Office, Department of Education, 400 Madison Avenue, SW, Washington, D.C. 20202 and/or bring actions in Florida Circuit Court for violations of Rule 6C4-2.001, Florida Administrative Code.

Copies of the University's student records rule, USF Rule 6C4-2.0021, may be obtained from:


Morsani College of Medicine Registrar	or	USF Agency Clerk
12901 Bruce B. Downs Blvd.		Office of General Counsel
MDC 32		ADM 254
Tampa, FL 33612		4202 Fowler Ave
		Tampa, FL 33620

Textbook Requirements for Students Matriculating

Students in the DPT program are provided with a list of required textbooks and recommended textbooks and resources for both BMS and PHT courses prior to each course (Year 1) or academic semester (Years 2 & 3). Students are expected to purchase and retain those textbooks to begin building a professional library and have them available for the completion of course assignments, clinical education and study including preparation for the National Physical Therapy Examination (NPTE) following graduation. Students receiving financial aid should note that their loan package is calculated on the assumed purchase of required textbooks for the DPT curriculum. Failure to do so may place a student in violation of their loan agreement.



*DPT students
**must purchase
and retain
required
textbooks.***



Honors and Awards

Dr. Greg Nicolosi Commitment to Professionalism Award

This award is named in honor of Dr. Gregory Nicolosi, Emeritus Professor of Physiology, and former Executive Vice President of USF Health at the time of the founding of the School. It allows second-year DPT students to select a (second-year) classmate who has consistently demonstrated the Core Values of Professionalism in their course of study to date, including:

- Accountability
- Altruism
- Compassion/Caring
- Excellence
- Integrity
- Professional Duty
- Social Responsibility

This award is presented annually at the Commitment to Professionalism/White Coat Ceremony.

Dean's Leadership Award

Upon the recommendation of the faculty, this award is presented at graduation to the student who has consistently demonstrated the following characteristics or attributes throughout the course of professional study.

- Illustrates professional behavior by example.
- Displays effective confidence in colleagues and patients.
- Engenders trust and confidence in colleagues and patients.
- High academic achievement (not necessarily the highest GPA, but at or near the top of the class).
- Participates enthusiastically in class, community, and professional activities; and provides leadership by example, (*e.g.*, leadership outside of the classroom and clinic)—makes a difference!
- Demonstrates clinical acumen in patient/client management.

Dr. Catherine Page Award for Clinical Education Excellence

Upon nomination by the Coordinator of Clinical Education and final selection by the School faculty, this annual award recognizes a USF SPTRS Doctor of Physical Therapy degree program graduate with exceptional clinical skills. The selection is guided by the following criteria:

- APTA CPI quantitative ratings.
- Narrative evaluation comments.
- Recommendations from Clinical Instructors/Center Coordinators of Clinical Education.

Class Officers

Each class of students elect class leaders for one-year terms of office on an annual basis. Class leadership roles and responsibilities are defined as follows:

President/Co-Presidents

1. Serve as a liaison between the class, administration, and the MCOM Student Council regarding complaints or suggestions pertaining to respective class policy.
2. Serve as a voting member of the Student Council.
 - a. If the class is represented by Co-Presidents, at least one (1) of the Co- Presidents is required to be a voting member of the Student Council.
3. Serve on administrative committees as requested by Student Council or administration.

4. Attend all Morsani College of Medicine Student Council meetings, School of Physical Therapy and Rehabilitation Sciences Executive Cabinet meetings, School of Physical Therapy and Rehabilitation Sciences Faculty/Staff meetings, and the Morsani College of Medicine Curriculum Committee meetings. Attend the Association of Physical Therapy Meetings.

Vice President

1. Assist the President upon his/her request.
2. Assume the duties of the President in his/her absence. The duties shall first go to the Vice President. In the absence of the Vice President, the duties shall go to the Secretary.
3. Attend all Morsani College of Medicine Student Council meetings, School of Physical Therapy and Rehabilitation Sciences Executive Cabinet meetings, School of Physical Therapy and Rehabilitation Sciences Faculty/Staff meetings, in the absence of the President.

Secretary

1. Assume responsibility for class correspondence.
2. Record and distribute minutes of class meetings.
3. Assume the duties of the class President/Co-Presidents in his/her/their absence.

Treasurer

1. Record all financial expenditures of the class and report them to the Class President(s).
2. Attend all class meetings and step in when the President, Vice President, and Secretary are absent.

Chair of Social Activities

This position may be held by one or more students.

1. Implement social functions for the class.
2. Assumes the duties of the Treasurer in his/her absence.

Professionalism Committee Representative

The Faculty/Student Professionalism Committee comprises UME, DPT and GME faculty and student-affiliates. Members are peer-nominated and vetted to serve for one year. Appointees will have demonstrated knowledge of and experience with the application and evaluation of professionalism values within the various medical learning environments.

Elections

Elections are supervised by the current Secretary for each class.

General Election Protocol

1. Class officer elections shall be held within the first two weeks of the start of classes.
2. The dates, rules, and positions for all upcoming elections shall be provided to the student body via electronic mail prior to the election.
3. All ballots shall be typed, numbered and confidential.
4. All elections must be won by 50% + 1 of the votes cast.
5. Two-thirds of the voting body must vote for the election to be valid.
6. Run-offs, if necessary, will be held between the top two candidates within one week of the initial vote.
7. Campaigning in the form of literature distribution, speeches, signs, or any other form is strictly forbidden, with the exception of formal addresses.
8. Violations of campaigning protocol will result in automatic removal from the ballot. Questions of campaign violations will be addressed by the School Director.
 - a. In the event that any position is vacated, a simple majority vote of the remaining Class Officers is required for replacement of the officer. The members must be notified of said election.
 - b. An officer transition meeting shall be held no later than 2 weeks following election of new officer.

Attendance and Absences

Students are expected to attend all scheduled hours of instruction, including lecture, laboratory, group discussion and clinical education. Mandatory sessions and participation requirements in basic science courses and clinical science courses are determined for individual courses by the various basic biomedical science departments and the School of Physical Therapy & Rehabilitation Sciences. Recognizing that situations arise which require students to miss time from their course/clinical responsibilities, the procedures presented below will be followed when absence is necessary.

Year 1 Basic Science Course Sessions

If the absence will result in the student missing a mandatory course session, the student must telephone or e-mail the respective Course Director and the Office of Student Affairs (sspecter@health.usf.edu); in addition, physical therapy students must telephone or email the Office of the Director of the School of Physical Therapy & Rehabilitation Sciences (974-6200; dpt@health.usf.edu) to report the absence on the first day of absence. The student should indicate the nature of the emergency. It will be the prerogative of the Course Director, following consultation with the student, to determine any make-up work allowed.

Year 1 Basic Science Course Tests

Attendance at all tests is **mandatory**. Students are expected to take the course tests on the day and time scheduled.

Planned Absence

Students will be excused from scheduled tests only for the most extraordinary circumstances, such as personal illness or personal emergency (*e.g.*, automobile accident, death in the family, etc.). Excusal to permit the student to attend a professional meeting or other educational or research related activity should be requested of the appropriate Course Director at least 6 weeks prior to the event. While each request will be considered on a case-by-case basis, personal travel plans should not be considered valid excuses for missing an exam.

To request excusal from a test, a student must submit an Exam Absence Request form to the appropriate Course Director, with a copy submitted to the Office of Student Affairs (sspecter@health.usf.edu) as soon as possible **before the test occurs**. The Course Director or designee will make the final determination to grant or deny the request and will inform the Office of Student Affairs of the decision. The OSA subsequently will notify the affected student and the Office of Educational Affairs.

Unplanned Absence

If a student has an unanticipated absence on the day of a test, he/she must contact the OSA by 8:30 AM on the day of the test. When the student returns to school, he/she must fill out and sign the form mentioned above. Documentation for the absence to be excused (physician's note, accident report, etc.) may be required at the discretion of the OSA.

Students who miss a test *for any reason* are required to contact the Office of Educational Affairs (974-2435) prior to returning to class to determine the date and time of the make-up test.

Dates and times of course make-up tests are determined by the Associate Dean for Undergraduate Medical Education in consultation with Course Directors. In general, make-up tests for Year 1 courses must be taken within 48 hours of the original test date. If a student's absence from a test is unexcused, the grade recorded for the test will be the student's actual score or 70%, whichever is lower, and will not include a group score. A second unexcused absence will result in a grade of 0 and action taken by the Academic Performance Review Sub-Committee (APRSC) regarding professionalism.

Year 1 Mandatory Course-Specific Events

In addition to tests, each course in Year 1 may have course-specific mandatory events, such as laboratories, small group sessions, etc. These are identified in the syllabus distributed at the beginning of each course, and students are required to attend these mandatory events.

Planned Absence

In general, in order to be excused from one of these events, the same procedure for tests is followed. The student must first directly contact the Course Director (see specific course syllabus) with a copy of the request to the Office of Student Affairs. The Absence Request form should be completed and given to the Course Director as soon as possible for planned absences. The Course Director will make the determination to grant or deny a request in addition to any required remediation.

Unplanned Absence

An unanticipated absence on the day of an event requires notification of the Course Director and Student Affairs. Upon returning to campus, the Absence Report form should be completed and given to the Course Director, who will make the determination to grant or deny the request in addition to any required remediation.

Students who miss course-specific mandatory events are expected to acquire the same level of competency as other students involved in the course. Therefore, students with an excused absence may be assigned work to complete by the Course Director in order to remediate. In the case of an unexcused absence the Course Director may assign a 0 or no credit for the missed work and/or require other remediation at his/her discretion. Multiple absences, or a prolonged absence, could result in failure of the course or a grade of "Incomplete" at the discretion of the Course Director. In any event, all absences for course-specific mandatory events and the outcome should be reported to the Office of Student Affairs by the Course Director.

PHT Course Sessions

If missing a single session, a physical therapy student may negotiate the absence with the Course Director. A request for absence from multiple sessions should be submitted in writing, and in advance (when possible). Consideration will be given for activities such as elected student representation to various committees, organizations, and personal requests; the student should indicate the reason for absence in the written request and may be required to provide documentation. It is the responsibility of the student to advise the Course Director of academic probation or other academic difficulties.

The decision to grant or deny the request and determine subsequent action will be at the discretion of the Course Director, but may be assumed to be approved *unless* the student is notified by the Course Director. **Students who miss scheduled instructional hours are expected to acquire the same level of competency as other students involved in the course.** Therefore, students with an excused absence may be assigned work to complete by the Course Director in order to remediate. In the case of an unexcused absence the Course Director may assign a 0 or no credit for the missed work and/or require other remediation at his/her discretion.

PHT Course Exams

A request for absence from a skills check, written exam, or practical exam should be submitted to the Course Director in writing, and in advance (when possible). The student should indicate the reason for absence in the written request. The decision to grant or deny the request and determine subsequent action will be at the discretion of the Course Director. It is the responsibility of the student to advise the Course Director of academic probation or other academic difficulties. The Course Director will respond to the student's request in writing with a copy to the Director of the School of Physical Therapy & Rehabilitation Sciences. The student must provide any documentation requested addressing absenteeism.

Dates and times of PHT course make-up tests will be determined by the Course Director, in consultation with the Coordinator of Professional Education. In general, make-up tests for PHT courses must be taken within 72 hours of the original test date. If a student's absence from a test is unexcused, the highest grade recorded for the exam will be the student's actual score or 70, whichever is lower. A second unexcused absence will result in a grade of 0 and action by the Academic Performance Review Sub-Committee regarding professionalism.

Clinical Education Internships

Physical Therapy students should follow the policies and procedures outlined in the School of Physical Therapy & Rehabilitation Sciences Clinical Education Manual.

Religious Holy Days

All students, faculty, and staff at the USF have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs.

Students are expected to attend classes and take tests as determined by the University. The University will, at the beginning of each academic term, provide written notice of the class schedule and formal test periods. The University, through its faculty, will make every attempt to schedule required classes and tests in view of customarily observed religious holidays of those religious groups or communities comprising the University's constituency. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief.

Students are expected to notify their instructors if they intend to be absent from a class or announced tests, in accordance with this rule, *prior* to the scheduled meeting. Students absent for religious reasons will be given reasonable opportunity to make up any work missed. In the event that a student is absent for religious reasons on a day when the instructor collects work for purposes of grading (homework, pop quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade, at the discretion of the instructor.

Any student who believes that he or she has been treated unfairly in this regard should contact the Office of Student Affairs.

Performance Standards

Promotion

Physical Therapy students must receive a passing grade in every course to be recommended for continued matriculation, promotion and graduation. Any student with a deficient grade who is granted approval by the Academic Performance Review Sub-Committee (APRSC, see also Section 5 of this document) to remediate the deficiency must complete the required remedial testing and/or coursework with a passing grade. Remediation requirements will be determined by the appropriate Course Director and approved by the chairperson of the respective department and the APRSC. **Remediation must be completed prior to progression to the next academic year. Any incomplete coursework must be completed within a prescribed period or the grade will be converted to an F.**

Withdrawal from the DPT Program

A student wishing to withdraw from the program voluntarily must prepare a letter stating the intent to withdraw and then confer with the School Director, the Coordinator of Professional Education, and/or faculty advisor. Upon receipt of the letter of withdrawal (and working in concert with the MCOM Office of Student Affairs), the School Director will schedule a series of brief exit interviews with the College registrar, financial aid office and Associate Dean for Student Affairs.

Requirements for Graduation

For a physical therapy student to be recommended for graduation, he or she must have satisfied the MCOM and SPTRS faculty members' expectations with regard to ability and professional behavior by obtaining a passing grade in all didactic and clinical education courses of the established curriculum leading to the Doctor of Physical Therapy (DPT) degree.

The student must have satisfactorily demonstrated the professional attitudes and values expected of physical therapists, and must have made appropriate arrangements to discharge all financial obligations to the university. The only exception is the repayment of loans that have a specified maturity date.

Course Performance

The faculty and director of each course will define the criteria for acceptable academic performance in that course. Evaluation of academic performance may include (but is not necessarily limited to):

- measuring the student's knowledge,
- measuring how the student applies such knowledge to specific problems,
- evaluating the judgment a student employs in solving problems,
- assessing the quality of the student's psychomotor skills, and

- assessing the student's professional conduct, ethical behavior and interpersonal relationships with medical colleagues, patients and patients' families.

Academic coursework in Year 1 basic science and Doctoring courses will be graded using the grades of Satisfactory or Unsatisfactory. Year 1 PHT courses (other than Doctoring) will be graded using the full grading scale listed below. Deficient grades will be reported to the Academic Performance Review Sub-Committee (APRSC).

Grade Assignment

Students' performance in academic course work will be evaluated by the assignment of grades of Honors (H), Pass with Commendation (PC), Pass (P), Fail (F), Incomplete (I), Remediation Required (R), Withdraw (W), Withdraw Passing (WP), or Withdraw Failing (WF).

Passing grades are H, PC, and P, in descending order of excellence. Alternatively, the Committee on Curriculum may assign a particular course to be graded Satisfactory (S) or Unsatisfactory (U) only.

Deficient grades are defined as T, I, U, or F, and may be given to a student who fails to complete course requirements, who fails to demonstrate appropriate professional behaviors, or who fails to attend or participate in required course activities.

The I grade signifies non-completion of required coursework that must be completed to receive academic credit.

The T grade signifies a provisional failure of the student and must be remediated by the start of the next course.

The generally accepted standards for grade levels are:

H	= 90%-100%
PC	= 80%-89.9%
P	= 70%-79.9%
F	= 0%-69.9%
I	= Incomplete
R	= Remediation required
T	= Temporary
S	= Satisfactory (used only in pass/fail courses)
U	= Unsatisfactory (used only in pass/fail courses)
W	=Withdraw, without penalty
WP	=Withdraw, passing
WF	=Withdraw, failing status for a course

Unsatisfactory Performance

A student must earn a minimum 70% score on every exam (written and practical) and major assignment in a PHT course. Students who do not meet this minimum will be required to re-take the exam or complete other comparable remediation activities, at the discretion of the Course Director; the student whose grade does not meet the minimum must meet with the Course Director within one week to establish an appropriate timeframe for remediation to be completed. Upon successful remediation, the original grade will be replaced with a maximum score of 70%. A student who receives a second failing grade on a written or practical exam or major assignment will receive a failing grade in the course and be referred to the Academic Performance Review Sub-Committee (APRSC).

