Disclaimer for Student Policies & Procedures Manual

This manual does not constitute a contract with the University of Colorado University of Colorado School of Medicine, Physical Therapy Program, either expressed or implied. The Physical Therapy Program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion and prior versions are void. Furthermore, the provisions of this document are designed by the Physical Therapy Program to serve as firm guidelines rather than absolute rules and exceptions may be made on the basis of extenuating circumstances.
# TABLE OF CONTENTS

GENERAL INFORMATION .................................................................................................................. 1

CURRICULUM .................................................................................................................................. 1
Mission Statement................................................................................................................................. 1
Program Goals and Outcomes ............................................................................................................. 1
Curriculum Philosophy ....................................................................................................................... 3
Curricular Threads .............................................................................................................................. 4
Educational Goals and Objectives ...................................................................................................... 4
Oversight of the Curriculum.............................................................................................................. 5
Semester Schedule of Classes .......................................................................................................... 5
Course and Course Coordinator Evaluations ..................................................................................... 6
Non-Credit Program Requirements ................................................................................................... 6
  Physical Therapy Program Minimum Grade Standard, Repetition of Courses, and Probationary  
  Status ............................................................................................................................................. 8
  Grade Scale .................................................................................................................................... 9
  Calculation of Grade Point Average ............................................................................................... 10
  Posting of Grades .......................................................................................................................... 10
  Grade Appeals Policy ..................................................................................................................... 10

REQUIREMENTS FOR PROMOTION AND GRADUATION ..................................................... 11
Course Registration ........................................................................................................................... 11
Transfer of Courses / Credits .......................................................................................................... 11

PROFESSIONALISM AND ACADEMIC HONOR CONDUCT CODE ......................................... 11
Professionalism ................................................................................................................................. 12
Academic Honor Conduct Code ....................................................................................................... 12
Policy Regarding Assignment Requirements .................................................................................... 13
Policy Regarding Missing Classes .................................................................................................... 14
Policy Regarding Requests to Change Examination Time ............................................................... 14
Jury Duty .......................................................................................................................................... 16
Student Affairs Committee .............................................................................................................. 16
Student Rights .................................................................................................................................. 19
Student Advocacy ............................................................................................................................. 20

OTHER INFORMATION ................................................................................................................ 21
Process for Filing a Complaint .......................................................................................................... 21
Communication and Access ............................................................................................................. 21
Computing ....................................................................................................................................... 22
Fire Response and Emergency Procedures for the AMC Campus ..................................................... 24

COURSE AND CURRICULAR ISSUES ......................................................................................... 25
Lab Groups ....................................................................................................................................... 25
Tuition and Fees ............................................................................................................................... 25
Syllabi, Course Packets, Books, Journals ....................................................................................... 25
Use of Facilities and Equipment ...................................................................................................... 25
Identification Cards, Building and Parking Access ........................................................................ 25
PT Program Labs Access and Use .................................................................................................... 26
Telephone Access ............................................................................................................................. 28
Disclosure of Activity Limitations ................................................................. 28

PROFESSIONAL CONSIDERATIONS .......................................................... 29
APTA Membership ...................................................................................... 29
Program Dress Code .................................................................................. 29
Professional Titles ....................................................................................... 34
Professional Events ..................................................................................... 34
Fund-Raising Events .................................................................................. 35
Drug and Alcohol Policy ............................................................................. 35
Respect of the Rights and Property of Others .......................................... 35

STUDENT SERVICES .................................................................................... 35
Counseling ................................................................................................. 35
Tutoring ....................................................................................................... 36
Writing Center ............................................................................................. 36
Student Health ............................................................................................ 36
Student Mental Health ................................................................................ 37
University Police Department: Safety and Security Information ............. 37
Policy on Disclosure of Personally Identifiable Information in an Emergency Situation ......................................................... 38
Physical Therapy Service for Students as Patients ................................... 38
Adverse Incidents Involving Students ....................................................... 39
Officers ....................................................................................................... 39

PHYSICAL THERAPY PROGRAM AWARDS ......................................... 42

GRADUATION RELATED CONSIDERATIONS .................................... 46
Exit Interview ............................................................................................... 46
Diploma Cards .............................................................................................. 46
Pre-Graduation Information ...................................................................... 46
Transcript Requests .................................................................................... 47
Graduation Ceremony .................................................................................. 48

APPENDICES ............................................................................................... 49
Appendix A: Core Values of the Physical Therapy Profession .................... 51
Appendix B: Professional Behaviors ............................................................ 53
Appendix C: Request for Absences due to Personal Circumstances or Professional Opportunities (Clinical Education) ................................................................. 55
Appendix D: Request for Absences due to Personal Circumstances or Professional Opportunities ................................................................. 57
Appendix E: Technical Standards for Admission, Promotion, and Graduation ...................................................................................... 59
Appendix F: Leave of Absence Request Form ........................................... 63
Appendix G: Withdrawal from PT Program ................................................. 65
Appendix H: Guidelines for Submitting Papers .......................................... 67
Appendix I: Written Paper Grading Rubric ............................................... 71
Appendix J: Marquette Challenge - APTA .................................................. 75
GENERAL INFORMATION
Since 1948, the Physical Therapy Program at the University of Colorado has established a tradition of excellence in educating physical therapy students and is committed to developing the next generation of leaders. Our faculty members are exceptional educators who are recognized as expert clinicians, innovative researchers, and community leaders. Our graduates stand out for their ability to practice proficiently based on best available evidence and sound clinical reasoning. As part of the School of Medicine, located on the only academic health sciences center campus in the Rocky Mountain Region, our program provides students an interdisciplinary learning environment uniquely designed to prepare them for their roles as future health care professionals.

CURRICULUM

Mission Statement
The mission of the Doctor of Physical Therapy Program (henceforth referred to as “the Program”), in the Department of Physical Medicine and Rehabilitation, School of Medicine, University of Colorado, is to provide Colorado and the nation with programs of excellence in education, clinical care, research & scholarship, and community service.

Elements of the mission statement are elaborated on as follows:

- **Education** – through educating and preparing competent and ethical physical therapists who will assume the multifaceted roles of clinical practitioners, educators, scholars / researchers, administrators, consultants, and advocates.
- **Clinical Care** – through providing physical therapy services to patients / clients across the lifespan in general and specialized areas of clinical practice.
- **Research and Scholarship** – through engaging in collaborative professional and interprofessional research and scholarly endeavors to support, utilize, and broaden the scientific basis of physical therapy practice.
- **Community Service** – through contributions of time, expertise and knowledge to enhance the broader community, including our affiliated institutions, other clinical institutions, other health care professionals, our professional organization, and citizens of Colorado.

Program Goals and Outcomes
The overarching goal of the educational program is to graduate generalist practitioners in physical therapy who are able to provide physical therapy in the constantly changing health care system. More specific goals are directly linked to the PT Program Mission and were developed in tandem with the mission statement.

**Students/Graduates:**
1. Graduates will pass the NPTE to become licensed physical therapists.
2. Graduates will be prepared to practice autonomously as Doctors of Physical Therapy.
3. Graduates will use critical thinking, evidence, and clinical reasoning in daily practice.
4. Graduates will be prepared to provide physical therapy care to meet the needs of patients across the lifespan.
Faculty:
1. Faculty will be competent educators.
2. Faculty will contribute to clinical practice.
3. Faculty will contribute service to the program, university and/or profession.
4. Faculty will engage in research and scholarship.

PT Program:
1. The program will engage in collaborative scholarly projects.
2. The program will be involved with patients / clients across the lifespan related to general and specialized areas of clinical practice.
3. The program will provide service, in the context of teaching, clinical care, and scholarship, to enhance the broader community, our professional organization, and the citizens of Colorado.

The PT Program has goals and expected program outcomes that are based on the mission statement, the APTA’s Vision 2020, the Guide to Physical Therapist Practice, and the Normative Model of Physical Therapist Professional Education. From these sources, a curriculum philosophy was developed collectively by the faculty and adopted on June 16, 2004. This curriculum philosophy was the starting point from which the DPT curriculum was developed and all outcome measures were based.

The expected outcomes, reflecting the program’s goals, have been identified as:

Students/Graduates:
1. Over ninety percent (>90%) of our graduates will pass the NPTE on their first attempt to become licensed physical therapists.
2. Eight-five percent (85%) of our graduates will feel competent to practice autonomously as Doctors of Physical Therapy within their first year post-graduation.
3. All (100%) of our graduates will use critical thinking, evidence, and clinical reasoning in physical therapy patient management.
4. All (100%) of our graduates will be prepared to provide physical therapy care to meet the needs of patients across the lifespan.

Faculty:
1. All (100%) of our faculty will be competent educators as evidenced by teaching evaluations and Program Director evaluation.
2. All (100%) of our faculty will contribute to clinical practice (e.g., through direct patient care, research that informs clinical practice, and/or development of clinical protocols and clinical tools).
3. All (100%) of our faculty will contribute service by participating in at least one committee or task force to the program, university and/or profession.
4. All (100%) of our faculty will engage in scholarly activities and co-author a minimum of 1 peer-reviewed product (e.g., paper, poster, book chapter, report) every two years.
Physical Therapy Program:
1. The program will participate in collaborative teaching, clinical service, and scholarly projects with faculty or programs on this campus or in other physical therapy education programs.
2. The program will allocate at least 1.5 FTE of faculty time to direct clinical care for patients / clients across the lifespan in general or specialized areas of clinical practice.
3. The program will provide service, in the context of teaching, clinical care, and scholarship, to enhance the broader community, our professional organization, and the citizens of Colorado.

Curriculum Philosophy
The curriculum prepares graduates to enter the doctoring profession of physical therapy for initial practice as generalist practitioners within primary physical therapy care. Primary physical therapy care is: 1) centered on the patient/client as well as family members and other caregivers, 2) culturally competent, 3) evidence-based and outcome oriented, 4) focused around functional movement, and 5) implemented across the lifespan. The curriculum prepares graduates to promote, maintain, and improve the health of individuals, communities, and patient populations. To provide this care, the curriculum prepares graduates to partner with the patient/client/family/caregivers and to collaborate with other health care professionals. The curriculum also emphasizes the future roles of graduates as leaders in the profession.

To become competent practitioners, graduates must demonstrate knowledge, values, attitudes, and skills required for ethical physical therapy practice.

Knowledge: Clinical Decisions are Based on Critical Thinking, Clinical Reasoning, and Current Best Evidence
Clinical decisions begin with a focus that guides the student to consciously adopt the patient/client and family/caregiver perspectives. Decisions are based on knowledge that includes the realms of foundational sciences, behavioral sciences, clinical sciences, and clinical practice. Decisions are shaped by an understanding of movement across the lifespan and perspectives of disablement and enablement. Decisions are guided by moral and ethical reasoning and are based on current best evidence.

Values and Attitudes: Professional and Ethical Values and Attitudes
Professional and ethical values and attitudes result in behaviors that are consistent with the doctoring profession and the core values of physical therapist practice. Ethical behaviors include the ability to reflect, address, and resolve competently the ethical issues confronted during clinical practice and research. These values and attitudes provide the basis for interacting with individuals and communities and are the stimulus for lifelong learning and contribution to the physical therapy profession.
Skills: Professional Clinical Skills

Professional clinical skills are needed for physical therapy screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and assessment of outcomes. These skills reflect the integration of critical thinking, evidence-based practice, psychomotor skills, and interpersonal skills needed for the delivery of physical therapy care, including advocacy, social responsibility, and consultation.

The learning environment should facilitate the development of knowledge, values and attitudes and skills that will serve students during their educational experience and in addition will facilitate their development as self-directed and life-long learners. To this end, the body of knowledge is presented within a format that emphasizes active engagement in the classroom and laboratories, experiential learning, self-reflection, and self-assessment.

Curricular Threads
Throughout the curricular plan, threads of trans-curricular processes and content are interwoven to prepare students to assume multifaceted roles in patient-centered care. These threads are:

1. Patient centered approach to care
2. Application of movement science across the lifespan
3. Use of evidence and critical thinking in clinical decision making
4. Responsibilities of a doctoring professional

Educational Goals and Objectives

Goal
The major goal of the educational program is to graduate generalist practitioners in physical therapy who are able to provide physical therapy in the constantly changing health care system. Graduates also are prepared to provide physical therapy care to patients/clients, populations, and communities in the following through roles in autonomous practice, as case managers, and in preventive, wellness, and fitness programs.

Objectives
Upon completion of the program, the physical therapy graduate is prepared to demonstrate abilities in the areas of knowledge, values/attitudes, and skills. Specifically:

1) Knowledge: Clinical Decisions are Based on Current Best Evidence and Clinical Reasoning
   a) Demonstrate competency in making clinical decisions that rely on use of current best evidence and incorporate scientific and critical thinking.
   b) Demonstrate competency in obtaining the best evidence by locating and critically analyzing available information, raising relevant questions, formulating new ideas, and reflecting on implications.
   c) Demonstrate competency using current enablement and disablement models in clinical practice.
   d) Demonstrate competency in evaluating movement dysfunction and determining appropriate strategies of intervention
2) **Values and Attitudes: Professional and Ethical Values and Attitudes**
   a) Accept the importance of providing culturally competent care for individuals of all ages and from diverse populations.
   b) Embrace legal and ethical behaviors and attitudes
   c) Embrace the seven core values of professionalism
   d) Pursue professional development and lifelong learning
   e) Accept responsibility for the further development of physical therapy practice.
   f) Accept responsibility for efficient, coordinated management of care based on the patient’s / client’s goals and expected functional outcomes.