A pattern of low performance (<80%) on multiple exams (written or practical) and/or on major assignments in a course is an indicator of significant student difficulty requiring additional attention. The Course Director will refer students with low performance to the APRSC for a plan of remediation. Please refer to *Academic Performance Review Sub-Committee*, Section 5 of this document.

Grade Appeal Process

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous or capricious manner. (This is *not* a process for appeal of established departmental grading guidelines.) The following procedure provides guidelines for the appeal process. All persons concerned with this process should make every effort to adhere to the approximate time schedule outlined in the following description of the appeal process.

Appeal to the Faculty Member for Review of the Assigned Grade

Within 10 school days* after the receipt of the grade, the student may appeal in writing to the responsible faculty member any assigned grade that they dispute. The faculty member will review the course grading standards with the student to ensure that the process is understood and has been followed. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the change is made at this point, the matter is concluded. The faculty member will respond in writing to the student within 10 school days of the student's request for review.

If the faculty member is no longer with the University, the student shall confer with the departmental chairperson or School Director in the instance of a PHT(physical therapy) course who will then make every effort to receive written input concerning the matter from the former faculty member. If it is not possible to receive information from the former faculty member regarding the grade, then the student may appeal the grade as described below and the departmental chairperson will represent the interests of the faculty member who issued the grade.

* All actions related to the appeals process are expected to be taken within two weeks of receipt; however, in instances where holidays or vacation intervene, action must be taken within 10 weekdays on which classes are held.

Appeal to the Department Chairperson or School Director (PHT course)

If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the chairperson of the department in which the course was taught (or School Director, in the instance of a PHT course). This appeal must be made within 10 school days following the initial faculty member review. The student shall include all relevant information relating to the appeal with the written appeal. After receiving such an appeal in writing from the student, the chairperson shall review with the faculty member the substance of the student's appeal and seek to determine its validity.

If the chairperson/School Director determines that the assigned grade is inappropriate, the chairperson/school director will recommend to the faculty member that the grade be changed. The faculty member may or may not concur with the chairperson/School Director's recommendation.

The chairperson/School Director will notify the student in writing, within 10 school days of receipt of the appeal, whether or not the assigned grade will be changed by the faculty member. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade is not changed, the chairperson/School Director will advise the student of the right of appeal to the MCOM VDEA.

If the student elects to appeal, copies of all written communication mentioned above shall be sent by the chairperson to the MCOM VDEA as described below.

Appeal to the Vice Dean for Educational Affairs

If the grade is not changed to the satisfaction of the student at the departmental/School level, the student may appeal the assigned grade, in writing, to the MCOM VDEA. This appeal must occur within 10 school days of receipt of the decision of the chairperson/School Director. The appeal shall be prepared in writing by the student in consultation with the Associate Dean for Student Affairs of the MCOM. The VDEA may follow one of two procedures:

- The Chair, APRSC, may discuss the case with the student, the faculty member, the chairperson of the department/School Director in which the course was taught, along with the Associate Dean for Student Affairs of the MCOM. Following these discussions, the MCOM VDEA may make a recommendation to the faculty member, the student, and the department chairperson. If this results in an acceptable solution to all parties, the matter is concluded. If not, then a Hearing Committee will be appointed.
- The MCOM VDEA may, if he/she chooses, appoint a hearing committee upon receiving the initial appeal. The appeal will be handled as expeditiously as possible.

When the decision is made to establish a hearing to investigate an appeal, the MCOM VDEA shall convene an *ad hoc* committee comprising three senior members of the SPTRS faculty and two medical and/or physical therapy students, preferably members of the Student Honor Council; all of whom shall have voting privileges.

The MCOM VDEA shall appoint a chairperson who will conduct a hearing concerning the appeal at a time acceptable to all participants. At this hearing, all material relevant to the appeal shall be presented by the student, the Associate Dean for Student Affairs, the faculty member, the department chairperson/School Director, and the MCOM VDEA. Others may be requested to assist the committee.

The Hearing Committee will submit to the MCOM VDEA a written report containing a recommendation for a specific course of action regarding the student's grade appeal. If the Committee cannot reach a conclusion, the written report will be submitted to the MCOM VDEA, and will discuss the reason(s) why the committee failed to reach a decision.

The MCOM VDEA will then recommend a solution which may or may not contain some or all of the recommendations of the Hearing Committee. As delegated authority of the Dean, the decision of the MCOM VDEA is final.

Academic Honesty Guidelines

Students attending the SPTRS are awarded academic degrees in recognition of successful completion of coursework in the study of physical therapy. Each individual is expected to earn his or her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. Unprofessional behaviors cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with established rules and procedures.

All students are required to abide by the USF Academic Dishonesty and Disruption of Academic Process Guidelines that have been accepted by the university.

MCOM Student Pledge of Honor

Honor and integrity should embody all the medical professionals undertake. How students act is highly indicative of personal and professional character. The Honor Code is a system that was developed and adopted by the charter class of the USF Morsani College of Medicine. The individuals who developed and approved the document believed strongly that the USF Morsani College of Medicine represented a community of professionals. The men and women who make up this community are at the beginning of their careers in medicine, and as such, should conduct themselves in a professional manner in the classroom as well as in the clinical setting. Therefore, all students of the Morsani College of Medicine are asked to sign a copy of the Student Pledge of Honor at the beginning of their educational program. Additionally, students are asked to acknowledge the Honor Pledge before or after each examination as a reminder and reaffirmation of our responsibilities as members of the professional community. A student whose actions are inconsistent with the spirit of the Honor Pledge may be identified by another student for violating the community of trust.

SPTRS Examination Honor Pledge

The following honor pledge shall be printed (posted, in the case of electronic testing) at the end of every written or electronic examination given at the SPTRS:

"On my honor as a University of South Florida MCOM Student, I pledge that I have neither received nor given any unauthorized information prior to or during the taking of this examination. I understand that if I am aware of any violation it is my obligation to report this violation to an Honor code Representative."

Consequences

Punishment for the violation of any of the academic honesty guidelines will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from the MCOM.

Appeal

Students have the right to appeal disciplinary actions to the appropriate committee through the MCOM Office of Student Affairs. Such appeals must be submitted in writing within two weeks (10 working days) of notification of the decision.

Professionalism

Professionalism is an essential part of healthcare practice, and the MCOM has a responsibility to assist in the development of professional attitudes and values in all our students. There are numerous components to professionalism, including reliability, adherence to ethical principles and effective collaboration with others (including peers, supervisors, patients, families and other members of the healthcare delivery team).

All constituents of the School are expected to demonstrate professional behavior, defined by the School as the demonstration of the values, attitudes, and behaviors consistent with expectations of the public and the profession. For the profession of physical therapy, these values and behaviors are delineated in the American Physical Therapy Association's [Code of Ethics](#) and [Guide for Professional Conduct](#) and the [Core Values of Professionalism](#).

Professionalism Event Reporting System

The School of Physical Therapy & Rehabilitation Sciences has adopted the MCOM's Professionalism Event Reporting System. This system is designed to provide an opportunity to document exemplary professional behavior in a timely way and to identify opportunities to educate students when lapses in professionalism occur. All reported events are coded in a secure electronic database. Event reporting is confidential, but not anonymous. Lapses in professional behavior that require immediate attention are referred to the Office of Student and Resident Professional Development. Other such lapses are referred to the Faculty-Study Professionalism Committee, where trained mentors will assist the student in reflecting and improving on the issue

of concern. Reports of exemplary behavior will be shared quarterly with the student and his/her advisor.

Protection of Human Subjects

It is the practice of USF that all human subjects research conducted at the University, whether medical, behavioral, social or other, be governed by the University's Institutional Assurance on file with the U.S. Department of Health and Human Services (HHS), as amended from time to time, and applicable federal regulations. A copy of the Assurance can be obtained from the Division of Research Grants (DRG).

Statement of Procedure

All protocols for research involving human subjects, including those deemed exempt, must be submitted to the Division of Research Grants in accordance with DRG guidelines. DRG Institutional Review Board (IRB) staff will review protocols proposed as exempt with an appropriate IRB representative. Then a determination as to whether the protocol is exempt from the requirements of federal regulations will be made. Protocols that are not exempt will be reviewed by the full IRB or an expedited review subcommittee of the Board.

The DRG shall be the office of record for all files generated by the Institutional Review Boards. The IRB staff is charged with the responsibility of ensuring that the official record for each IRB project is complete at all times throughout and at the completion of the projects. The IRB chairpersons are charged with reviewing these records and certifying compliance. The DRG will provide necessary staff support and secured storage for all IRB records, which will be maintained for no less than seven years.

Students as Subjects in Research

From time to time, students may be asked to participate as human subjects in research. Investigators must obtain prior written approval from the Associate Dean for Student Affairs in order to allow students to participate as subjects. Likewise, the Associate Dean may restrict the participation as experimental subjects if it is determined that this might compromise academic progress.

Students as Subjects in the Classroom/Lab

All students must be active participants in all class and laboratories activities in order to become effective professionals. Some of the goals of this participation are to acquire technical proficiency, insight into the therapeutic process, psychomotor skills, empathy for the client, problem-solving skills, and mechanisms for life-long post-professional learning. Also, students will need to rehearse and role-play clinical situations, repeat and refine techniques, and demonstrate proficiency in all physical therapy procedures.

This participation may include a) practice of skills with a classmate or faculty member, b) one's classmates' practice of their skills with oneself and c) demonstration of individual proficiency during examinations with a classmate or standardized patient.

As part of an examination process or during the course of a classroom experience, a student's performance may be videotaped to provide feedback or documentation. The videotape record of examinations will be kept confidential.

Students are responsible for their own health and well-being. Part of this responsibility is to disclose any conditions, medical history, or symptoms that would contraindicate participation in a class activity. If a student is unsure of the risks of a procedure or modality with regards to a physical condition, he/she should seek to gather information so that they can make informed decisions about their health. Students have the option to withdraw from specific participation where they feel the consequences will have substantive effects on their physical condition. Students must make their reasons for withdrawing from specific participation known to the responsible instructor in writing in order that mechanisms to minimize the consequences to learning may be investigated. Withdrawing from participation may have consequences on a student's ability to perform clinical skills required for course grades, clinical placements or graduation.

When working with other students, each student is to inquire about any potential contraindications and protect them from adverse effects of this participation. If unsure of the potential risks to my practice subjects, students are to gather information from relevant sources to assist the participant in making informed decisions.

Each student will be required to complete a Participation Agreement during Orientation activities.

Health Insurance Portability and Accountability Act (HIPAA) Compliance

Every employee and student at the University of South Florida who has access to Protected Health Information (PHI) is required to be educated on and comply with HIPAA. DPT students are expected to familiarize themselves with all of the standards and procedures of the USF Physician's Group, including all of those related to HIPAA and patient privacy. DPT students who become aware of PHI are expected to maintain the confidentiality of such PHI, only access PHI for treatment, payment, or operation purposes, and may not disclose PHI under any circumstances unless it is for the treatment of the patient. A violation of HIPAA will result in disciplinary action.

HIPAA and Photographs and Video Recordings

Students will be rotating through various sites and must understand the policies of each site with regard to taking photographs and video taping. Students are not permitted to take photographs or video recordings of patients or staff unless the patient or staff has consented to the taking of such photographs or video recordings. Photographs and video recordings used for the care and treatment of a patient should not be taken with a personal mobile device and must be stored in the medical record of the patient.

HIPAA, Professionalism and Social Media

Patient photographs and video recordings should never be posted on social media websites.

When discussing any work that you do as a medical student at USF, you must never disclose any

PHI or information that may involve the treatment of an individual. Even if you believe that the information has been de-identified through the removal of PHI, if the patient or any other individual could reasonably identify the patient, then the information is not de-identified. You are personally responsible for the content you publish, and any disclosure of PHI will result in disciplinary action. Be aware that what you publish on blogs, wikis, social networks or any other form of user-generated media will be public and often cannot be edited or removed. Understand that the public and patients will monitor blogs, wikis, social networks and other forms of user-generated media for patient information as well as behavior of an unprofessional nature. In social media, the lines between public and private, as well as personal and professional are blurred. By identifying yourself as associated with USF, you are creating perceptions about USF and yourself with your colleagues and managers. If you choose to identify your association with USF, be sure that all content is consistent with USF's values and professional standards and that no patient information is disclosed.

When discussing USF-related matters, you must make it clear that you are speaking for yourself and not on behalf of USF. If you publish content to any website outside of USF and it involves work you do or subjects associated with USF, use a disclaimer such as: "The views expressed on this blog/ website are my own and do not reflect the views of University of South Florida." Use your personal e-mail address and not your usf.edu email as a means of identification for social media participation.

Academic Performance Review Sub-Committee

The Academic Performance Review Sub-Committee (APRSC) in the School of Physical Therapy & Rehabilitation Sciences reviews each physical therapy student's performance (academic, clinical and professional) and makes recommendations to the Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences and the MCOM Dean regarding physical therapy student promotion, probation, remediation, graduation, dismissal, and readmission. The committee will include:

- the first-year BMS Coordinator,
- two (2) appointed first year Course Directors (when DPT 1 students' performance is reviewed),
- four (4) School of Physical Therapy & Rehabilitation Sciences ranked faculty,
- MCOM Associate Dean for Student Affairs or their designee, *ex officio* and non-voting,
- School of Physical Therapy & Rehabilitation Sciences Coordinator of Clinical Education,
- School of Physical Therapy & Rehabilitation Sciences Coordinator of Professional Education, and
- School of Physical Therapy & Rehabilitation Sciences Director, who serves as sub-committee Chairperson, and
- The MCOM Vice Dean may also attend meetings in an *ex officio* capacity.

The overall performance of a physical therapy student will be considered by the APRSC in preparing recommendations regarding continued matriculation, promotion, graduation, and general academic progress of the students. Information upon which recommendations will be based includes grades, written evaluations, and cognitive and non-cognitive data submitted by the faculty of the students' curricular units. **Students having difficulty will be kept informed of their academic progress by the APRSC and by their academic advisors.**

Guidelines and Procedures of the APRSC

The following defines the purpose, and the rules under which the APRSC carries its responsibilities.

Purpose

The APRSC shall review the academic and clinical performance of each physical therapy student at least once during each academic year. This Sub-Committee shall make recommendations to the MCOM VDEA via the Director of the School of Physical Therapy & Rehabilitation Sciences regarding appropriate action to be taken for each student; including advancement to the next year, remediation, dismissal, and readmission and graduation.

Confidentiality

Proceedings of the APRSC are confidential. Except as specified in these guidelines, the meetings will be closed to persons other than University representatives authorized by the Director of the School of Physical Therapy & Rehabilitation Sciences or the VDEA.

Quorum Requirements

A quorum for any regular or called meeting of the APRSC shall be defined as one more than half of the voting members.

All actions of the APRSC will require a simple majority of those voting.

Roles and Responsibilities of the APRSC

1. Each physical therapy student will be considered individually with emphasis upon quality of performance.
2. The Sub-Committee may recommend continued pursuit of physical therapy studies for any student who is justifiably assumed capable of completing degree requirements within the time limits established.
3. This Sub-Committee will review the progress of all students at least once yearly.
4. The Sub-Committee recommends to the MCOM VDEA via the Director, School of Physical Therapy & Rehabilitation Sciences the promotion of a student from one year's study to the next.
 - The certification of a student as qualified to graduate.
 - That when necessary a student be placed on a leave of absence for academic reasons, diagnostic evaluation, medical intervention or personal reasons.
 - The dismissal of a student from the MCOM/SPTRS for academic reasons and/or readmission.
 - The disciplinary action for unethical and/or non-professional behavior or other misconduct when required.

- Other remediation as might arise during the course of the educational program.
5. The Sub-Committee has the authority to take action in the following areas:
- a. The formulation of a remedial program (the recommendations of the respective department concerning remediation will be the basis for requirements, subject to review by the Sub-Committee). These programs may include, but are not limited to:
 - Requiring a student to be re-examined or re-evaluated in a course, with or without a period of tutorial study.
 - Requiring a student to receive academic tutoring.
 - Requiring a student to repeat all or part of a year's work or longer if necessary.
 - b. Placing a student on academic warning or probation as detailed in the section on *Students with Unsatisfactory Performance*.
 - c. Reviewing all petitions for readmission following a Sub-Committee recommended leave of absence, and recommending whether or not the student may resume physical therapy studies.
 - d. Reviewing and making recommendations concerning a suitable course of study following a Sub-Committee recommended leave of absence.
 - e. Other actions referred to the Sub-Committee for an individual student and not falling under responsibilities above.
6. If the action recommended by the Sub-Committee is that a student takes a leave of absence, the student may request an appeal of the decision as detailed in the section to follow.
7. The Director, School of Physical Therapy & Rehabilitation Sciences or his or her designee will serve as Chairperson of the Sub-Committee. Responsibilities will include preparation of the agenda for regular and called meetings, written notification of Sub-Committee action(s) to the affected student, Office of Student Affairs and verbal discussion of pertinent Sub-Committee action(s) with the individual student to whom such actions apply.
8. Written notification of Committee action(s) will be sent to the affected student from the Chair. Verbal notification of pertinent Committee actions(s) with the individual student to whom such actions apply will be done by the Chair of the APRSC.
9. All deliberations of the Sub-Committee are strictly confidential. Actions of the Sub-Committee regarding physical therapy students are announced through official channels of the Associate Dean/Director, School of Physical Therapy & Rehabilitation Science's office or, in special instances, by means designated by the Committee. The Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences or designated representative may also inform appropriate faculty of decisions concerning student performance. Faculty should be apprised of the confidential nature of the information.

Scheduling and Frequency of Meetings

1. Meetings of the Academic Performance Review Sub-Committee will be scheduled prior to the beginning of each academic year.
2. Special meetings may be called by the Chairperson when appropriate information has been transmitted to him/her requiring a special session.

Meeting Agenda Preparation

The agenda of the Academic Performance Review Sub-Committee shall consist of the promotion of students from one year to the next, certification of students to proceed to full-time clinical education, certification of students for graduation, and consideration of students in varying degrees of academic difficulty. Specific students to be discussed are those who have failed a course(s), those who are performing at less than satisfactory levels after an interim evaluation, and those who have received a T, I, U, or F grade. Any other student may be discussed at the request of a Course Director/Course Faculty/School Director. An attempt will be made to proactively identify students in minor as well as major difficulty (academic or professional) with the goal of providing help for those in need.

Advancement of Students with Satisfactory Performance and Graduation

Requirements for Advancement

For promotion from Year 1 to Year 2, and from Year 2 to Year 3, a student must earn a passing grade in all required didactic and clinical education courses that comprise that year's curriculum.

Requirements for Graduation

A student must have earned a passing grade in all didactic and clinical educational courses required of the curriculum leading to the Doctor of Physical Therapy (DPT) degree. All students must have made appropriate arrangements to discharge all financial obligations to the University.

Students with Unsatisfactory Performance

Time Limitations for Completing Portions of the Curriculum

A student must be eligible for promotion to Year 3 of the DPT curriculum within four academic years from the date of first matriculation. An exception to this rule may be made for illness or other extenuating circumstances approved by the APRSC and recommended to the Associate Dean/Director, SPTRS. A student must be academically eligible to receive the DPT degree at commencement exercises of the MCOM, during the fifth year following initial matriculation for DPT degree. The same exception to this rule as above shall be in effect.

Academic Failure, Academic Warning, Probation and Dismissal

Academic Failure: One Deficiency

A student who has one deficiency (T, U, or F) per year will be required to remediate the grade successfully prior to promotion to the next year. When reporting a deficient grade, the faculty responsible for that course will also submit a recommendation as to how the student will remove this deficiency. The plan may include, but is not limited to, additional study time and taking a makeup exam, repeating all or part of the course, or repeating the academic year. If the recommendation is that the student devote a short period of time for additional study and/or take a make-up examination, and there are no other academic reasons for denying the recommendation, the APRSC will approve the method of removing the deficiency. **If the student fails to prove competency or successfully remediate, the student will receive an F in the course and further remediation, if allowed, must be by repetition of the course. Students are allowed to repeat a course only once. A second failure in the same course will result in dismissal of the student from the MCOM/SPTRS.** Students must successfully remediate course deficiencies prior to beginning full-time clinical education experiences.

Academic Failure: Two or More Deficiencies in an Academic Year

A student who has more than one course deficiency (T, F, or U) per year may be dropped from enrollment, or be required to repeat the entire year. The determination of a plan to resolve the deficiencies will be developed by the APRSC.

Academic Failure: Multiple Deficiencies during the DPT Degree Program

A student who has two or more course deficiencies (T, F, or U) during enrollment will be assessed for the severity of the overall problem and a recommended course of action for the individual will be made by the APRSC. Consistency of performance is also evaluated. Any student who records two or more course deficiencies (T, F, or U) throughout enrollment in the DPT degree program will be reviewed continuously by the APRSC.

Academic Failure: Two or More Failing Grades during the DPT Degree Program

A student who has more than one F or U grade during the years in the DPT program will be subject to dismissal from enrollment in the School or other academic action as deemed appropriate by the APRSC.

Referrals to Counseling, Tutorial, and Study Skills Service

All students are strongly encouraged to avail themselves of these services without referral. However, when students are presented as having difficulty at an APRSC meeting, they will be strongly encouraged to avail themselves of these services and in some instances will be directed to do so. If a student is urged repeatedly to arrange tutoring, counseling, or study skills help, but does not do so and subsequently fails a course, this will be made known to the Sub-Committee to assist in evaluation of the student's overall performance.

If a student is directed to seek these referral services, the student has a choice of choosing intra- or extramural resources. Verification that the student has utilized these referral services may be required. In addition, the Sub-Committee may require that the student have his/her counselor

submit information and/or a recommendation to the Sub-Committee relating to the student's academic program.

The APRSC may, at its sole discretion, require an independent evaluation of a student believed to be impaired as a result of the misuse or abuse of alcohol or drugs, or both or due to a mental or physical condition as a condition of continued enrollment. Such independent evaluation shall be by a practitioner or from practitioners chosen by the Sub-Committee and shall be without cost to the student and shall result in a report being forwarded to the Committee.

Academic Warning and Probation

A student who has **one** deficient grade (F or U) at any given time will automatically receive an **academic warning** notice. Status of “academic warning” will remain in place until the deficiency is corrected. Once a student has been placed in academic warning status, any further academic deficiency will result in the student being placed on academic probation. Other action may be taken by the APRSC as is deemed appropriate.

A student who has more than one deficient grade (F or U) at any given time will automatically be placed on **academic probation**.

The requirement to repeat a year will be accompanied by a student being placed on **academic probation**.

A student who “Withdraws Failing” from the academic year to a Leave of Absence shall be placed on **academic probation**.

A student who has been placed on **academic probation** will remain in probationary status for a period of one calendar year or less **until** deficiencies are removed. During this period, the APRSC will continually review the student’s performance. If any new deficiencies are recorded during this time, the committee will take whatever action is deemed appropriate for the individual student. Transference from a status of **academic probation** to that of academic good standing will occur only when all deficiencies are removed. If academic good standing is not achieved after one year, the student will be subject to dismissal from the MCOM/SPTRS.

Dismissal

If, in the opinion of the APRSC, a student’s academic performance does not meet the institutional requirements for continuing enrollment, the committee will, at any regular or specially called meeting, recommend to the Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences, that the student be dismissed from enrollment in the MCOM/SPTRS. The student will be notified as soon as possible once this decision has been made.

A student will be subject to dismissal if he/she has more than one F grade at any time, fails a course while on academic probation, receives a deficient grade for a course for a second time, fails to meet the requirements of remediation, or upon any other evidence of poor academic performance or deficient professional behavior as determined by the APRSC.

A student whose performance, though passing, is borderline or marginal in several courses will be subject to dismissal if the APRSC determines that the student does not meet the competency

standards of the MCOM/SPTRS. Similarly, a student whose performance, though passing, consists of a record of multiple deficiencies or failures with subsequent remediation will be subject to dismissal.

A student may be dismissed from the MCOM/SPTRS if his/her professional behavior and ethics are not in keeping with the standards of the Morsani College of Medicine/School of Physical Therapy & Rehabilitation Sciences. Graduation is predicated on the determination by the School faculty, as recommended by the APRSC, that a student is **not only technically proficient, but suitable for the practice of physical therapy in terms of professional attitudes, behaviors, and values**. The APRSC may recommend to the MCOM VDEA via the Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences **dismissal of any student whose behavior is not consistent with the standards of the physical therapy profession**, or when the student's presence in the MCOM/SPTRS is considered detrimental to the student in question, others in the MCOM/SPTRS community or patients. The APRSC will evaluate, when requested, cases of students whose professional behavior and/or ethics have been questioned by the Student Honor Council and, if deemed appropriate, may make a recommendation for dismissal from the MCOM/SPTRS.

If there is a recommendation that the student be dismissed, the student may request in writing an appeal hearing before the APRSC within 10 school days of the time the original decision was made.

Appeal Mechanism for Disciplinary Action or Dismissal

A disciplinary action of the APRSC may be appealed by the student for reconsideration by the APRSC of the action taken. The student has the right to be present for the appeal and may be accompanied by a person or persons of the student's choice to provide support and counsel to the student. The person(s) may not act as the student's attorney and is not authorized to make statements or ask questions unless directed by the Chair or members of the APRSC. The Associate Dean of Student Affairs also may serve as an advocate for the student in the appeal before the committee if requested by the student. Alternatively, the student may request that another faculty member, who is not a member of the APRSC, serve as his/her advocate. That individual will be present at the committee meeting while the student is present. The hearing will be an informal procedure dealing with evidence of a student's performance and/or professional behavior and those factors applying directly to the student's ability to perform. Immediately following the hearing, the APRSC will decide upon a specific recommendation.

Recommendations of the APRSC regarding appeals are final in all decisions except cases where dismissal has been recommended. If the decision is to uphold a previous dismissal decision, the recommendation will be forwarded to the MCOM VDEA via the Associate Dean/Director of the SPTRS. The committee shall inform the VDEA (or a designee) of the vote and present a report of discussions leading to the decision at the earliest time possible and no more than 10 school days after the decision has been made.

Request for Hearing by APRSC

The request must be received in writing within 10 school days following the date the student was informed of the APRSC decision. Requests to appear before the committee should be submitted to the APRSC Chairperson. If requested by a student who is experiencing academic difficulty or who has been accused of violations of professional or ethical standards, a hearing will be afforded before the APRSC at a regularly scheduled meeting prior to deliberation or development of recommendations by the committee. The hearing will be an informal procedure dealing with evidence of a student's performance and/or professional behavior and those factors applying directly to the student's ability to perform.

Appeal of APRSC Decision for Dismissal

If a dismissal decision appeal to the APRSC is upheld at the hearing meeting, then the student may appeal to the MCOM Dean via the Associate Dean/Director, SPTRS. The student's request to exercise this second right of appeal must be received in writing by the APRSC Chairperson within 10 school days following the date the student was informed of the committee's recommendation. The MCOM Dean may act on the appeal directly or choose to have the appeal heard by a committee he/she appoints. The MCOM VDEA will make the final determination on the status of the student.

Petition for Readmission Following Dismissal

A student who has been dismissed from the MCOM/SPTRS and who is no longer enrolled may seek readmission by written request to the MCOMC Dean via the Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences. Such requests require compelling data to support an argument for reinstatement and may be made no sooner than one year after the date of dismissal.

Consideration of such a request, if accepted by the VDEA, will be reviewed by an *ad hoc* Committee appointed by the MCOM Dean. This Committee will consist of five members of the faculty of the MCOM, including at a minimum three members of the School of Physical Therapy & Rehabilitation Sciences faculty. This Committee will make a recommendation to the MCOM Dean for consideration and action. The decision of the Dean is not subject to appeal.

Leaves of Absence

A leave of absence is defined as a temporary break of five days or longer in a student's attendance.

A **Voluntary Leave of Absence** must be for a specified period of time with an expected date of re-enrollment. A student in good academic standing, without deficiencies, may request and be approved for a leave of absence for a fixed period of time to conduct research. A student in good academic standing, without deficiencies, may request and be approved for a leave of absence for a fixed period of time as a result of a health problem or other personal circumstances that prevent concentration on the academic program.

The Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences or the MCOM Associate Dean for Student Affairs (or in his/her absence, the VDEA) may place a

student on **Involuntary Leave of Absence** for good reason at his/her discretion. If a student disagrees with such action, he/she may ask the APRSC for a review, which shall be conducted with a hearing as described above. Committee recommendations will be forwarded to the MCOMC VDEA for final decision.

The APRSC may recommend that a student be placed on an involuntary leave of absence if the student is judged to be capable of completing the DPT degree within the allotted time limits of the degree but has current academic or non-academic problems that make ongoing enrollment detrimental to the student's best interest. If the student disagrees with the recommendation, the same procedure for an appeal will be followed as outlined above.

Petition for Readmission from Leave of Absence

A physical therapy student may be placed on a leave of absence by the Associate Dean of Student Affairs in consultation with the Associate Dean/Director of the School of Physical Therapy & Rehabilitation Sciences for a specified period of time with an expected date of re-enrollment. In such cases the student must notify the Office of Student Affairs and the Associate Dean/Director, School of Physical Therapy & Rehabilitation Sciences of intent to resume enrollment in writing at least one month prior to return to physical therapy studies.

Students who are on a leave of absence specified by the APRSC must fulfill all requirements specified in their letter from the APRSC prior to return to studies.

Students placed on leave of absence for an unspecified time period may maintain such status for a maximum of one year. In order to return to enrollment, the student must petition the APRSC within the time period allowed. The APRSC will consider petitions for readmission regardless of the reason enrollment was discontinued. When petitioning the Committee, the student must submit information that will support that return to enrollment is justified. This is required regardless for the reason for the leave.

Petitions for readmission may be considered at any regular or called meeting of the APRSC. The time of readmission will be based upon that which is deemed most appropriate to the student's status and schedule by the APRSC. **Students may be required to repeat all or specific parts of the curriculum that previously were completed successfully.**

Readmission may be denied if all available positions in a class are filled even if a student meets all other qualifications for readmission.

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Student Responsibilities

Professional appearance is expected at all academic functions—whether in the classroom, in clinic, or on field trips. Lab clothes should be readily available on a daily basis.

Dress Code

Students at all levels of their education and training are expected to maintain a proper professional image in their behavior and personal appearance at all times. During the pre-clinical years students are expected to wear to all academic functions—including daily classes—clean, appropriate apparel: shirts, pants, nice shorts, dresses, skirts, and shoes. Students represent the School in interactions with community clinicians or other professionals, so special consideration to professional appearance should be given when those activities (such as guest lectures) are scheduled. Unprofessional appearance may result in referral to the APRSC.

Lab clothes should be brought to class daily (or kept in lockers available at the School) for ready availability. Lab clothes must permit lab partners to have reasonable access to the body. Examples of appropriate lab clothes include: gym shorts, tank tops, and sports bras. Jeans or long pants are not suitable for lab experiences.

Shorts are prohibited during patient care and clinical education activities, and at any time students have contact with patients or are in the patient care areas. In these instances, men should wear shirts and ties and women should wear dresses or appropriate slacks/blouses. White lab coats with ID cards should be worn by all students during patient care activities, unless otherwise directed by the host facility.

Communication

Email is the primary method of communication among USF faculty and students. It is your responsibility to check your USF Health e-mail account correspondence *at least* daily and empty your mailbox regularly so that you are able to receive messages. You will be held accountable for a timely response to all e-mail requests.

Computers and Other Technology

Computing facilities on the University and USF Health networks are a vital component of the academic environment. Each person using computers on these networks must be considerate of other users. The purpose of these facilities is the support of teaching and research by its authorized users.

In order to promote a classroom environment that is conducive to learning, PDAs and/or cell phones are to be turned off during class time. Students who require cell-phone access for emergency situations or to care for sick children, family members, or significant others may keep their cell phones turned on in the muted mode *with permission* of the instructor.

Personal computers are a resource required for matriculation in our program. However, their use during class time for course-related work is a privilege allowed or disallowed at the instructor's discretion. (Course-related work includes taking notes, following the instructor on PowerPoint or Canvas, and working on in-class assignments.) Computers are not permitted to be used during class time for e-mail, instant messaging, Internet surfing, playing games, doing homework, etc.

Inappropriate use of electronic devices will result in the loss of privileges. Repeated infractions of this rule may affect the professionalism portion of the student's final grade in the course or result in other disciplinary action, such as referral to the APRSC.