3) **Skills: Professional Clinical Skills**
   a) Demonstrate proficiency of entry level clinical skills in screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes.
   b) Complete defensible documentation that is thorough, accurate, analytically sound, concise, timely and legible
   c) Demonstrate the ability to provide culturally competent care for diverse populations of all ages.
   d) Demonstrate effective collaboration and communication with patients/clients as well as other members of the health care team.
   e) Contribute to health promotion and health maintenance as well as health restoration.
   f) Provide consultation to individuals, families, health professionals, and community agencies and organizations.
   g) Accept the role of advocacy for patient/clients and families/caregivers.
   h) Incorporate changes in the health care environment and new policies within physical therapy practice.

**Oversight of the Curriculum**

The Physical Therapy Faculty as a whole is responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum that is consistent with previously established goals, objectives, and learning principles of the Physical Therapy Program.

The Curriculum Committee is responsible for review and oversight of changes to the entry-level curriculum. This committee is comprised of the Director of Clinical Education, a chair, faculty members representative of each of the three major clinical tracks (medicine, neurological, and musculoskeletal physical therapy), and student members. The committee meets monthly to review all curricular issues. The committee also reviews and approves new courses as well as major changes to existing courses.

The Curriculum Committee gives final approval to all changes of courses within the entry level and post-professional DPT curricula. This committee is comprised of the Director of the Physical Therapy Program, the Chair, and another member of the PT Faculty.

**Semester Schedule of Classes**

A schedule of class meeting dates and times will be provided by the PT Program to all students approximately three weeks before the beginning of each semester. While this schedule is intended to be accurate and complete, there are occasionally changes that must be made as the semester progresses. Any modifications to the schedule of class meetings will be emailed and
posted on the Google Calendar. Every effort will be made to avoid changes in the length of the semester, exam times, or scheduled university holidays or breaks once students have received the schedule.

**Course and Course Coordinator Evaluations**

**Summative Evaluations**
Students evaluate each course and each instructor at the end of every semester using a web-based on-line evaluation system. The Office of Educational Support Services (ESS) administers the campus-wide evaluation system, and student confidentiality is strictly maintained. Student names are kept confidential within ESS and are not shared with the Program Director or Course Coordinator. The information obtained from this feedback is used by the Course Coordinator and Program Director to guide changes in a particular course and teaching methodology. Evaluation results are also used to guide curricular decisions and faculty promotions. Any technical difficulties related to the course/instructor evaluations are to be directed to the Program Technology liaison.

Students must complete end of semester course evaluations before attending lectures and labs in the next semester.

**Formative Evaluations**
Individual faculty members may informally ask students for feedback at any time while a course is in progress, in order to assist the faculty member in evaluating course effectiveness and making revisions if needed.

**Non-Credit Program Requirements**
All students are required to complete several program requirements including:

1) 3 modules: HIPAA (Health Insurance Portability and Accountability Act), Medical Terminology, Academic Integrity
2) 3 Humanities sessions
3) 4 CAPE (Center for Advancing Professional Education) teaching/assessment activities
4) 3 phases of IPE (Interprofessional Education)
5) Service Learning in years two and three

Completion means attending designated sessions, completion of any assigned work, and/or attainment of a certain level performance designated by the session coordinator.

**HIPAA:** Health Insurance Portability and Accountability Act
A federal law, known as “HIPAA” (Health Insurance Portability and Accountability Act of 1996), requires that each institution establish and implement policies and procedures to ensure patient confidentiality. The HIPAA Privacy Rule regulates the use and disbursement of individually identifiable health information and gives individuals the right to determine and restrict access to their health information. Compliance with HIPAA’s privacy regulations has been required as of April 14, 2003. There are substantial penalties, both civil and criminal, for non-compliance.
To learn more about HIPAA at the University of Colorado, go to www.ucdenver.edu/academics/research/AboutUs/regcomp/hipaa/Pages/HIPAA.aspx or contact the CU HIPAA Compliance Office at (303) 724-1011

Students must complete a module and accessed through the DPTR 5002 Foundations of Physical Therapy course Canvas site, and pass the related quiz on HIPAA by the end of the summer semester.

**Medical Terminology**
Health care professionals need a working knowledge of medical terminology for effective communication. Students are responsible for learning medical terminology outside of class at their own pace. By the end of the summer semester, students will complete the related online module accessed through the DPTR5002 Foundations of Physical Therapy course Canvas site.

**Academic Integrity**
All matriculated students must complete four modules related to academic integrity. These modules include: 1) Plagiarism, 2) Cheating, 3) Other forms of academic dishonesty, and 4) Academic Integrity. This module can be accessed through the DPTR 5002 Foundations of Physical Therapy course.

**Humanities**
There will be a humanities session in each year of the program. Each humanities session exposes the student to stories of illness, disability, and accident, as a way to provide an exploration and analysis imaginative materials such as film, poetry and fiction that represent the vagaries of the human condition across the lifespan.

**CAPE: Center for Advancing Professional Excellence**
CAPE is a full-service assessment and education center specializing in the use of standardized patients and simulators. A Standardized Patient (SP) is an individual who is carefully trained to portray or simulate all aspects of a real patient as part of a case scenario in order to provide an opportunity for a student to learn or be evaluated on their clinical skills. Simulations involve the use of mannequins who are complex computerized machines that accurately depict a human experiencing various kinds of events from heart palpitations to distressed breathing, to urination, vomiting, and bleeding. There are four CAPE encounters throughout the three year curriculum, three assessment encounters with standardized patients and one teaching encounter with a mannequin.

**IPE: Interprofessional Education**
Each student will be assigned to a team of students, which may include some or all of the following disciplines: Physical Therapy (DPT), Physician Assistant (PA), Medicine (MD), Dentistry (DDM), Pharmacy (PharmD), Nursing (RN). The interprofessional team will meet several times in the three year curriculum. Over the first two years of the curriculum the team of students will meet for a total 12 hours of fundamentals in team building. In year three students will meet as a team in the CAPE (Center for Advancing Professional Excellence) for one half day and will be part of a team project during their final clinical affiliation in the program.
Service Learning

Service learning combines objectives focused on service and learning with the intent that the student engages in an activity resulting in changes for both the recipient and the provider of service (Vanderhoff, 2005). Students are required to complete two service learning projects as part of the core curriculum (in years 2 and 3), and have many opportunities to participate in additional service learning if they choose.

Physical Therapy Program Core Courses and Electives

All degree courses are listed on the PT Program website.

Physical Therapy Program Minimum Grade Standard, Repetition of Courses, and Probationary Status

The minimum satisfactory grade in any course is a C (73-76%). Students must receive a satisfactory grade in each course taken and must complete course requirements as outlined in the course syllabus. In the situation where a course may be taken from a department other than the Department of Physical Medicine and Rehabilitation, the grade policy of the Physical Therapy Program takes precedence. A minimum 3.0 cumulative GPA is required for graduation.

While a course is in progress, a student whose grade status for the course falls below 73% will be advised about consequences of failing and available resources for counseling and tutoring. If an unsatisfactory grade is received for the course the student will be referred to the Student Affairs Committee. The Committee will recommend options to the Program Director which could include dismissal from the Program, repeating the course the next time it is offered, or a remediation strategy and reexamination that would allow the student to continue progress in the Program. The procedures of the Student Affairs Committee and the imposition of probation, remedial action or dismissal from the Program are outlined below.

If a student fails two courses at any time while in the PT Program, the student will not be permitted to continue in the Program. The student will be referred to the Student Affairs Committee, which will make a recommendation regarding potential options. These options include, but are not limited to the following: 1) dismissal from the Program; 2) complete remedial work and then come back in a year; 3) repeat specific portions of the Program even though they were passed previously in order to assure success on return to the Program the following year.

Students must pass the practical examination portion of each course to successfully pass the course. A student who does not pass a practical examination will be given time to improve his/her understanding and application of the content, followed by the opportunity to repeat the examination one time. If the student passes the practical examination on the second try, the lowest passing grade is given for the practical examination (i.e., 73%). In the event that the student fails to pass the practical component of the course on the second try, the student will fail the course. In such a case, the Student Affairs Committee will determine the consequences as described above.

If a student does not receive a passing grade for a clinical education course, the Director of Clinical Education will notify the Student Affairs Committee. The Student Affairs Committee will review the report from the DCE, the Clinical Instructor’s evaluation of the APTA Clinical Performance Instrument (CPI), the student’s self-assessment (CPI), information gathered from phone and/or site visits as well as past performance in the academic portion of the curriculum to determine a plan of action. Options include, but are not limited to the following: 1) dismissal
from the Program; 2) complete recommended remedial work and continue in the Program; 3) complete remedial work and then continue the Program the following year.

If a student is unable to complete a full 16-week clinical internship they will meet with the members of the Student Affairs Committee (SAC). Meeting with the members of SAC may occur if the student was dismissed from the clinical site due to reasons of not meeting performance standards, and/or for reasons of physical or emotional illness. Prior to immediate assignment of an alternative clinical site the committee will make recommendations for remediation (to occur at the program) and assessment of readiness (may recommend formal assessment in the Center for Advancing Professional Excellence, CAPE). Extended length of clinical time will also be recommended by the Director of Clinical Education. These recommendations will be sent to the Director of the Physical Therapy Program for formal approval. In the event the student is unable to meet the standards of readiness to continue into the additional clinical time, the SAC may recommend additional remediation, followed by an assessment process or dismissal from the program.

At the end of the first semester within the Program, summer one, the GPA of individual students must be 2.75. The 2.0 credits of Exercise Science will not be calculated into the summer semester GPA until the end of the fall semester, at which point it will be calculated into the summer GPA. If a student’s cumulative GPA falls below this minimum, the student will be dismissed from the Program. The Student Affairs Committee will make recommendations regarding the possibility of remediation and reentry to the Program the following year. The student can petition to the SAC regarding his/her academic status.

A student whose cumulative GPA falls below 3.00 will be placed on academic probation. Students on probationary status have two semesters in which to raise their cumulative GPA to 3.00 or above for removal from academic probation. If the student successfully raises his/her cumulative GPA to the required 3.0, s/he will be informed by a letter from the Director of the Student Affairs Committee.

A minimum GPA of 3.0 must be maintained in each probationary semester. In the event that the cumulative GPA is a 3.0 or better after the first probationary semester, the student will be removed from probationary status. Failure to meet the conditions of probation may lead to dismissal from the Program.

**Grade Scale**

The Physical Therapy Program utilizes the following grade standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>I = Incomplete: Regarded as F if not completed within a maximum of one year</td>
</tr>
<tr>
<td>93% = A</td>
<td>90-92% = A-</td>
</tr>
<tr>
<td>90% = A</td>
<td>87-89% = B+</td>
</tr>
<tr>
<td>87% = A-</td>
<td>83-86% = B</td>
</tr>
<tr>
<td>80% = B-</td>
<td>80-82% = B-</td>
</tr>
<tr>
<td>77%-79% = C</td>
<td>77-79% = C+</td>
</tr>
<tr>
<td>73%-76% = C</td>
<td>P/F = P grade is not included in the grade point average; the F grade is included; up to 16 hours of pass/fail course work may be credited toward a bachelor's degree; any grade above F is regarded as passing</td>
</tr>
<tr>
<td>H/P/F honors/pass/fail - intended for honors courses; credit hours count toward the degree but are not included in the grade-point average</td>
<td></td>
</tr>
</tbody>
</table>
Any grade below a 73 is not a passing grade for the Physical Therapy Program.

**Calculation of Grade Point Average**

The University has had a uniform grading policy since 1974: [https://www.cu.edu/policies/aps/academic/1025.pdf](https://www.cu.edu/policies/aps/academic/1025.pdf) The Physical Therapy Program calculates GPA as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>A+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Unsatisfactory grades remain part of the academic record and are included when calculating the CU GPA.

**Posting of Grades**

The Family Policy Compliance Office within the US Office of Education has determined that using any part of the Social Security number, or any other institutionally assigned student identifier, as well as posting a list of student grades alphabetically, is in violation of the Family Educational Rights and Privacy Act. Therefore, the Physical Therapy Program faculty does not post any grades using any of these systems. Instead, the faculty uses the Student ID that is issued to the student during the application season.

https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html

**Grade Appeals Policy**

The Physical Therapy Program is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. It is recognized that students have the right to appeal a final grade and the Physical Therapy Program has a responsibility to respond to such an appeal in a judicious and timely manner.

**Criteria for Appealing a Grade:**

A student may appeal a final course grade on the grounds that:

1. The methods or criteria for evaluating academic or clinical performance, as stated in the syllabus or clinical manual, were not applied in determining the final grade, and/or
2. The faculty applied the grading criteria unfairly.

**Procedures**

Any student wishing to appeal a grade must initiate the process within 30 days of receiving the disputed grade. An appeal letter should be sent to the Course Coordinator and the Director of the Physical Therapy Program, stating the reason(s) for the appeal and specifying the requested change. Students are encouraged to discuss the appeal informally with the Course Coordinator before submitting a formal appeal.

The Course Coordinator will meet with the student to discuss the appeal within 15 business days of receipt of the appeals letter. Before the meeting, the student should provide the
Course Coordinator with copies of all materials pertinent to the appeal, such as the course syllabus, papers, tests, write-ups, etc.