Activities that damage or impede the work of other users are of particular concern. Such activities are discourteous and illegal. The State of Florida has laws which hold that unauthorized use (including accessing another user's account) leading to offenses against intellectual property and/or computer users, is a felony. Besides civil penalties that can include imprisonment of up to fifteen years and fines, the college and/or university may impose administrative penalties and sanctions against those found to have violated the law. USF wishes to provide open access to students and faculty with as few restrictions as possible. Courteous and thoughtful computing will minimize the need for regulations and annoying security procedures.

University policies are explicit (Student Code of Conduct) and any violation of these policies, including sending hate mail, is unacceptable and will be dealt with severely.

The following activities are forbidden and may result in loss of the student's computer account, administrative sanctions and penalties by the university and/or college, as well as imprisonment and fine by civil authorities.

- Use of another's account.
- Allowing another person to access one's account or share one's password.
- Use of USF computing resources for private profit, or for promoting a religious or political group.
- Intentionally impeding the legitimate use of computing facilities by other people.
- Using USF facilities, including printers, for junk mail, mass mailing, or non-course related work.
- Using USF computers to access pornographic material.

Individuals using this system without authority, or in excess of their authority, are subject to having all of their activities on this system monitored and recorded by system personnel.

While monitoring individuals improperly using this system or during system maintenance, the activities of authorized users may be examined. Anyone using this system agrees to such

examination and is advised that if it reveals possible evidence of criminal activity, system personnel may provide this evidence to law enforcement officials.

Identification Card

Prior to Year 1 orientation, students should obtain the USF Student ID card, which is required to take advantage of many University services and gain access to MCOM and SPTRS facilities. The ID card may be purchased at the USF ID Card Center (Marshall Center, Room 1505) for an initial fee of fifteen dollars. Replacement cards cost \$15.

The USF ID card is used as the hospital/clinic identification tag, and must be worn on a white lab coat in all clinical settings.

Entry to HSC classrooms and laboratories (MDA/MDC Building) and MDT Building is restricted and a student must utilize his/her ID card as the sole means of gaining entry. Students are responsible for assuring that any doors they open are closed and locked before they leave the building.

Reminder: After-hours access to the MCOM and School of Physical Therapy & Rehabilitation Sciences classrooms and laboratories in the USF Health complex and MDT Building is for students only. Visitors, friends and family are welcome during regular business hours.

Name Badges for Clinical Experiences

Student identification badges (both the USF badge and if one is provided by the center) must be worn at all times. Students are to wear a white lab coat unless excused from doing so by the clinical instructor because it interferes with patient interaction or the facility's dress code. (The School provides the first badge, which must be replaced annually thereafter at the student's expense.)

Classroom Set-up and Cleaning

Classrooms are reserved for regularly scheduled classes and labs, and are pre-set in a standard layout. If alterations to this layout are necessary for labs or other activities, it is the responsibility of the instructor to ensure that students move furniture and/or equipment back into the standard layout before dismissing class. The same rule applies to other meetings or activities requiring alteration from the standard layout: the meeting or activity organizer is responsible for coordinating the movement of furniture/equipment before and after the activity. Exceptional circumstances requiring movement of large items must be requested through and coordinated by the Assistant Director for Academic & Student Support Services at least two weeks in advance.

After each lab activity, students are responsible for ensuring that lab tables are cleaned appropriately. To this end, a schedule of rotating lab cleaning responsibilities will be posted in each classroom.

Curriculum Evaluations

Evaluations are an important tool in ensuring that coursework is appropriate and consistent. All DPT students are required to fill out a curriculum evaluation at set points throughout the three-year curriculum. Please give thoughtful, professional consideration to your answers and comments.

These evaluations are conducted online. The data are confidential and cannot be matched to any specific student, but a separate list of students who have submitted an evaluation is maintained. This prevents anyone from submitting more than one evaluation per course and allows the School administrators to check that all students have submitted an evaluation.

Health Requirements

Student health is ultimately the responsibility of the individual student. The Professional Student Affairs Committee of the MCOM facilitates student health by providing programs to assist students in meeting their physical and mental health needs. Specifically, the committee formulates and reviews guidelines and programs, and assesses implementation and compliance with institutional and State of Florida requirements and guidelines.

The USF Morsani College of Medicine has a strict policy that students shall not be evaluated academically by anyone who has a role in health, psychiatric or psychological care and counseling. All psychiatric care is done outside of the college so that no faculty members are involved. The Director of Student and Resident Professional Development and the HELPS Program providers have no educational or academic evaluation function in the Morsani College of Medicine. Regarding general health care, students are advised that they should not seek health care from faculty members who might teach them; however, there are rare instances where students opt to see a physician on faculty who may have an evaluation role in a course the student takes. In those circumstances the evaluation of the student is performed by a different faculty member; faculty members may not evaluate students they have seen as patients. This is never the case with psychiatric care. Students who are seen in the University Student Health Service have a special, raised security level on their files to prevent faculty and residents who are not involved in treatment of the student from viewing student medical records.

Prior to matriculation, all students are required to provide to the Medical Health Administration Office documentation regarding: personal health history, physical examination by the student's personal physician, and immunity to specific communicable diseases (please refer to Appendix 4 for specific requirements). Students must also provide proof of current personal health insurance on an annual basis. Physical Therapy students are not required to purchase disability insurance at this time.

Please note that all documents must be submitted in English.

Students are responsible for all costs involved in obtaining physical examinations, immunizations, drug screens, and obtaining copies of all records. **Students must be prepared to present their**

clinical education portfolio to their CI/CCCE on or prior to the first day of their affiliation at each clinical center.

Note: Students should retain the original copy of each document in their clinical education portfolio; although some centers may request to see the original documents rather than accept a copy.

Some centers may require students to complete an additional physical examination and have certain additional immunizations following the center's policies and procedures. Students are strongly encouraged to determine this by reviewing center information provided to them as early as possible. The student should contact the CCCE at least three months before the affiliation begins to make arrangements to have any necessary examinations completed before beginning the affiliation. Failure to do so may result in time being taken away from the learning experiences. This will be considered an unexcused absence that will have to be made up. Failure to do so may result in delay in beginning an affiliation and successful, timely completion of the educational experience is at risk.

Student Health Services

All students at USF are required to pay a USF Health Fee every year as part of the total tuition. The Health Fee is not an insurance premium. Subscription to a student health insurance plan requires a separate fee; information on available policies is available from the Student Affairs Office. The Health Fee is mandatory and entitles the student to care at the Student Health Center located on the main campus. During the orientation process, students are counseled about appropriate avenues for receiving medical care. Among the available options are: continued care by the student's personal physician and care at the University Student Health Center,.

USF Physicians Group

In the event that a physical therapy student opts to see a doctor at the USF Health Morsani Center for Advanced Healthcare: Physician fees incurred at the Morsani Center by students who are not covered by insurance payment will be billed to the student. Students will be billed for the cost of supplies, lab work sent outside of the USF Health Morsani Center and for elective procedures. If the student's private insurance company does not cover the cost, the student is responsible for payment. This rule also applies to the student's spouse and children.

An appointment with a faculty physician can be arranged by calling the Morsani Center appointment desk at 974-2201. Students should identify themselves as medical students and request an appointment with the first available physician in Family Medicine or General Internal Medicine. An appointment will be scheduled as soon as possible. If a student has an emergent medical problem, he/she should follow the emergency procedures set by the health insurance company.

Confidential psychiatric consultation and counseling is readily available through the USF Counseling Center (974-28310 or the Health Enhancement for Lifelong Professional Students

(HELPS) Program (870-0184; see also Appendix 5). You can also obtain assistance or referral by contacting the Student Affairs Office (974-2068).

Illness in Students

Students with an illness or medical condition that may be communicable to patients or staff should refrain from contact with others until medical clearance is issued by a health provider.

If the student is unsure whether he/she should be in patient contact areas, please refer the student to Employee Health Services. If necessary, the Employee Health nurse practitioner will evaluate the student/agency personnel for work status.

Persons with the following medical conditions should not be allowed patient contact without a medical clearance:

- Active chicken pox, measles, German measles, herpes zoster (shingles), hepatitis A, hepatitis B, hepatitis C, tuberculosis.
- Diarrhea lasting over three days or accompanied by fever or bloody stools.
- Conjunctivitis.
- Group A streptococcal disease (i.e. strep throat) until 24 hours of treatment received.
- Draining or infected skin lesions.
- Oral herpes with draining lesions.

Student/Agency Personnel Exposures at USF-Affiliated Practice Sites

The Employee Health Departments at the affiliated practice sites will evaluate students and agency personnel who report significant exposures to blood/body fluids and communicable diseases while on rotation. Significant exposures include needlesticks, sharp injuries, non-intact skin and mucous membrane exposures to blood, body fluids or exposures to airborne communicable diseases. Exposures should be handled as follows:

1. The student/agency personnel reports the exposure to his/her instructor/supervisor immediately.
2. The student/agency personnel fills out the employee section of the affiliated site's Employee Incident Report.
3. The instructor/supervisor fills out the supervisor section of the Employee Incident Report.
4. The student/agency personnel takes the completed incident report to Employee Health as soon as possible after the exposure. The student/agency personnel should bring the following information on the source patient: name, medical record, diagnosis and room number.

5. Students/agency personnel reporting a needlestick/sharp injury from a patient must be evaluated within one to two hours for appropriate prophylaxis. In these cases, if Employee Health is closed, the student should contact the site's nursing supervisor.

The student/agency personnel will be provided with the following evaluation:

1. First aid treatment as necessary.
2. Investigation of the source patient and HIV and hepatitis tests as necessary.
3. Baseline lab work. Follow-up tests at 3 months, 6 months and 12 months will be offered. There will be no charge for the required lab tests.
4. Employee Health will provide the appropriate prophylaxis.

HIV/AIDS and Other Infectious Diseases

When an HIV-infected individual comes to the attention of the University, whether student, faculty or staff member, confidentiality of the individual as well as the individual's welfare and that of the University community must be respected.

Other infectious diseases will be handled appropriately and reported according to State requirements.

Exposures to Bloodborne Pathogens and/or Communicable Diseases

Policies and procedures concerning bloodborne pathogen exposures and exposures to communicable diseases (e.g., tuberculosis, chicken pox) are in place at each of the major clinical teaching facilities. During orientation programs an overview of procedures is presented. Students must be familiar with the policies and procedures of each clinical facility and carefully comply with all requirements in case of injury or exposure to communicable disease.

Students must report immediately all needle sticks and other exposures to blood or other potentially infectious body fluids to their supervisors and to the employee health nurse at the facility where the incident occurs.

Chemical Dependency

Students who are identified as having a chemical dependency are referred to the HELPS Program (see Appendix 5) for consultation and then referral to the Florida Professional Resources Network (PRN). Successful entry into and treatment via this program will result in no additional action against the student. Should a student be dismissed by the PRN for non-compliance, action will be referred to the APRSC and may result in dismissal from the DPT Program.

Background Checks and Drug Screens

Each physical therapy student is required to complete three clinical education affiliations at various healthcare facilities during the course of the three year Doctor of Physical Therapy degree program. Many of these facilities now require a background check, drug screening, and/or fingerprinting before accepting the assignment of the student to their facility. In addition, the application for licensure as a physical therapist involves review of the applicant's criminal background.

Drug Screen

Drug screens may be required by certain facilities. These drug screens are not a University requirement, so each student will be asked to coordinate obtaining such screens with the requesting clinical facility. The Morsani College of Medicine Office of Student Affairs has made arrangements for students to obtain drug screenings (Panel-10 drug screening) through the MedExpress Urgent Care located near campus for a charge of \$44.00 or more, which will be completed at each student's own expense. Students must pay for the testing at the time of service and results will be made available within 24 – 48 hours. The student is the owner of the results and should make it a part of their clinical education credentials portfolio.

Fingerprinting

Select facilities (including both the James A. Haley Veterans Hospital and the Bay Pines VA Healthcare System) require fingerprinting of students. For Year 1 students in the Doctoring course, fingerprinting is coordinated through the Office of Educational Affairs and the MCOM Police Department. Other fingerprinting should be coordinated with the requesting facility and will be at the student's expense.

Requirement to Report a Criminal Incident

Students are required to report to the Director, School of Physical Therapy & Rehabilitation Sciences, within 15 days of the incident, any interaction with the police that results in an arrest or in being brought before the criminal justice system. This requirement is independent of whether or not there is a conviction involved. Failure to report any incident will result in action by the APRSC for unprofessional behavior. APRSC action may result in disciplinary action up to and including dismissal from the DPT Program.

In addition, some affiliating clinical centers may require a current background check before the student is permitted to begin a clinical education affiliation. Costs associated with these additional background checks are the responsibility of the student. Students may be requested to complete additional background checks in the future or may be required to repeat the background check annually. Students are strongly encouraged to determine if an additional background check will be a requirement of the center as soon as possible to avoid delays in initiating their learning experiences. Possible resource for background checks:

Florida: <https://www2.fdle.state.fl.us/cchinet/>

Students must be aware that many clinical sites list conviction of a felony or other misdemeanor convictions as grounds not to accept a student for clinical or administrative training. (See Florida Statutes Section 456.0635, given below, for further information.) This is done solely at the discretion of the clinical education affiliate. USF STPRS does not accept responsibility for any student's eligibility for continued progression to a clinical program or eligibility for licensure as a health care professional after failure to pass a criminal background check or drug screen. Some sites may also deny students the opportunity to serve as interns due to non-compliance with the health requirements (*i.e.*, immunizations) or lack of expected professional behaviors (*e.g.*, PBAT, APTA CPI criteria, APTA Code of Ethics).

The student has a continual obligation to report any criminal conviction that may impact the student's continued ability to participate in the clinical program to the School Director and Coordinator of Clinical Education within 15 days of its occurrence. A positive drug test and/or criminal background check may exclude a student from clinical placement and make it impossible for that student to complete the clinical competencies required for graduation from SPTRS. The Coordinator of Clinical Education will make no more than two (2) attempts to place a student having a positive criminal background check and/or positive drug test; or other variances (*e.g.*, non-compliance with health care requirements, remediation).

Florida Statutes as of July 1, 2009.

Important Notice for Initial Licensure Applicants:

Pursuant to Section 456.0635

(http://www.flsenate.gov/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch0456/SEC0635.HTM&Title=-%3E2009-%3ECh0456-%3ESection%200635), Florida Statutes, you are being notified that effective July 1, 2009, health care boards or the department shall refuse to renew a license, certificate or registration, issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been:

Convicted or plead guilty or nolo contendere, regardless of adjudication, to a felony violation of: chapters

- 409 (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=Ch0409/tit0409.htm),
- 817 (http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch0817/PART01.HTM), or
- 893 (http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=Ch0893/tit0893.htm&StatuteYear=2008&Title=-%3E2008-%3EChapter%20893), Florida Statutes; or

- 21 U.S.C. ss. 801-970 (<http://uscode.house.gov/search/criteria.shtml>) or
- 42 U.S.C. ss 1395-1396 (<http://uscode.house.gov/search/criteria.shtml>),

unless the sentence and any probation or pleas ended more than 15 years prior to the application.

Terminated for cause from Florida Medicaid Program (unless the applicant has been in good standing for the most recent 5 years).

Terminated for cause by any other State Medicaid Program or the Medicare Program (unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent 5 years).

Student Support Services

Student Advisement

Students are assigned an academic faculty advisor and a clinical faculty mentor upon matriculation in the DPT program. The role of an advisor/mentor is to serve as a trusted confidential guide throughout the professional curriculum, from matriculation until graduation. Ideally, the relationship will develop into one in which the student seeks out the advisor/mentor for counseling, support, and advocacy.

Although frequency of contact is determined largely by the advisee, advisors/mentors may be proactive in the relationship and may initiate dialogue, offer guidance, or refer the student to other resources. In addition, it is also the purview of an advisor/mentor to advise caution in matters related to professional, academic, or clinical performance.

An initial “get-acquainted” meeting is scheduled during orientation; thereafter, academic advisors are expected to hold meetings with individual advisees at least twice in the academic year (August to May) for discussion of academic progress and professional development. Being accessible to advisees is important, so advisors are required to keep posted office hours and are asked to maintain an “open door” practice. Advisors should document all meetings with students.

Access to Student Records and Grades

Guidelines of the Family Educational Rights and Privacy Act (FERPA) are followed in managing student records and grades. The official personal records and grades of a SPTRS student, on file in the MCOM Registrar's Office, and in the Office of Student Affairs, are accessible for review by the assigned advisors/mentors. It is the responsibility of the advisor/mentor to ensure confidentiality of all student records reviewed.

Changing Advisors

If, for any reason, a physical therapy student wishes to change advisors or mentors (or vice versa), the School Director will effect the desired change upon written request, and will provide appropriate notifications to the advisor/mentor and the student.

Student Transcript and Diploma Requests

Information on how to obtain student transcripts, diplomas, and enrollment verifications may be obtained by contacting the MCOM Office of the Registrar: http://hsc.usf.edu/medicine/registrar/new/transcript_diploma_requests.htm.

Executive Cabinet

The School's primary sounding board for ideas, suggestions, and concerns is the Executive Cabinet. Any constituent of the School—employee or student—may bring forward an issue (positive or negative) to this body for discussion and action. Such concerns may be submitted anonymously (if desired) by contacting the Faculty Administrator by phone, e-mail, or mail. The group operates under the "Summit Rules," which specify that people and issues brought to the Cabinet's attention are treated with respect; and that issues identified for Executive Cabinet attention should be accompanied by a proposal for resolution.

The members of this group are:

- the three Class Presidents,
- the President of the Association of Physical Therapy Students,
- one elected staff member,
- one elected clinical faculty member,
- one elected academic faculty member,
- Senior Faculty Administrator (*ex officio*).

The group meets as needed but not less than once per month. It is facilitated by the Senior Faculty Administrator. The School Director and the Coordinator of Professional Education serve as non-voting, *ex officio* members who attend only at the request of the Cabinet (as needed for institutional history, guidance, etc). In the absence of candidates to serve as elected members, vacancies may be filled through appointment by the School Director.

Tuition and Financial Aid

The amount of tuition and fees for students is subject to change from year to year, as it is established by the Florida State Legislature and the USF Board of Trustees. Specific fee information can be obtained after July 1st each year by contacting the MCOM Registrar's Office. The Florida State Legislature established procedures for charging tuition and fees to medical and professional students attending Florida state schools as a flat yearly rate, regardless of the length of time enrolled.

Students are billed at the beginning of each academic year for one-half of the yearly tuition; this amount is due no later than the end of the first week of classes each term.

Students who pay tuition after the due date will be assessed a \$100 late fee unless they have made proper arrangements for late payment. Applications for a "Waiver of Late Fee" may be obtained from the MCOM Registrar's Office or the Business Office. Students pay tuition directly to the USF Health Payment Center. The Fall amount is an estimate, pending the final decision made by the State Legislature and the USF Board of Trustees. The total yearly increase in tuition will be

reflected in the Spring bill. Checks must be made payable to USF Morsani College of Medicine, and must be mailed to:

USF Health Payment Center

PO Box 864300

Orlando, FL 32886-4300

Note: the address must include the complete 9-digit zip code given above, and the student's U number must be written on the check. Omission of the U number is likely to cause the tuition payment *not* to be applied to the correct account and late fees to be assessed.

Refunds

Physical Therapy student tuition is calculated as a flat rate for one academic year. Students are billed in two installments: approximately half at the start of the academic year and approximately half at the midpoint of the academic year irrespective of the central campus semester dates. The tuition for each academic year is determined by the Board of Governors. The first installment is dependent upon an estimate made at the start of the Morsani College of Medicine/School of Physical Therapy & Rehabilitation Sciences academic year before the Board of Governors have met. Therefore each installment is most often an approximate, but not exact half of the total amount.

- A total refund of tuition and fee payment will be made for a student withdrawing before completion of two weeks of the academic year.
- Students withdrawing after completion of two weeks will receive a pro-rated refund calculated from day one of the academic year.
- Students withdrawing after completion of 80 percent of the academic year will receive no refund of tuition.
- If a student withdraws before the midpoint of the academic year, the second installment of tuition will not be assessed.

The date of withdrawal will be calculated from the date the student written statement of withdrawal is submitted to the Office of the Associate Dean for Student Affairs, Morsani College of Medicine. For students who receive financial aid the date of withdrawal is the last documented date the student attended class.

Requests for refunds should be submitted in writing to the Morsani College of Medicine Registrar's Office.

Return of Title IV (Federal) Financial Aid

As posted on the MCOM Financial Aid Website Students who withdraw, transfer, take a leave of absence exceeding 120 days, or who are dismissed from the College of Medicine before completion of 80% of the academic year may be granted a prorated refund of tuition paid.

Students must attend a Financial Aid counseling session at the time of withdrawal, transfer,

dismissal, or start of leave of absence. Refunds will not be given to students who are enrolled for more than 80% of the academic year. A written request for a refund of tuition must be submitted to the College of Medicine Registrar's Office to initiate the refund.

Pro-rated refunds are calculated by weeks of enrollment within a given academic year. If a refund is due to a student and the student received Title IV funds, the refund will be paid directly to the Title IV financial aid program(s) from which the student received assistance. Payment will be made in the following order:

1. Unsubsidized Federal Direct Loan
2. Graduate/Professional PLUS Loan
3. Subsidized Federal Direct Loan
4. Other Federal, State, private or institutional sources
5. The student

(For more information, please refer to http://hsc.usf.edu/medicine/studentaffairs/financial_aid/dpt_students/fa_policy.htm.)

Impact of a Leave of Absence or Withdrawal on Repayment of Student Loans

For the purposes of financial aid, a Leave of Absence (LOA) is considered a temporary break in a student's attendance that cannot exceed 180 days within a 12-month period. The Morsani College of Medicine must report to the lender(s) a student as "no longer enrolled" when the LOA exceeds 180 days. The student may be obligated to begin loan repayment. The student is required to meet with a staff member from the Office of Financial Aid prior to beginning the LOA to discuss student loan obligations during their LOA.

If a student withdraws from the Morsani College of Medicine and received financial aid during their enrollment they are required to attend a financial aid exit interview. During the exit interview a staff member from the Office of Financial Aid will advise the student about their rights, responsibilities, and loan repayment obligations for the financial aid they received.

The Office of Student Affairs

The Office of Student Affairs has an "open-door" practice and their staff members are available to provide assistance in any matter of concern to the student. They may serve as counselors and advisors to students with personal problems, life issues, and academic or financial difficulties. They also provide assistance and guidance with issues pertaining to student abuse. We urge you to seek their help at the first sign of such problems.

The Office of Student Affairs also serves as a "complaint department," referral service, and student advocate. It is dedicated to assisting you in the successful completion of this professional growth

process. The Associate Dean for Student Affairs, Dr. Steven Specter, is available in his office during school hours, by cell phone (813-508-4250), or at home (813-962-2288).

Academic Assistance

Peer Tutoring

Physical therapy students who are experiencing academic difficulties and are in need of tutoring may seek assistance through the Office of Student Affairs. Usually 2nd year students will be available to tutor 1st year students and 3rd year students would tutor 2nd year students. **There is no cost to the student for this assistance.**

Reading, Study Skills and Test Taking Assistance

Students who are experiencing difficulties with examinations are strongly encouraged to seek assistance through the Student Learning Services program, directed by Dr. Patricia Maher (974-2713). Through an arrangement with the Student Affairs Office, these services are available to physical therapy students without charge. Assessments of reading skills, study skills, and test taking abilities are performed and a plan devised to improve student examination performance.

Damaged/Duplicate Diplomas

The MCOM does not provide duplicate copies of diplomas. If a diploma has been lost, stolen, or damaged, a replacement diploma may be requested for a fee of ten dollars [Florida Statute Sec. 1009.24(12) (4)], which covers the cost of production and mailing. The replacement diploma will be provided upon receipt of a written, signed, notarized letter stating the reason for the request. (Faxing to 813-974-8181 is acceptable.) In the case of a name change, the MCOM also will supply a replacement copy upon written request, receipt of the original copy, and receipt of a completed legal name change form.

Student Protections

The MCOM and SPTRS are dedicated to developing student character strengths and to promoting effective engagement in team-based interprofessional learning environments. Consistent with federal regulations, institutional policies and accreditation guidelines, it is the philosophy and practice of the MCOM and SPTRS to support student access to the appropriate channels for proactive inquiry and guidance when addressing concerns and complaints and for resolving disputes without fear of retribution.

The following definitions and procedures are extracted from the USF Health General Counsel website (<http://generalcounsel.usf.edu/>) and are provided to inform you of existing internal mechanisms through which you may appropriately exercise good faith effort in resolving concerns in a less restrictive constructive manner.

Discrimination and Harassment Processes

Student complaints or grievances related to discrimination and harassment on the basis of race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, gender identity and expression or veteran status are governed by the

USF System Discrimination and Harassment Policy 0-007. For definitions, applicability and reporting requirements view: <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-30-053.pdf> or contact the USF Diversity and Equal Opportunity Office.

Student Mistreatment or Abuse

Students are encouraged to discuss any and all issues of physical, emotional, psychological or sexual abuse without fear of retribution. The student may contact any faculty or staff member with whom he/she feels comfortable; including the Office of Student and Resident Professional Development (Olga Skalkos, PhD, 813-974-8509 or oskalos@health.usf.edu) that serves as a neutral party to guide students in appropriate matters, the Associate Dean for Student Affairs, the Office of Student Affairs, the Senior Executive Associate Dean for Faculty & Academic Affairs, and the Associate Dean for Undergraduate Medical Education. In addition, the student may directly contact the USF Center for Victim Advocacy & Violence Prevention (see below).

Sexual Harassment

In conformance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Florida Educational Equality Act, and the USF policy on the topic, it is the goal of the USF Morsani College of Medicine to create and maintain a work and study environment that is positive and free of discrimination. In order to help provide such an environment, faculty, staff, and students must be aware that sexual harassment is sex discrimination, and is unacceptable conduct that will not be tolerated at the university as defined in the USF policy 0-008, Diversity and Equal Opportunity: Sexual Harassment.

Sexual harassment is defined as conduct of a sexual nature or with sexual implications, which interferes with an employee's or student's status or performance by creating an intimidation, hostile, or offensive working or educational environment. This conduct may include, but is not limited to the following:

Inappropriate touching; the display of sexually explicit or suggestive materials; use of sexually explicit or suggestive language or gestures; and subtle pressure for sexual activity, as well as demands for sexual favors or physical assault. Sexual harassment is a serious form of abuse.

The student is encouraged to directly contact the USF Center for Victim Advocacy & Violence Prevention with any concern.

Sexual Battery

Sexual battery is a crime under the laws of the State of Florida and will not be tolerated at the USF Morsani College of Medicine as defined in USF Policy 0-014, Sexual Battery. As an integral part of academic performance, physical therapy students are expected to maintain the high standards of professional and personal conduct traditionally associated with the practice of medicine. Any act such as sexual battery is a violation of University Policy, which in the case of physical therapy students, is viewed as professional misconduct and is a violation of academic standards. As such, any professional misconduct is subject to disciplinary action under the Medical Student Advancement Policies, Procedures and Due Process.

Morsani College of Medicine students who are victims of actual or threatened violence can obtain assistance from the Health Enhancement for Lifelong Professional Students (HELPS) Program. Additionally, medical students should refer to the USF Policy concerning Sexual Battery.

Center for Victim Advocacy & Violence Prevention

The USF Center for Victim Advocacy & Violence Prevention is available to assist all USF students or employees who are victims of actual or threatened violence, including but not limited to battery, assault, sexual battery (date rape, acquaintance rape, stranger rape) and attempted sexual battery.

Police reports are strongly encouraged; however, reports are not required for information and referral assistance.

Services

The USF Center for Victim Advocacy & Violence Prevention will assist by providing information, support and guidance in the following ways;

Crisis intervention

Emergency shelter, medical help and counseling referrals

Assistance as needed

Services available on-call 24 hours a day, seven days a week

Important Numbers

Police Emergency_____911 or 974-2628

USF Center for Victim Advocacy & Violence Prevention

Office Location_____SVC 0067

Telephone_____974-5756

Crime Victim Hotline_____974-5757

Hillsborough County Crisis Lines

Crisis Line_____234-1234

Sexual Abuse Line_____238-7273

Informal Non-Academic Grievance or Complaint Process

This type of complaint is a non-written claim by a student alleging improper, unfair, or arbitrary treatment by a USF System department administrator, and/or staff member or an attempt to seek guidance on how to find the appropriate office or person to assist in informally resolving a complaint with a department administrator or staff member. The process consists of the following steps:

1. It is recommended that the student first attempt to address their complaint by discussing it with the person most directly involved with their complaint.
2. If the complaint is not resolved, the student may contact the Office of Student Affairs Associate Dean at any time. The student may be redirected to the appropriate office for informal resolution or the student may be encouraged to submit a report through the MCOM Professionalism Event Reporting System for objective informal review, documentation, recommendation and/or referral.
3. If the complaint is not resolved, the student may initiate a formal non-academic grievance as set forth below.

Formal Non-Academic Grievance or Complaint Process

This type of complaint is a written claim raised by a student alleging improper, unfair, or arbitrary action by a USF System department, administrator, and/or staff member involving the application of a specific provision of a USF System regulation, policy or procedure. The Process below outlines this Formal Non-Academic Grievance Process.

Process steps:

1. The student must first attempt to address his/her complaint by discussing it with the person most directly involved with their complaint.
2. If the complaint is not resolved, the student may elect to initiate a formal grievance in writing within the timeline* as defined below in the Policy to the concerned USF System department, administrator, and/or staff member most directly responsible for the alleged action(s) and/or decision(s) within the timeline defined in the USF Policy. The timeline shall begin at the time of the first occurrence or at the time a student, using reasonable due diligence, should have obtained knowledge of the first occurrence of the event giving rise to the grievance. The written complaint† must describe the alleged improper, unfair or arbitrary action and identify the specific USF system regulation, policy or procedure involved.
3. If possible, the USF System department, administrator, and/or staff member should respond by meeting with the student to attempt an agreement or resolution.

* Time Limits: "Time" shall mean "academic time," that is, periods when USF System classes are in session, exclusive of weekends. The person vested with authority at the appropriate level may extend any of the time periods contained herein for good cause. Extensions must be communicated in writing to all parties. For the purposes of this policy, each step shall be afforded three (3) weeks as a standard time limit. If the complaint or grievance is not presented within the established limits, it shall not be considered. If a complaint or grievance is not appealed to the next step within the established time limits, it shall be considered settled (on the basis of the last answer). If, after presentation at any step, a USF System department, administrator, and/or staff member does not discuss and/or answer the complaint or grievance with the student within the established time limits, the student may treat the complaint or grievance as denied at that step and may appeal the complaint or grievance to the next step.

† Written Communication: Where written communication is required, either e-mail or postal mail will be acceptable.

4. If there is no agreement or resolution reached by a meeting, or if either party determines a meeting is not a viable alternative, the student may schedule a time to discuss the complaint with the employee's direct supervisor. The student is responsible for providing copies of all relevant documents including emails and previous determinations from the incident and any attempt at resolution.
5. The direct supervisor will review previous resolution steps, discuss the complaint with the student and other appropriate individuals, and communicate a final answer to the student in writing.
6. If the student feels the response has violated published policies and procedures or has been applied to the student in a manner different from other students, the student may file an appeal to the VDEA within ten (10) days of the decision rendered.
7. The VDEA or the highest administrative officer vested with the authority over student affairs issues in MCOM will review the material submitted by the student to see if the material constitutes a grievance. If it is determined that the material does not constitute a grievance, the Administrator will communicate to the student (in writing) and the involved USF System department, administrator, and/or staff member that the matter is not a grievance and no recommendation will be forthcoming. If the Administrator's review produces a conclusion that the matter constitutes a grievance (the rights of the student may have been violated), this will be communicated in writing to the student and the USF System department. Specific remedies will be proposed and corrective action will be recommended by the Administrator. It is important to note that the Administrator can only recommend corrective action and assist in communicating that action to the parties.

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Resources

USF Health Resources

As part of USF Health, SPTRS benefits from the use of common resources with the Morsani College of Medicine, College of Nursing, College of Public Health, and College of Pharmacy. These include a comprehensive library system and other specialized services.

The **USF library system** consists of four main campus libraries and two special libraries: the Shimberg Health Sciences Library (detailed below), and the Louis de la Parte Mental Health Institute Library (please refer to the library website at <http://lib.fmhi.usf.edu/reference/general.html>). Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources, including approximately 6,500 e-journal subscriptions and 500 aggregator databases containing another 13,000 unique e-journal titles, 48,000 e-books, and 150,000 digital images. In addition, students have access to over 65,000 audio/visual materials including videos, CDs, and DVDs.