If, after the meeting, the student and consulting faculty responsible for assigning the grade determine a change of grade is warranted, then the Course Coordinator will change the grade. If the Course Coordinator determines that a change of grade is not warranted, he/she must notify the student within 5 business days. The student may then appeal the decision of the Course Coordinator to the Director of the Physical Therapy Program. The Director may meet with the student and Course Coordinator before making the ruling. The decision of the Director of the Physical Therapy Program is final.

**REQUIREMENTS FOR PROMOTION AND GRADUATION**

Students must successfully complete all required courses prior to beginning each clinical affiliation and prior to graduation. Students must successfully pass all required affiliations to graduate from the Program. Additionally, students must meet standards of professional behavior. All courses must be completed by the end of twelve months after the last day of that course for which the student was registered. If a course remains incomplete after that twelve-month period, the incomplete grade will automatically be changed to a “W.” In order for the W to be replaced with a grade of completion, the student would need to register and pay for the course again in order to complete it with a passing grade.

**Course Registration**

The Office of Admissions and Records registers students online under the direction of the Physical Therapy Program. The Program provides details regarding elective registration and the student is responsible for any late registration fees. All students must complete the prerequisites before registering for any course. Prerequisites are listed in the course catalog. If a student needs to drop a course, s/he is responsible to do so prior to the deadline, which is listed on the Academic Year Calendar, which can be found on the program website.

**Transfer of Courses / Credits**

Transfer of credits follows the CU rules for professional programs. The Physical Therapy Program Director must approve any transferable credits and the Physical Therapy Program accepts the credits. Transfer courses are not included in the calculation of Grade Point Average (GPA). Transfer of credits is limited to 40% of the available credits in the Physical Therapy Program.

**PROFESSIONALISM AND ACADEMIC HONOR CONDUCT CODE**

**Relationship of Honor and Conduct Code to Local, State, and Federal Laws**

The University adheres to all appropriate local, state, and federal laws, and cooperates with law officials in all matters. Any alleged violation of local, state, or federal laws will be referred to the appropriate law enforcement agency and such laws have precedence over the provisions of this policy. The CU Physical Therapy Program upholds an Equal Opportunity Practice. If any student or employee of the University has concerns about discrimination, s/he is encouraged to utilize the resources provided to ensure due process, as is described in the Nondiscrimination Procedures of the University.

http://www.ucdenver.edu/about/departments/HR/HRPolicesGuidlines/Documents/Nondiscrimination.pdf
**Professionalism**

Professional behavior is required of CU Physical Therapy students throughout the physical therapy curriculum. Professional behavior includes, but is not limited to, responsibility to patients, to peers, to faculty members, to staff, and to oneself. It includes responsibility for self-education, timeliness, participation in course activities, and attendance. Additionally, professionalism includes responsibility to present oneself in an appropriate professional demeanor and attire as reflected in the Core Values of the Physical Therapy Profession (Appendix A).

As future health professionals, students should adhere to the highest standards of professionalism. Examples of unprofessional conduct include: misrepresentation of effort, credentials or achievement in either the academic or professional setting; any action which compromises the quality of patient care; violation of patient confidentiality; and other conduct which falls below that which befits a health professional, including: Alcohol and Drug Use (See “Professional Considerations: Alcohol Policy” in the Student Policies and Procedures Manual) and Respect of the Rights and Property of Others (See “Professional Considerations: Respect of the Rights and Property of Others” in the Student Policies and Procedures Manual).

Professional behavior will be considered when grades are assigned by Course Coordinators in all foundational science and clinical courses, although students may be disciplined (including probation or dismissal) for unprofessional behavior, even if such unprofessional behavior did not affect the student’s grade. The expectation for professional behavior increases as the physical therapy student progresses through the curriculum and as he/she moves into his/her final clinical affiliations and assumes responsibility for patient care. Students are expected to attain entry-level professional behaviors at the time of graduation (Appendix B).

**Academic Honor Conduct Code**

Education at the University of Colorado (CU) is conducted under the honor system. All students who have entered health professional programs are expected to demonstrate the qualities of honesty and integrity; and each student should apply these principles to his/her academic, clinical and subsequent professional career. The Physical Therapy Program expects all physical therapy students to conduct themselves according to the Academic Honor Conduct Code.

Academic Honor Conduct Code

The Honor Code is both a philosophy and a standard that requires physical therapy students and their peers to hold each other accountable for their actions. Its aims are to instill and to maintain the highest standards of academic and behavioral integrity amongst physical therapy students. Four modules related to academic integrity must be completed by all matriculated students. These modules include: 1) Plagiarism, 2) Cheating, 3) Other forms of academic dishonesty, and 4) Academic Integrity. These modules will be completed in a designated time frame (will be sent an email prior to matriculation) and can be accessed on Canvas, under the course titled Foundations in Physical Therapy, DPTR 5002.
A copy of the Honor Code is signed by each physical therapy student at his/her matriculation as an indication of acceptance and understanding of his/her responsibilities. In addition to complying with the Honor Code, physical therapy students are expected not to share instructional materials provided to them by the Physical Therapy Program outside of the Program or between class cohorts without the specific permission of the instructor. These materials include, but are not limited to lab recordings on DVD or online, content posted on Canvas such as lectures, recordings of Standardized Patient encounters, case studies, etc.

If an Honor Code violation is suspected of a student, the first and most important step is to meet face to face with the suspected student. This gives the student an opportunity to explain his/her behavior. If the explanation is adequate to support that there was no violation of the Honor Code, no other action needs to take place and the matter is concluded. If the explanation is not satisfactory, then letting the student know that a report will be made to the Class Honor Code Student Representative and/or the Student Affairs Committee (SAC) is in order. The meeting should be performed as soon as possible and the SAC should be notified soon thereafter (no later than two weeks). The process of meeting face to face with a student on difficult and sensitive matters requires a skillful approach, a skill that is not typically comfortable or proficient. Therefore a student reporting academic dishonesty may intentionally choose to confer with a physical therapy faculty member or other identified mentor within the University system, in order to explore a dialogue that reflects thoughtfulness, fairness and represents the core values of our profession (Appendix A). The process for reporting suspected Honor Code violations to the Class Honor Code Student Representative and/or the Student Affairs Committee is outlined in the sections of this Manual titled “Governance” and “Honor Code and Professionalism/Student Affairs Committee”. This process for reporting suspected violations of the Honor Code also applies to suspected violations of the policy against sharing of instructional materials.

**Policy Regarding Assignment Requirements**

Faculty use a variety of formats for course assignments ranging from situations in which students work entirely on their own to situations in which students work collaboratively in pairs or in small groups, with a range of options in between. Students operate under the CU Honor Code in all courses and for all assignments. Students should carefully review course expectations with regard to each specific assignment and the work requirements.