The Hinks and Elaine Shimberg Health Sciences Library serves as the hub for connectivity to biomedical knowledge in support of the education, research, and patient care missions of USF Health Sciences Center. It is a 43,500-square foot facility with seating for 355. There are over 44 laptop-docking stations as well as wireless access to the USF Health network. The Shimberg Library focuses on providing an extensive digital library of electronic journals, books, databases and other research and educational resources along with a substantial traditional print collection. More information is available at the Shimberg Health Sciences Library website: <http://health.usf.edu/library/home.html>.

In addition, DPT students have access to the Tampa General Hospital Library and the Tampa Veteran's Administration Hospital Medical Library.

The **Area Health Education Center (AHEC)** is part of a national program working toward the goal of decentralizing the educational training of health professionals in order to improve the supply, quality, utilization and efficiency of health care personnel in medically underserved areas. This is accomplished by linking communities with academic health centers in a manner that promotes cooperative solutions to local health problems. USF is one of five AHEC programs operating in Florida; it covers nine counties on the central west coast of the state: Citrus, Hernando, Pasco, Pinellas, Hillsborough, Manatee, Sarasota, DeSoto, and Charlotte counties.

The Carol and Frank **Morsani Center** for Advanced Healthcare combines world-class health care with a state of the art building designed to facilitate learning in health teams. This one-stop healthcare facility houses the USF Physical Therapy Center, along with other medical service departments, including: diagnostic imaging and nuclear medicine, an ambulatory surgery/procedure center, outpatient facilities, patient support areas and patient administrative services, clinical and translational research projects, a Patient Outreach and Education Center, and a pharmacy.

The USF **Office of Students with Disabilities Services** provides services, counseling, and accommodations to students with disabilities (physical, learning, etc). For more information about the accommodations process at USF, please contact the Office at www.sds.usf.edu or (813) 974-4309. (See also “Americans with Disabilities Act,” Section 3.)

The USF Health **Office of Shared Student Services** seeks to foster an interprofessional collaborative learning environment and student-centered culture through the delivery of high quality integrated programs and services that meet student needs, build community, optimize student success, and promote USF Health. The office is available to assist students with all matters related to the educational experience and coordinates the services, functions, and activities of the **Center for Wellness, Engagement, Leadership, and Learning (WELL)**.

The WELL is located adjacent to the College of Nursing and houses the following services and programs for students in the School of Physical Therapy and Rehabilitation Sciences:

- Welcome and Information Desk
- Office of Financial Aid and Registrar
- Office of Student Diversity and Enrichment Programs
- Office of Student and Resident Professional Development
- Office of Shared Student Services
- Office of International Programs
- Service Corps
- IS Student Help Desk

In addition to these programs, the WELL serves as a hub of activity where students across USF Health come together to socialize and study in the spirit of friendship and collegiality. A number of amenities are available for students including individual and small group study rooms, student lounge with television and gaming, food trucks, computer work stations and printing, Student Activities Room for meetings and programs, and vending machines.

The WELL is open Monday through Friday, 8:00-8:30pm. For more information about the WELL, please stop by the Office of Shared Student Services, Room 1080 or call 813 974-3282.

In addition to more formal services, the MCOM Wellness Council is a collaborative effort among students, faculty, the Office of Student Diversity and Enrichment, and the Office of Student Affairs at the MCOM that encourages students to take control of our own wellness. The purpose of the Wellness Council is to promote academic, financial, mental/spiritual, nutritional, and physical wellness among the students and faculty of the MCOM. Students are invited to attend events organized periodically by the Wellness Council.

Morsani College of Medicine Resources

As part of the Morsani College of Medicine, DPT students have access to assistance provided by service offices in the College. In addition to the Offices of Student Affairs (detailed previously in this document) and Educational Affairs, students may use the services of the Financial Aid, Enrollment Management, and Student Diversity and Enrichment offices.

Four sources of professional assistance with issues related to **stress and personal counseling** are available to students at the MCOM.

1. **Office of Student and Resident Professional Development (OSRPD)**—Students concerned with personal issues may contact Olga Skalkos, PhD, in the Office of Student and Resident Professional Development (813-974-8509) or oskalkos@health.usf.edu. Dr. Skalkos is a license psychologist and serves in a capacity much like an ombudsperson for students and residents. All interactions with her are confidential and independent of instructors and USF administrators. Students also may be referred to the OSRPD by other concerned students, residents, or faculty members.
2. **Health Enhancement for Lifelong Professional Students (HELPS)**—The HELPS program is available to students for off-campus stress prevention and personal counseling related to a variety of personal issues including psychological, legal, financial, and other personal issues. The services are also extended to the student's spouse, children, and significant others.

HELPS is not a treatment program; rather it is an assessment, support, and referral program. The services offered include:

- A. Problems that can be resolved by counseling or therapy:**
- Academic concerns
 - Learning disabilities
 - Vocational/aptitude testing
 - Career decisions

- Interpersonal difficulties
- Relationship problems
- Troubled children/adolescents
- Distress, anxiety, depression, other emotional concerns

B. Alcohol/drug use, abuse, or dependency of personal or family nature.
When students present with a substance abuse problem, the student will be provided with referral information to the Professionals Resource Network (PRN).

C. Problems that are typically resolved by the court system:

- Divorce, child support
- Property/lease suits
- Court orders
- Imprisonment

D. Money or credit problems

E. Other problem areas of concern:

- Care for the aged/infirm
- Local social services
- Battered spouse
- Immigration
- Sex counseling

F. Individual or family crisis situations such as rape, assault, robbery, suicide, or other life-threatening trauma. (See Appendix 5.)

3. **USF Department of Psychology**—An appointment may be made with a counselor by calling 974-0474. Such meetings are confidential and are not reported to the MCOM.
4. **USF Counseling Center**—Consultation services are provided at no charge (974-2831). Morsani College of Medicine faculty are not providers of care at the Counseling Center. Your contact with the Counseling Center is confidential as provided within the parameters of professional ethics and applicable federal and state statute.

SPTRS Resources

The School provides a student lounge, study rooms, and access to labs for currently enrolled DPT students. The School operates as a wireless environment for the convenience of students. More information about these resources is available in the Operations section of this document (section 9).

Student Organizations and Programs

Information on student programs can be found on the MCOM and SPTRS websites: www.health.usf.edu/medicine/ and health.usf.edu/medicine/dpt/index.htm, respectively. For information about MCOM Student Government, please see www.med.usf.edu/SC/.

Students are strongly encouraged to join the American Physical Therapy Association and the Florida Physical Therapy Association within the first semester of enrollment, and to actively participate in the Association of Physical Therapy Students (APTS) organization at USF.

The **American Physical Therapy Association** (APTA; www.apta.org) represents more than 75,000 physical therapists, physical therapist assistants, and physical therapy students throughout the United States. Among the Association's objectives are enhancements of physical therapy education, practice, and research; accreditation of physical therapy education programs; communication with members; improving minority participation and representation in the profession; quality assurance; professional development and continuing education; interaction with governmental agencies and legislative bodies; attention to reimbursement issues; and development and implementation of public relations programs.

APTA student membership provides the latest information on physical therapy practice, trends, and issues. The APTA website (www.apta.org) features information on membership, post-professional graduate physical therapy programs, financial aid, and more.

APTA student membership enables interaction with other students at chapter and district meetings, at APTA national conferences, and at the National Student Conclave (the only national meeting for students of physical therapy).

APTA student membership also provides savings on professional development tools like books and self-study courses.

For more information on joining the APTA call (800) 999-APTA ext. 3124.

Established in 1946 as a component of the American Physical Therapy Association, the **Florida Physical Therapy Association** (FPTA; www.fpta.org) is committed to meeting the needs of physical therapists, physical therapist assistants and physical therapy students in the state of Florida. The goals of the association are represented in the following mission statement:

The mission of the FPTA is to enable its members to fulfill their professional responsibilities in meeting the physical therapy needs of society, to meet the needs and interests of its members and to advance the profession of physical therapy.

The FPTA has adopted the following goals:

- To be members' primary resource for professional development, information, and education.
- To be acknowledged as the public policy advocate for physical therapy.
- To be the unifying force for consolidating the rehabilitating wellness community in its efforts to create a more uniformed consumer and healthcare industry.

The FPTA (www.fpta.org) seeks to enhance the physical therapy profession through the creation of peer review and quality assurance programs. Professional standards are upheld through the avocation of the APTA Code of Ethics and Standards of Practice. Students who join the APTA are entitled to join the FPTA for an additional small fee.

The Florida Physical Therapy Association is subdivided into six geographical districts and the members residing in the Tampa metropolitan area are in the West Central District. The district in turn is subdivided into northern, central, and southern sub-districts. We encourage attendance at both the district meetings and the state meetings of the FPTA. Reduced membership and registration fees are available to encourage student attendance.

The **USF Association of Physical Therapy Students (APTS)** is the liaison between students and administration: its purpose is to promote effective physical therapy education, represent the School, provide an avenue for students to enhance their academic and social interests, and make a significant contribution to the University and Community. The APTS is affiliated with the Morsani College of Medicine Student Council.

The duties of the APTS include, but are not limited to, the following:

- Serve as the representative body for physical therapy students in the School of Physical Therapy and Rehabilitation Sciences.
- Promote enhanced communication among students in the Morsani College of Medicine and its affiliated programs.
- Allow each physical therapy student to have an effective voice regarding the function and priorities of the organization.

Campus Religious Centers

Campus fellowship buildings for the Baptist Student Center, Catholic Student Center, Episcopal Student Center, Hillel Center and the University Fellowship Chapel are located near the east border of the main campus on Sycamore Drive and 50th Street.

Operations

Normal business hours of the School are from 8:00 a.m. to 5:00 p.m.

Building Security

The safety of students and employees is a primary concern of USF Health. The academic/educational process is one that involves long hours, occasionally working alone or in the lab. For this reason, USF police recommend the following:

- Avoid isolated sites.
- Have access to others and/or to a telephone.
- Call the USF Health police department dispatch (974-2628) when working on campus after regular business hours so the area can be patrolled.
- Secure doors behind you.
- In the evenings, you may call SAFE (974-2401) for an escort to distant parking lots.
- A Security Officer is on duty at the Health Sciences Center 24 hours a day: 974-2417.
- Identification cards are often checked for security, so be sure to carry yours when you are on campus after regular business hours.

Security Officers frequently check IDs, so be sure to carry your student ID card with you when studying on campus after normal hours. Sexual assault is a criminal violation subject to prosecution by the State Attorney's Office. All sexual assault allegations reported to the USF police are referred to the State Attorney's Office, which then makes decides whether or not to prosecute.

External access to the building is allowed via ID card swipe twenty-four hours a day, and physical therapy laboratories are accessible via combination door lock. Students are given the door lock combination to classrooms/labs at the beginning of the school year to allow opportunity for practice outside class time.

Study Rooms

Study space is available for students in the USF Shimberg Health Sciences Library, in assigned small group spaces, and in the student lounges. Students have access to the small group learning space on a 24-hour basis, but must vacate on demand for any scheduled

class activities. Space in the Shimberg Library is available during normal library hours.

Student Lounge

A Student Lounge with kitchen (including refrigerator, microwave, stove, and sink) is located in MDT 1020. Students are expected to keep the lounge and appliances clean. Food should be labeled with the owner's name, and should not be left in the refrigerator for more than a week. Soda and snack vending machines are available in/near the Student Lounge. Snack bar services are also available in the Health Science Center Bookstore. The Lounge also provides a television, dartboard, air hockey, stereo, and other amenities for student use.

Lockers

Lockers are provided free of charge for professional students in the area adjacent to the MCOM classrooms (MDL 1001, men's; MDL 1002, women's). Lockers are also available for students near the classrooms in the MDT building (MDT 1021, men's; MDT 1009, women's). Students may choose any empty locker in the appropriate room and supply their own locks.

Building Problems

Please report any problems (broken desks, malfunctioning equipment, lost keys, etc.) to the Office of Student Affairs, Room 1002 (MDL building) or to the Office of the Director of the School of Physical Therapy & Rehabilitation Sciences (MDT building).

Parking

Parking permits are required for all vehicles at the University of South Florida 24 hours a day, 7 days a week. Individuals may purchase only one vehicle permit; they are available for purchase during the first week of classes and must be renewed annually. Parking designations remain in effect from 8:00 a.m. to 5:30 p.m. Monday through Friday (except as otherwise noted). After 5:30 p.m. (or posted time), staff, commuter students, and resident students may park in any lot. Parking lots are often crowded, so allow sufficient time to ensure that you arrive at your classes prior to the scheduled start time.

Permits must be displayed at all times when on campus, including during periods of clinical practice when students are seldom actually on the campus. To avoid citations if you forget your hangtag, stop by the Campus Information Center drive through (Fowler entrance to campus) or Parking and Transportation Services (PSB 101) to pick up a free courtesy permit for the day. To purchase a parking permit or view other parking regulations, visit usfweb2.usf.edu/parking_services/.

Bicycles

Bicycle racks have been provided for your convenience in several locations around the Medical Center. Bikes must be parked in these racks and may not be chained to trees, pillars, etc. **Bicycles should not be brought into any campus or hospital building.**

Visitors

Guests are not normally permitted in the classroom or labs except with the advance approval of the School Director and Course Director.

Class Cancellation and Emergency Closings

It is rarely necessary to cancel class; however, if warranted by unexpected events, an announcement of class cancellation would be made through the Director's office. In the event of severe weather or manmade emergency, the department follows USF guidelines as announced by the USF Office of Emergency Preparedness. More information about these policies is available at the following website: www.usf.edu/about-usf/emergency-preparedness/information-contacts.asp. In the event that it becomes necessary for USF to suspend normal operations, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails and MoBull messages for important general information.

Schedules

Faculty and staff members keep track of their own calendars and appointments. The SPtrs academic schedule is disseminated to all employees and students, and is posted on the Office of Educational Affairs website. The master SPtrs academic calendar and Year 1 BMS course calendars may be accessed on the web at: http://health.usf.edu/medicine/educationalaffairs/educational_program_calendar.htm.

The DPT1, DPT2 and DPT3 semester class schedules are distributed prior to the start of each semester. On occasion, it becomes necessary to change a schedule after publication; such changes will be communicated to students via email.

Photocopying

Photocopy machines are available for student use in the Shimberg Library at a cost of ten cents per page. Students have access to copy machines at the Nickels Student Computer Lounge (student must provide his/her own paper).

A designated photocopy machine is also available for DPT student use in the MDT building. Students are not permitted to use the departmental photocopy machine. If problems occur that require repair assistance, please ask the Staff Assistant to arrange a service call request.

Program Meetings

Full-time faculty members, staff members, and elected student representatives may attend School meetings. After the first hour, faculty continue in Executive Session and other participants are dismissed. The agenda for meetings is circulated in advance and attendance is recorded.

Morsani College of Medicine Fitness Center

The Morsani College of Medicine Fitness Center is located in rooms MDC 1028 and 1029. These facilities are for the exclusive use of students, faculty and staff of the MCOM (MD, DPT, graduate medicine, and Athletic Training). No guests are permitted, including family members.

Users of the Fitness Center are responsible for keeping the facilities clean. Each user must bring a towel and wipe down equipment after use. Damaged or broken equipment should be reported promptly to OSA (974-2068).

The Fitness Center is not professionally staffed. Because safety is a primary concern, the following procedures have been established:

1. You must view the Fitness Center Video, which is a link on the Student Affairs webpage <http://hsc.usf.edu/medicine/studentaffairs/index.htm>. The link is on the right side of the page under "Student Life." After viewing the video, please send an e-mail to Dr. Steven Specter, MCOM Associate Dean for Student Affairs, to activate ID card access. (This requirement is necessary for liability issues.)
2. A person may only use the Fitness Center when another USF MCOM community member is present.

Violation of these procedures will result in loss of privileges for six months. A repeat offense will result in referral to the APRSC. All other rules are posted in the Fitness Center.