The following guidelines help to clarify student input and output related to assignments:

1. “work entirely on your own”:
   The student completes the assignment without consultation or discussion with any classmates. The student may be permitted to refer to texts or other resources as directed by the Course Coordinator(s).

2. “collaborate with colleagues but complete the product independently”:
   Students may work in pairs or groups while gathering and processing information, but each student must complete the actual assignment independently, in his or her own words.

3. “work in groups (of 2 or more students) and turn in a single product”: 

Students work collaboratively together on the entire project and each assigned group must turn in a single, unique product (paper) or participate in a single presentation. Each student in the small group receives the same grade.

Students are responsible for paying close attention to the guidelines given by the Course Coordinator(s). In the event of uncertainty, students should err on the side of working independently and ask for clarification.

Policy Regarding Missing Classes
Failure to attend a required session, without approval from the Course Coordinator, will be considered a violation of professionalism in addition to having consequences for the course in which the session was missed.

Policy Regarding Requests to Change Examination Time
Program policy is to give examinations (written, competency, practical, and standardized patient assessments or PCS Presentations) only at the scheduled time.

Unanticipated Life Events
It is recognized that unanticipated life events of an emergent nature do occur. In the event of unavoidable and personal or serious family issues (e.g., family illness or death) the student should contact both the Program Director and the Course Coordinator. If the student is unable to reach either person, a voice message and email message should be left. As appropriate, the Program Director will notify the faculty as a whole that the student will be absent over a certain time period. With consent from the student, the Program Director will inform the faculty of the reason for absence. Upon the student’s return, arrangements will be made to make up missed time and content.

Professional Opportunities
It is recognized that unique professional opportunities (e.g. presentation at a national conference) arise for which students may request an exception to this policy. Exceptions to this policy for professional opportunities may be granted according to the procedure below.

Personal Events
It is recognized that in rare circumstances, personal events (e.g. weddings, family reunions) may arise for which students may request an exception to this policy. Exceptions to this policy for personal events may be granted according to the procedure below.

Procedure
1. Student shall complete the “Request for Absences due to Personal Circumstances or Professional Opportunities” form (Appendix C) and submit to The Committee of Student Absences Chair (see below for committee description) in advance of making any plans (e.g. purchasing plane tickets). It is highly recommended that student completes a form immediately upon determining that he/she may miss a scheduled examination. Students are asked to submit their request a minimum of 6 weeks in advance of the event in order for the committee to meet and complete the process.
2. In order to come to an informed decision, The Committee will review the request, consult with The Course Coordinator and meet with the student.
3. A decision will be made by The Committee, which is final.
4. If the request is granted, a plan of action will be written.
5. The completed request form, indicating the committee decision, will be signed by all committee members.
6. The Course Coordinator will be made aware of the decision, and will indicate understanding via signature.
7. The Student will be given a copy of the completed request form indicating the decision, and will indicate he/she has received the decision via signature.

If the decision of the Committee is not followed, the student will be referred to the Student Affairs committee.

Committee on Student Absences
The Committee who will address requests for exam absence will be comprised of 3 faculty members appointed by the Program Director. The Committee will meet on an as-needed basis and will respond to the student within two weeks of its receipt of the request form.

Policy Regarding Absences during Clinical Affiliation and/or Field Work
Program policy is for students to attend all scheduled days of fieldwork or clinical affiliation.

Unanticipated Life Events
It is recognized that unanticipated life events of an emergent nature do occur. In the event of unavoidable and personal or serious family issues (e.g., family illness or death) during clinical education, the student should contact his/her clinical instructor, the Program Director and the Director of Clinical Education or his/her Clinical Education Advisor. If the student is unable to reach one of these individuals, a voice message and email message should be left. As appropriate, the Program Director or Director of Clinical Education will notify the faculty as a whole that the student will be absent over a certain time period. With consent from the student, the Program Director will inform the faculty of the reason for absence. Upon the student’s return, arrangements will be made to make up missed time and content.

Professional Opportunities
It is recognized that unique professional opportunities (e.g. presentation at a national conference) arise for which students may request an exception to this policy. Exceptions to this policy for professional opportunities may be granted according to the procedure below.

Personal Events
It is recognized that in rare circumstances, personal events (e.g. weddings, family reunions) may arise for which students may request an exception to this policy. Exceptions to this policy for personal opportunities may be granted according to the procedure below.

Procedure

1. Student shall complete the “Request for Absences due to Personal Circumstances or Professional Opportunities (Clinical Education)” form (Appendix D) and submit to The Committee Chair (see below for committee description) in advance of making any plans (e.g. purchasing plane tickets). It is highly recommended that student completes a form
immediately upon determining that he/she may miss any scheduled days of fieldwork or clinical affiliation. Students are asked to submit the request a minimum of 6 weeks in advance of the event in order for the committee to meet and complete the process.

2. In order to come to an informed decision, The Committee will review the request, consult with the Clinical Education advisor and the Clinical Instructor or Center Coordinator of Clinical Education (CCCE) and meet with the student if possible.

3. A decision will be made by The Committee, which is final.

4. If the request is granted, a plan of action will be written.

5. The completed request form, indicating the committee decision, will be signed by all committee members and a copy given to the student.

6. The Student will be given a copy of the decision and plan of action in writing, and will indicate he/she has received the decision via signature (via fax if needed).

If the decision of the Committee is not followed, the student will be referred to the Student Affairs committee.

**Committee on Student Absences (Clinical Education)**
The Committee who will address requests for absence from a clinical affiliation or field work will be the same as stated above with the addition of the Director of Clinical Education. In addition to the Director of Clinical Education, the Committee will be comprised of 3 faculty members appointed by the Program Director. The Committee will meet on an as-needed basis and will respond to the student within two weeks of the application.

**Jury Duty**
If a student is called upon to serve as a juror, it is the student’s responsibility to make reasoned decisions regarding whether or not the timing for the jury duty is problematic. If the timing of the jury duty conflicts with academic or professional obligations (clinical affiliations, exams, comps, etc.), then it is the student’s responsibility to request a change of date through the court. The student must be conscientious in requesting alternate dates in order to ensure that the new dates are not problematic.

**Student Affairs Committee**
The Student Affairs Committee (“SAC”) is charged by the Director of the Physical Therapy Program (“Director”) and the faculty with upholding the standards of the Physical Therapy Program and the profession. The Student Affairs Committee is composed of: Chairperson, Assistant Program Director, Director of Clinical Education, faculty member, student’s faculty advisor, and the Course Coordinator, when appropriate.

The Student Tracking System is used to observe trends per student throughout his/her time in the PT Program. Professional behavior concerns are submitted by faculty. These are culminated into a confidential document along with the GPAs of each student.