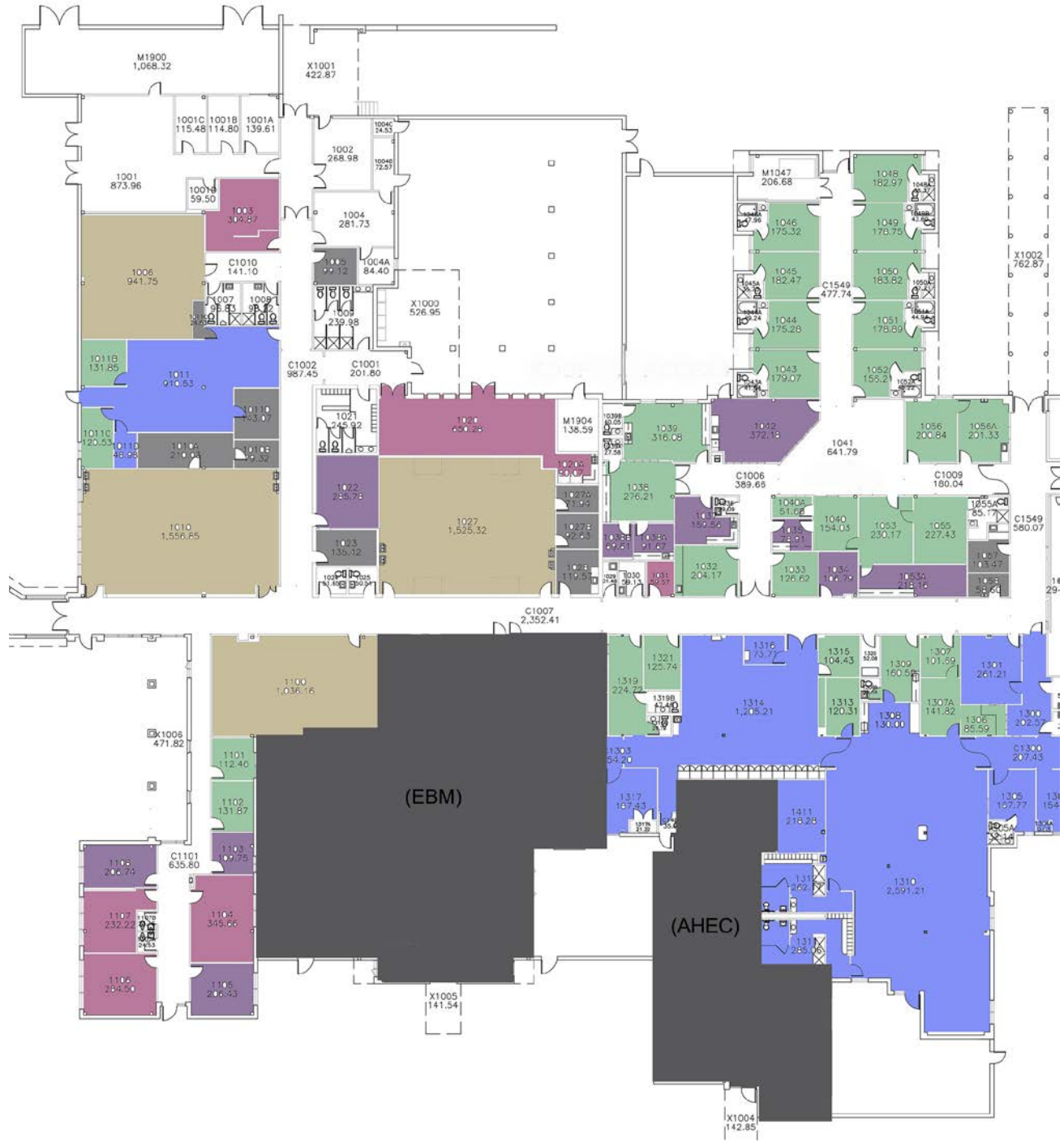
Post Office

A drop box for the United States Postal Service is located in MDC 1415 and is open from 8:30 a.m. to 4:00 p.m. The full service USF post office is located on Holly Drive, west of North Palm Avenue, and offers a variety of services including postage stamps, mailing supplies, and money orders.

Bookstore

The USF Health Bookstore is located adjacent to the south courtyard near MDL 1003. The store carries all of the required and recommended books for all of the USF Health Colleges. In addition, numerous reference books, medical instruments, dissecting supplies and lab coats are available.

Appendix 1: MDT Building Floorplan



Classroom/Instr'l Lab

Research Lab

Office

Student Area

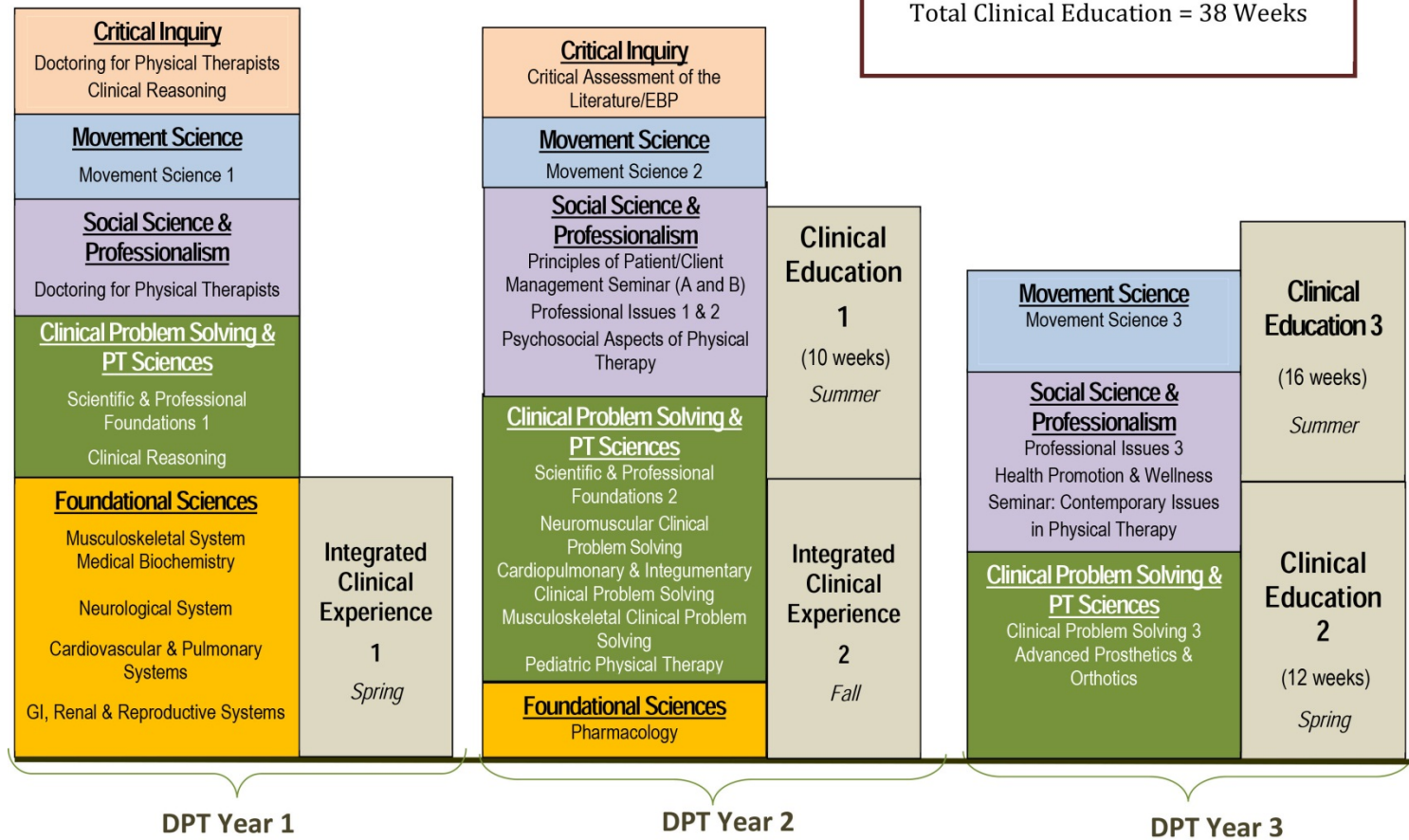
Resource Room

Appendix 2: DPT Curriculum Content Chart



DPT Curriculum 7-2014

Total Clinical Education = 38 Weeks



Appendix 3: The Physical Therapist's Professional Oath

The Oath of Commitment to Professionalism

As the University of South Florida
School of Physical Therapy and Rehabilitation Sciences Class of 2016,
we embrace our responsibility and accountability to the profession,
the community, and the individuals we serve. We will strive
not only to resolve physical disorders but to prevent them,
while inspiring others to reach beyond barriers and limitations.

In recognition of the privilege
bestowed upon entering this honored profession,
in the presence of my colleagues, friends, family, and faculty,
I solemnly and willingly dedicate myself to this oath.

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

I will protect the public and the profession of physical therapy by holding myself and my colleagues
accountable, ensuring that the services rendered are appropriate, legal, ethical, and just.

I will strive to recognize my own scope of practice and approach all decisions with an optimal level of
competency and professionalism, while respecting the knowledge and skill of fellow healthcare
professionals.

I shall create a comfortable and educational environment that promotes prevention, health, inspiration
and wellness for our patients.

I will assume responsibility for my own lifelong learning in pursuit of professional expertise.

I will strive to individualize my approach for each patient with compassion, encouragement, respect and
empathy in order to improve overall quality of life

I will strive to uphold all aspects of my profession with pride, honor, and integrity.

As a member of the class of 2016 in the
University of South Florida Morsani College of Medicine
Doctor of Physical Therapy Program,
I dedicate myself to lifelong learning
and freely accept the obligations and rewards
that accompany the practice of physical therapy.

written by: DPT Class of 2016

USF School of Physical Therapy & Rehabilitation Sciences

October 17, 2013

Appendix 4: Immunization Requirements



Morsani College of Medicine
Medical Health Administration
University of South Florida

12901 Bruce B. Downs Blvd., MDC 19
Tampa, FL 33612-4799
Phone: (813) 974-3163
Fax: (813) 974-3415

Medical Health Administration (MHA)
USF HEALTH Department of Clinical Affairs

DATE:	January 9, 2014
TO:	Medical and Physical Therapy Students Entering the University of South Florida Morsani College of Medicine Programs, Academic Year 2014/2015 (Class of 2018)
FROM:	Linda R. Lennerth, RN, MSN Assoc. Director, Medical Health Administration (MHA) Katherine Perry, LPN
SUBJECT:	Communicable Disease Prevention Certification & Physical Examination Verification Forms
DUE DATE:	July 1, 2014

Prior to beginning training at the University of South Florida and its affiliated institutions, you must:

- 1) Complete and return the attached Communicable Disease Prevention Certification Form to the MHA Office
- 2) Submit all Required Documentation as specified in each of the blocks on the Certification Form
- 3) Submit the Physical Examination Verification Form **AFTER** it is completed and signed by your Healthcare Provider
- 4) All documentation must be in **ENGLISH**.

Do NOT wait until the last minute to complete these requirements. It may take time to locate your past immunization records, obtain required vaccinations and schedule a physical exam appointment with your Primary Care Provider.

TB Screening: You must submit documentation of an initial **“Two-Step” TB Skin Test (TST)** or the result of an Interferon Gamma Release Assay (IGRA) blood test (**QFT / T-Spot**).

The **“Two-Step” TST** method requires the TST to be repeated at least 1-3 weeks after a “Negative” initial test.

To meet the USF requirement, you must submit:

- Documentation of at least 2 prior “Negative” TB skin test results administered within a 12 month period of time.
- Documentation of a current “Negative” TST **within 6 months** of training start date is also required (this can serve as the 2nd step if administered within 12 months of the previous test date).
- Documentation of a current “Negative” IGRA blood test (QFT / T-Spot) within 6 months of start date will be accepted in lieu of the “Two-Step” TST.
- If you have a history of a Positive TB screening in the past (TST / QFT / T-Spot), you must submit a completed copy of a Screening Questionnaire along with a Negative Chest X-ray report completed within 12 months of your start date at USF. A Questionnaire can be found and downloaded from the USF Medical Health Administration website at: <http://hsc.usf.edu/medicine/internalmedicine/infectious/medicalhealthadmin/Forms.htm>

In order to register for classes, USF requires all incoming students to either submit evidence of Meningitis immunization **or** a signed declination form. The immunization is required **ONLY** if you will be living in student housing. If you decide to decline the vaccination, you must print off a copy of the USF Student Health Immunization form. The form is available for download at <http://www.shs.usf.edu/userfiles/files/Medical%20History%20Immunization%20Compliance.pdf>, Check the declination box in Block 3, sign the form (#4), then attach it to the Communicable Disease Prevention Certification Form.

If you do not submit this documentation, you will be blocked from registering for classes.

Annual Influenza vaccination and Tuberculin Skin Testing (TST/PPD) will be required during your training and will be provided for you at no cost through the USF College of Medicine and/or our Medical Affiliates.

The completed Communicable Disease Prevention Certification form along with the required, supportive documentation specified should be mailed, scanned and emailed or faxed to:

Linda Lennerth, RN, MSN, Associate Director Medical/Health Administration
USF Morsani College of Medicine - MDC Box 19
12901 Bruce B. Downs Blvd. Tampa, FL 33612-4799

The University of South Florida Morsani College of Medicine is unable to provide the TB screening, vaccines and/or laboratory titers required for starting your program. These immunizations and/or laboratory tests must be completed prior to beginning your program. If you are not able to receive certain immunizations e.g., they are contraindicated, please contact us directly to discuss your situation. All vaccines are readily available through your local Health Department.

If you have any questions regarding the communicable disease prevention certification process, please contact us directly:

Phone: (813) 974-3163
Email: llennerth@health.usf.edu or kperry@health.usf.edu
Fax: (813) 974-3415

Rev 1-9-14



Morsani College of Medicine
Medical Health Administration
University of South Florida

12901 Bruce B. Downs Blvd., MDC 19
Tampa, FL 33612-4799
Phone: (813) 974-3163
Fax: (813) 974-3415

**Communicable Disease Prevention Certification:
Medical and Physical Therapy Students**

Prior to beginning training at the University of South Florida and its affiliated institutions, this form **must** be completed and submitted with **all required documentation attached by July 1, 2014**.
All documentation must be in English.

PRINTED NAME: _____ DATE: _____

STREET: _____ CITY: _____ STATE: _____ ZIP: _____

PHONE NUMBER(S): _____ EMAIL: _____

DATE OF BIRTH: ___/___/___ USF STUDENT NUMBER: _____ (ex. UXXXXXXXX)

PROGRAM (Check one): **Medical Student** **Physical Therapy Student**

COMPLETE ITEMS A-I

A. TUBERCULOSIS: Documentation of an initial "2-Step" Tuberculin Skin Test (TST/PPD). The 2nd Test must be at least 1 week and no longer than 12 months from the initial testing. A current "Negative" TST within **6 months** of visit to USF is also required. This current test result can serve as the 2nd Step if administered within 12 months of the previous test date (See MEMO).

TST Step 1	Date	Result	TST Step 2	Date	Result
		___mm induration			___mm induration

If 2nd step of 2-step Tuberculin Skin Test is not within 6 months of start date at USF, you will need to have another TST done and complete the following:

TST	Date (Must be within 6 months of start date)	Result
		___mm induration

Individuals with a history of a positive TST/PPD skin test must submit documentation of a negative chest x-ray within **12 months** of visit to USF **and** a current Screening Questionnaire for signs/symptoms of TB (see memo)*

CXR (if required)	Date:	Result (ATTACHED):
* Current Screening Questionnaire (if required) History of INH for treatment of Latent TB Infection: From _____ To _____ Received BCG vaccine Yes <input type="checkbox"/> No <input type="checkbox"/>		Date _____ Required Documentation Completed Questionnaire Copy

I am submitting Interferon Gamma Release Assay (IGRA) blood test results (QFT / T-Spot) in lieu of the "Two-Step" TST **(Documentation of the Lab Report Copy Required)**

B. RUBELLA (German Measles): Serologic documentation of a positive Rubella immune titer **OR** immunization with at least **one dose of live Rubella or MMR vaccine after 12 months of age.**

	Result	Date	Required Documentation
Rubella Titer (IgG Blood Test)	Pos <input type="checkbox"/> Neg <input type="checkbox"/>	___/___/___	Lab Report Copy
Or One live Rubella or MMR vaccine after 1/1/80	#1	___/___/___	Vaccine Documentation Copy

C. RUBEOLA: (10 Day Measles): Serologic documentation of a positive Rubeola immune titer **OR** immunization with **two doses of live Rubeola or MMR vaccine administered after 12 months of age and separated by 28 days or more.**

	Result	Date	Required Documentation
Rubeola Titer (IgG Blood Test)	Pos <input type="checkbox"/> Neg <input type="checkbox"/>	___/___/___	Lab Report Copy
Or Two live Rubeola or Two MMR vaccines after 1/1/80	#1	___/___/___ #2 ___/___/___	Vaccine Documentation Copy

D. MUMPS: Serologic documentation of a positive Mumps immune titer **OR** immunization with at least **two doses of live Mumps or MMR vaccine after 12 month of age.**

	Result	Date	Required Documentation
Mumps Titer (IgG Blood Test)	Pos <input type="checkbox"/> Neg <input type="checkbox"/>	___/___/___	Lab Report Copy
Or Two live Mumps or Two MMR vaccines after 1/1/80	#1	___/___/___ #2 ___/___/___	Vaccine Documentation Copy



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**Communicable Disease Prevention Certification:
Medical and Physical Therapy Students (page 2)**

E. VARICELLA (Chicken Pox): Serologic documentation of a positive Varicella titer OR two Varicella immunizations (given 4 to 8 weeks apart). This requirement is satisfied only by a positive titer or the vaccine series.

**** A history of chicken pox does NOT satisfy this requirement ****

	<u>Result</u>	<u>Date</u>	<u>Required Documentation</u>
Varicella Titer (IgG Blood Test)	Pos <input type="checkbox"/> Neg <input type="checkbox"/>	#1 ___/___/___ #2 ___/___/___	Lab Report Copy
Or Varicella vaccine series			Vaccine Documentation Copy

F. Adacel™ or BOOSTRIX® Vaccine Booster: Documentation of an Adult TETANUS/diphtheria/acellular pertussis (Tdap) vaccine booster is required. Tdap was licensed in June, 2005 for use as a single dose booster vaccination (ie. not for subsequent booster doses). The current CDC recommendation states "Healthcare personnel, regardless of age, should receive a single dose of Tdap as soon as feasible if they have not previously received Tdap and regardless of the time since last Td dose". After receiving Tdap, personnel should receive routine booster shots against tetanus and diphtheria by existing guidelines (every 10 years).

	<u>Date</u>	<u>Required Documentation</u>
Tdap (Adacel™ or BOOSTRIX®) vaccine	___/___/___	Vaccine Documentation Copy

G. HEPATITIS B Vaccination Series: Documentation of a complete Hepatitis B vaccination series of 3 injections.

	<u>Vaccination Dates</u>	<u>Required Documentation</u>
Complete Hepatitis B vaccine series:	#1 ___/___/___ #2 ___/___/___ #3 ___/___/___	Vaccine Documentation Copy

H. HEPATITIS B "POSITIVE" QUANTITATIVE SURFACE ANTIBODY TITER (Blood Test): Serologic documentation of a Positive (**QUANTITATIVE**) Hepatitis B surface antibody titer that verifies IMMUNITY to the Hepatitis B Virus. The TITER is required in addition to completion of the vaccination series. The results should be reported as "POSITIVE" or as a number. "REACTIVE" results will NOT be accepted.

	<u>Result</u>	<u>Date</u>	<u>Required Documentation</u>
Hepatitis B Surface Antibody Titer (IgG) (Quantitative)	Pos <input type="checkbox"/> Neg <input type="checkbox"/>	___/___/___	Lab Report Copy

I. MENINGITIS: Documentation of immunization with **one dose** of Meningitis vaccine **OR** a completed and signed USF Student Health Services Immunization Health History Form (Block 3, checkbox, signature) declining receipt of the Meningitis vaccine. The form is available at <http://www.shs.usf.edu/userfiles/files/Medical%20History%20Immunization%20Compliance.pdf> (**Note: Vaccination required only if living in USF Housing.)

	<u>Date:</u>	<u>Required Documentation</u>
Meningitis vaccine (**Required if living in USF Housing)	___/___/___	Vaccine Documentation Copy
Or Completed and signed USF SHS Immunization Health History Form (Block 3, checkbox and signature)	___/___/___	USF SHS Immunization Health History Form

**** ANNUAL TB SKIN TESTING (TST) will be required during your entire program. Individuals with negative skin tests on admission will be offered the annual TST at no cost through the Medical Health Administration office or from our clinical affiliates. Individuals with a history of a positive skin test must complete a screening questionnaire annually in lieu of the skin testing.**

**** INFLUENZA VACCINATION will be required each year. This vaccine will be provided for you at no cost beginning in October of each year through the USF Medical Clinic/Medical Health Administration office or from our clinical affiliates.**

Note: Several affiliated hospitals require drug and alcohol screening with and without advanced notice.

Please return completed form and supportive documents to:
Linda R. Lennert, RN, MSN, Assoc. Director OR Kathy Perry, LPN
Medical Health Administration - Employee/Student Health & Wellness
USF Morsani College of Medicine, MDC 19
12901 Bruce B. Downs Blvd.
Tampa, FL 33612-4799

Phone: 813-974-3163
FAX: 813-974-3415
Email: llennert@health.usf.edu OR kperry@health.usf.edu



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Phone: (813) 974-3163
Fax: (813) 974-3415

PHYSICAL EXAMINATION VERIFICATION

To be completed by student (please print)

LAST NAME FIRST NAME MIDDLE NAME

USF STUDENT NUMBER (UXXXXXXXX) BIRTHDATE (mm/dd/year)

Do you have any health problems or concerns of which USF Student Health Services should be aware?
 Yes No

If you wish to receive care for the above problems or concerns at USF Student Health services, it is your responsibility to make a follow-up appointment and to provide copies of pertinent medical records as necessary.

Student Signature Date

To be completed by physician

A thorough history and physical examination were completed on the above named individual, with the following results:

- All findings were within normal limits
 Follow-up care is required; patient was advised

Comments: _____

Physician Signature Printed Name Date

Facility Name (please print) office phone number

Address

Address

Please return completed form to:

Linda R. Lennert, RN, MSN, Assoc. Director *OR* Kathy Perry, LPN
Medical Health Administration - Employee/Student Health & Wellness
USF College of Medicine, MDC 19
12901 Bruce B. Downs Blvd.
Tampa, FL 33612-4799

Phone: 813-974-3163
FAX: 813-974-3415
Email: llennert@health.usf.edu OR kperry@health.usf.edu

Appendix 5: HELPS Information



WE ARE HERE FOR YOU



HELPS

If you are faced with problems that seem too big for you to deal with on your own or if you just need to talk, contact HELPS. The only thing you have to lose is the problem.

(813) 870-0184

www.woodassociates.net
gwood@woodassociates.net

HELPS

School got you stressed out?
Sad or blue?
Worried?
Feeling mad?
Drink too much?
Money problems?
Legal problems?
Family problems?
Is your child having problems?

If you, a family member, or significant other are faced with these or any other problem, HELPS is available. Just call us.

The HELPS Program is a FREE and CONFIDENTIAL benefit offered to students, family members, and significant others. The program is easy to use and available 24 hours a day/seven days a week.



Wood & Associates
Caring for the people who take care of your company

(813) 870-0184
www.woodassociates.net
gwood@woodassociates.net

Appendix 6: MCOM Professionalism Values

University of South Florida College of Medicine Professionalism Values

Value Anchor	Behavior	Example
Responsibility and Accountability	Comes on time and is prepared	
	Informs others that he/she will be unable to attend	Informs faculty of intended absence from a mandatory meeting/class or clinical assignment well in advance so that consequences of absence can be addressed. Emergency absences are reported the same day
	Assures continuity of patient care when absent	Arranges for coverage and discusses patients prior to leaving clinic/floor at the end of shift or rotation or for vacation
	Completes assignments, documentation and responsibilities on time	Submits all assignments when due. Completes charting on patients in a timely manner
	Complies with rules/procedures	Follows directions, rules and procedures; asks for clarification when needed
	Shares workload appropriately and takes on additional responsibilities when appropriate to help the team	Does equal share of work In a group project. Accepts or volunteers for reasonable share of absent member's duties/work when a team/group member is absent
	Responds to communications in a timely manner	Answers emails, pages, and returns phone calls promptly
	Acknowledges and accepts consequences of action	Acknowledges mistakes and accepts correction or action taken to remediate
Self Assessment/Improvement	Accepts and modifies behavior in response to constructive feedback in an appropriate manner	Listens to feedback without being defensive, asks questions to clarify expectations, seeks examples of how to modify performance and constructs an action plan to address areas needing improvement.
	Acknowledges limitations of knowledge, authority and ability	Does procedures only under direct supervision

	Shows the appropriate level of self-confidence	Presents in class or rounds with clarity and consistency. Acknowledges gaps in knowledge. Asks questions to help consolidate knowledge and skills. Is not arrogant or withdrawn
	Asks appropriate questions	Asks questions relevant to the learning activity or case. Inquires about appropriate reference sources for furthering learning.
	Consistently goes beyond the minimum in seeking knowledge and professional expertise	Demonstrates reading about topics or cases beyond the assigned tasks. Demonstrates curiosity about clinical topics and identifies topics for further learning.
	Balances availability to others with care for one's self	Attends to own needs for nutrition, sleep and exercise without compromising care of patients. Acknowledges level of personal stress and acknowledges when help is needed. Asks appropriate people for assistance
	Provides leadership or participates in outreach to the community	Volunteers to help run and staff community and international health programs. Organizes others and helps teach wellness in the community.
Ethical Behavior	Attributes ideas appropriately	Avoids plagiarism; acknowledges and attributes ideas of peers and others
	Demonstrates honesty and integrity	Does not seek answers to exam questions during testing administration; does not communicate exam answers to subsequent examinees; documents authentically when providing patient care; does not copy previous work.

	Recognizes potential ethical dilemmas	Demonstrates awareness of potential sources of conflict between patients, providers and team members. Demonstrates awareness of conflicts of interest in the practice of medicine
Appropriate Interactions with Others	Demonstrates courtesy, politeness and patience	Listens actively and attentively to patients, families, co-workers and responds appropriately
	Maintains appropriate boundaries	Does not become too familiar in speech or action with patients, families, or faculty. Does not ask faculty for special favors,
	Maintains appropriate appearance and demeanor	Good grooming/hygiene; appropriate and clean dress.
	Respects diversity	Asks about cultural background and acknowledges how these may impact health care.
	Considers other's point of view	Listens to others, asks questions to clarify differences of opinion; is not dogmatic, insistent or rude.
	Demonstrates insight into the impact of their communication & behavior on others	Acknowledges own non-verbal and verbal comments that may signal boredom or disrespect to patients, families or other team members.
Patient-Centered Care	Develops rapport with patients	Uses open ended questions, obtains patient's "story" of the illness, establishes trust with patient
	Incorporates patient's views on health and illness into care	Collaborates with patient and inquires as to patient preference for care
	Demonstrates compassion toward patients	
	Advocates for the patient	Gets appropriate individuals involved in patient's care, makes efforts to have team work together for patient's best interests and follows patient's progress.

Appendix 7: Media & Publicity Release

MEDIA & PUBLICITY RELEASE FORM FOR STUDENTS

I, the undersigned, hereby consent to the use by the University of South Florida (“USF”), and those acting with the permission and authority of USF, of all videotape, photographic or other images (“Images”) that USF has taken of me or in which I may be included, for all purposes, in any and all media (including Internet), without limitation, including promotion, solicitation, advertising, or trade.

I am fully aware that my likeness may appear in materials available to students, parents, faculty or staff USF, and individuals outside of the USF community. I hereby waive any right to inspect or approve the finished Images, or printed matter that may be used in conjunction therewith, or to the eventual use that the Images may be applied.

I understand that any distribution of the Images will be fully compliant with USF policies, statements, and values. I understand that **as a student** I am entitled to all state and federal privacy laws including the Family Education and Privacy Act (FERPA), and I waive any claim or privacy right with regard to the recording of video or photographic images and their use with respect to this project. I understand that the University of South Florida is not responsible for the unauthorized reproduction of my image and waive any rights and hold the University of South Florida harmless from any claims based on the unauthorized reproduction.

I release USF and those acting under their authority, from any liability relating to the blurring, distortion or alteration—intentional or otherwise—that may occur or be produced in connection with any processing, editing, transmission, display or publication of the Images.

I realize and understand that USF uses are, by nature, not-for-profit. Further, I recognize that all Images in which I participate – including film, photographic prints, video or digital files – are the exclusive property of USF.

This agreement constitutes the sole, complete, and exclusive agreement between USF and me regarding the Images, and I am not relying on other representation whether oral or written.

Signature _____ Date: _____

Printed name _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____

Email Address _____

Appendix 8: Student Accident Report

**Instructions for completing the
Doctor of Physical Therapy (DPT) Student Accident Report Forms**

PURPOSE

This document describes the necessary forms to be completed when a DPT student is involved in an accident during formal class time related to the School of Physical Therapy & Rehabilitation Sciences (SPTRS).

PROTOCOL

If a DPT student is involved in an accident during formal class time related to SPTRS, the student, witness(es), and SPTRS administration are required to each complete a standardized and approved form accounting for the accident. Use of any other form is not authorized for the purposes of SPTRS. These forms are as follows:

Form 1: Student Accident Report - Student

This form is for the DPT student involved in an accident to complete and submit to the Director of SPTRS. The purpose of this form is for the DPT student to report the accident he/she was involved in by accounting for the following: 1) time, location, and course association during which the accident occurred; 2) nature of the accident; 3) medical attention received; and 4) perception of the accident.

Form 2: Student Accident Report - Witness

This form is for the individual(s) who witnessed an accident involving a DPT student to complete and submit to the Director of SPTRS. The purpose of this form is for the witness(es) to provide a secondary account of what occurred in the absence of a full recollection of the accident by the student involved in the accident or to verify the DPT student's account of the occurrence.

Form 3: Student Accident Report - Administration

This form is for the SPTRS administrative staff to complete after receiving the Student Accident Report form(s) from the student involved in an accident and any witness. The purpose of this form is for the administration to track the occurrence, actions taken in response to the occurrence, and the DPT student's status.

Student Report

*To be completed by the student involved in the accident and forwarded to the Director of the
School of Physical Therapy & Rehabilitation Sciences within 24 hours of the accident.*

Name of Student Involved in Accident: _____ Student ID #: _____

Graduating Class Year: _____ Campus Address: _____ Phone #: _____

Sex: Male Female Date of Birth: _____

Date of Accident: _____ Time of Accident: _____

Accident Location: _____ Is it a laboratory? Yes No

Treatment: None First Aid Medical Treatment First Aid and Medical Treatment

If applicable:

What type of first aid and/or medical treatment was provided? _____

Where was the first aid and/or medical treatment provided? _____

Names of Witness(es): _____

Name of course in which accident occurred: _____

Course Director (faculty name): _____

Describe the accident and how it occurred:

If applicable, describe the injury and part of body affected (for example, sprain, cut, burn, right, left, arm, leg) related to this accident:

Perceived cause of the accident:

Signature: _____ Date: _____

Witness Report

To be completed by the witness involved in the accident and forwarded to the Director of the School of Physical Therapy & Rehabilitation Sciences within 24 hours of the accident.

Name of Witness: _____ GEMS Employee ID # or Student ID #: _____

Job Title or Graduating Class Year: _____

Campus Address: _____ Phone #: _____

Role at time of accident: _____

Name of Student Involved in Accident: _____

Date of Accident: _____ Time of Accident: _____

Accident Location: _____ Is it a laboratory? Yes No

Treatment: None First Aid Medical Treatment First Aid and Medical Treatment

If applicable:

What type of first aid and/or medical treatment was provided? _____

Where was the first aid and/or medical treatment provided? _____

Name of course in which accident occurred: _____

Course Director (faculty name): _____

Describe the accident and how it occurred:

If applicable, describe the injury and part of body affected (for example, sprain, cut, burn, right, left, arm, leg) related to this accident:

Perceived cause of the accident:

Signature: _____ Date: _____

Administrative Report

*To be completed by an administrator of the School of Physical Therapy & Rehabilitation Sciences
after reviewing the student and witness reports.*

Initial Report or **Follow-Up Report**

Administrative summary of the accident:

Current status of student:

Planned course of action:

Administrative Report prepared by: _____

Title: _____

Signature: _____ Date: _____