**Academic, Clinical, and Professional Issues**
When students’ academic, clinical, or professional issues arise, the issue is recorded on a student tracking form and discussed in a faculty meeting. The issue is first attempted to be resolved informally between the faculty member and/or faculty advisor and the student. If the issue cannot be resolved informally, the issue is then brought to the Director or to the faculty
during a faculty meeting. Either the Director or the faculty may refer the issue to the SAC. When appropriate, the SAC will review and evaluate the issue and design and institute a remedial plan. If the circumstances warrant, the SAC may impose probation or may forward a recommendation for remedial action or dismissal to the Director. The Committee does not impose withdrawal from the Program but determines student’s academic and clinical status at the time of withdrawal. In all cases, the implementation of behavior actions recommended by the SAC must be implemented within one year from the date the SAC first becomes aware of the issue.

**Probation**

Probation may be imposed for unsatisfactory academic progress. At the end of each semester, a degree audit (review of all grades and a calculated GPA) is conducted for each student within the PT Program. If a student’s cumulative GPA is below a 3.0 the student will automatically be presented to the SAC and the student will be placed on academic probation. This audit occurs within two weeks after the submission of grades. The student will be informed by a letter from the Director of the SAC by the end of the first week of the subsequent semester. A copy of the letter will be placed in the student’s file and submitted to the Director and the faculty advisor for that student. Students on probation must demonstrate some trend toward improvement by the end of the following semester and attain a cumulative GPA of 3.0 by the end of the following two full semesters. If, at this time, the student has successfully increased their GPA, a letter from the Director of SAC will be sent to affirm the student’s progress. A copy of the letter will be placed in the student’s file and submitted to the faculty advisor for that student.

Probation also may be imposed for other reasons including, but not limited to, the following: unprofessional behavior; honor code violations; and conduct that violates the integrity of science, clinical care, or research. In such instances the duration and conditions of probation are determined on a case-by-case basis by the members of the SAC.

Students on probation are subject to immediate dismissal if they incur additional academic or professionalism deficiencies while on probation.

**Remedial Action**

Any student on probation as well as students not on probation but experiencing academic (receiving an unsatisfactory grade for an academic [C- or below] or clinical course [IF or F]), clinical, or professional behavior challenges may be presented to the faculty by individual Course Coordinator. A recommendation may be made by the faculty that the student’s entire academic or clinical file be reviewed by the SAC.

In any of the above situations, each case is considered on an individual basis. The SAC may recommend remedial action, including but not limited to repeating a course or completing additional clinical experiences; completing additional academic or clinical assignments; or designing and implementing a professional behavior plan of action. The Student Affairs Committee may also recommend placing the student on probation separately or in combination with a remedial action. Additionally, the SAC may recommend dismissal from the Program. These recommendations will be made to the Director of the Program. The Director of the Program will make the decision in regards to what remedial action(s) to
impose, as well as whether or not to place the student on probation. This decision may be appealed by the student; the appeal process is outlined below.

The Director of the Program will appoint a separate committee to monitor the student’s progress. This committee will report progress to the SAC during the remediation period. At the end of the remediation period, the student is expected to have successfully completed the course.

In an instance where the student is placed on probation and remediation, if s/he has successfully raised his/her GPA or otherwise has met the conditions of his/her probation so as to be taken off of probation, s/he will be informed by a letter from the Director of the Student Affairs Committee.

A student who does not successfully complete the remedial action or does not meet the conditions of his/her probation may be subject to dismissal from the Program.

Dismissal from the Program
Following the remediation or probationary period, the Student Affairs Committee may recommend to the Director, dismissal based on an unsatisfactory academic or clinical performance or for other reasons including, but not limited to: unprofessional behavior; a student’s inability to change his/her probationary status or to successfully complete remediation; or an inability to meet the Program’s Technical Standards (Appendix E). The dismissal must be supported by evidence under a preponderance of evidence standard that the student did not meet the academic or professional standards of the Program or violated any of the academic or professional rules of the Program.

If the Director agrees with the dismissal recommendation of the Student Affairs Committee, the Director will send a letter to the student notifying the student of their dismissal. The student is then responsible for submitting a withdrawal form to the Director of the Physical Therapy Program. The student has the right to appeal the Director’s decision. The appeal process is set forth below.

Appeal Process
The finding(s) or sanction(s) of the Director the Physical Therapy Program may be appealed to the Senior Associate Dean of Education in the School of Medicine. It is imperative that the physical therapy student understand the consequences of appealing the finding(s) or sanction(s) of the Director before initiating the appeal process. The Senior Associate Dean’s decision regarding the finding is final.

• Filing
All appeals must be submitted in writing, addressed to the Associate Dean of Education, and hand-delivered to the Office of the Senior Associate Dean of Education. The appeal letter must include all supporting facts and arguments, and must be submitted no later than seven (7) calendar days after the notification of dismissal has been delivered to the student. The appeal letter must meet the following two conditions:

1. It must cite the basis of the appeal;
2. It must provide sufficient and detailed information to support the appeal.

Failure to meet either of these conditions shall be sufficient cause to deny an appeal, in which case the finding(s) or sanction(s) of the original dismissal letter from the Director of the Physical Therapy Program shall be final. The Senior Associate Dean of Education shall make the determination as to whether both conditions have been met.

In the event that an appeals process commences, new evidence may not be presented during the appeals process unless the student can prove the evidence was unavailable during the probationary or remediation period. The Senior Associate Dean of Education shall determine whether the student may submit new evidence on that basis.

The following are grounds for an appeal:
1. The findings of Director are not supported by substantial evidence;
2. The actions taken by the Director are not consistent with the nature of the violation or academic/professionalism failure based on the circumstances surrounding the event and the prior record of the student.

- **Burden of Proof**
  During the appeals process: the burden of proof rests with the student. The student must demonstrate by a preponderance of the evidence that his/her dismissal was not based on his/her failure to meet the academic or professional standards of the Program or his/her violation of any of the academic or professional rules of the Program.

**Withdrawal from the Program**
A student may withdraw from the Physical Therapy Program at any time. Students deciding to withdraw from the Program must report this decision to the Director of the Program. A meeting will be arranged to ensure that the student is satisfactorily informed and is making the decision to withdraw with adequate information. A student who withdraws, or is dismissed from the Program, must complete the withdrawal form from the Office of Student Admissions and Records and must also give a copy of this form to the Director of the Physical Therapy Program.

A student’s academic or clinical status at the time of withdrawal will be determined by the Student Affairs Committee and the Director of the Program. Withdrawal will be characterized as “withdrawal in good standing” (GPA of 3.0 or above, no unsatisfactory grades, and no professional behavior deficiencies) or “withdrawal not in good standing” (GPA below 3.0, unsatisfactory grades, or professional behavior deficiencies).

Students who withdraw without following the necessary procedures will be assigned a failing grade for the courses in the term from which they are withdrawing. Any student receiving financial aid must obtain clearance from the University Office of Financial Aid.

**Student Rights**

**Dropping Courses**
Students should refer to the Academic Year Calendar, located on Canvas for the last day to drop or add courses.
Courses that are dropped before the final day to drop/add will not appear on the student’s transcript. After the drop/add date has passed, tuition will not be adjusted and the student’s transcript will contain one of the following notations:

**Drop/Add Procedure and Notations**

1. Students will be allowed to drop and add within a period specified by the campus or its individual schools and colleges.

2. The add period may be no longer than the first 15% of the academic term, (as mandated by the Colorado Commission on Higher Education.)

3. Students seeking to add a course after the initial add period must obtain the instructor's permission.

4. After the initial drop period, the student must obtain the instructor's permission in order to drop. All courses dropped after the conclusion of the initial drop period appear on the permanent record with the grade of W.

5. After the 10th week, courses may not be dropped unless there are circumstances clearly beyond the student's control (accident, illness, etc.) In addition to the instructor's certification (as in 4 above), the student must petition his or her dean's office for approval to drop the course. Campuses, individual schools and colleges may have further restrictions on this time period.

**Leaves of Absence**

Students may petition the Program Director to take a leave of absence of up to one year. See Leave of Absence form (Appendix F). Student is responsible for completing a required Leave of Absence form and any additional paperwork. After an absence of one academic year, students who fail to register may be required to reapply for admission to the Physical Therapy Program.

**Withdrawal from PT Program**

If, for any reason, a student should withdraw from the Program, s/he must complete the Withdrawal from Program form and obtain all required signatures (Appendix G).

**Student Advocacy**

**Grievances**

The Advocacy Office can advocate on behalf of students at meetings of the Student Affairs Committee, provide advice, assist in presenting a student’s point of view, and propose solutions to academic and nonacademic issues. In addition, the campus Ombuds Office is available to listen to complaints, problems, or concerns. The Ombudsperson can help a student evaluate options and may offer referral to other appropriate resources for assistance. The Ombuds Office is located in Room 7005C in Building 500 of the School of Medicine and can be reached by phone at (303) 724-2950. The Ombuds Office maintains a policy of strict confidentiality and does not keep written records. The only time an exception may be
made to this policy is when the Ombuds Office believes that there is an “imminent threat of serious harm.”

Harassment or abuse of students, faculty, or administrative staff for any reason is unacceptable. A copy of the CU Sexual Harassment Policy that governs grievances related to sexual harassment is available for review in the Office of Diversity in the School of Medicine. The university upholds an equal opportunity policy (http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/HR/EqualOpp.pdf) and a policy of non-discrimination, with resources for due process available to all students and University employees (http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/HR/Nondiscrimination.pdf).

A Physical Therapy student’s concern regarding faculty-student interactions should be addressed to the Medical Student Advocacy Office, located in Room 8118 in RC-1. Student contacts with the office are confidential. The office is staffed by John Repine, Associate Dean for Student Advocacy and Counseling, and the Administrative Program Specialist. The phone number is (303) 724-8036; voice-mail messages are returned promptly. Dr. Repine can also be reached at (303) 917-4257.

OTHER INFORMATION

Process for Filing a Complaint
If a situation should arise wherein a student believes that the CU PT Program is incompliant with the APTA’s accrediting guidelines, students may contact the Commission on Accreditation in Physical Therapy Education (CAPTE), according to the APTA policy and procedure, which is detailed in the accreditation handbook, which can be found at: http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/RulesofPracticeandProcedure.pdf.

Communication and Access
The Physical Therapy Program uses several different methods of sharing information with students, depending on what is most appropriate to the circumstances. Students are responsible for developing and maintaining the professional habit of checking daily for information and announcements that may be posted via e-mail, on their class website, placed in student mailboxes, posted to Canvas, or by other means. It is expected that students will take responsibility for staying up to date on information made available to them.

Student Contact Information
Students are responsible to keep their contact information (address and phone numbers, including emergency contact information) up to date with both the university system and the PT Program.
1. To update the university system, go to https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html, click on the Student Sign-On Page. Enter your Student Identification Number (SID) and PIN. Look for a tab at the bottom of the screen indicating address/pin. Click on that tab and update your address/phone. You
will not be able to change your email address, as our school requires usage of CU email for official communication with/from the school.

2. To update the Program’s information, email your updated contact information to the staff member at the reception desk. *Be sure this information is shared with your payroll liaison if you are a student employee in the PT Program.*

**Mailboxes**

Student mailboxes are located in the Education 1 Building – Room 3300. Students are expected to check their mailboxes daily.

**E-mail**

The University of Colorado provides an e-mail account and anti-virus software for each student at no cost. Your e-mail will be firstname.lastname@UCDenver.edu The CU e-mail account is set up automatically by the University as the student matriculates with 50mb of storage space allotted per student. Students receive an introduction to e-mail during orientation. Any computer with a web browser and internet access may access this account by navigating to: webmail.UCDenver.edu. An introduction in the Canvas Learning Management System is provided to students during orientation. Faculty will use both e-mail and Canvas to post course materials as adjuncts to on-site classes and to provide updates.

E-mail communication to students from faculty and staff will be sent to the student’s CU e-mail address. Students are responsible for checking their university e-mail daily. Students have the responsibility to become comfortable using these systems. If problems arise when using e-mail, students should contact the student e-mail help desk at (303) 724-2171 or student.postmaster@UCDenver.edu. If they are unable to resolve the problem, contact the Program Technology liaison. Proper e-mail etiquette should be used for all communication.

**Bulletin Boards**

Two bulletin boards are provided in the Education 1-3300 lab; one is for posting of job opportunities and the other is for current campus lectures and activities.

**Learning Management System (Canvas)**

Canvas is the learning management system used by the University of Colorado for online posting of courses and supplemental course materials.

To access Canvas use Google Chrome or Mozilla Firefox to login: [https://ucdenver.instructure.com/login](https://ucdenver.instructure.com/login) The username and password is the same as used to access UC Denver email and computers.

If assistance is needed in accessing or utilizing Canvas, the student should contact the Canvas HELP desk Monday-Friday from 7am-7pm at (303) 315-3700 or cuonlinehelp@ucdenver.edu. If they are unable to resolve the problem, or if the student needs an exam reset, he/she should contact the Program Technology liaison.

**Computing**

Although students are not required to purchase a computer during their enrollment in the Program, purchasing a computer is strongly recommended as daily announcements are
distributed via email and Canvas, and many assignments require computer access. Computers are available for student use in multiple locations throughout the AMC Campus including; the Health Sciences Library, Education Building 1-Rm. 1501, Education Building 2N-Rm. 2201 and Research Building 1N-Rm. 1309. In addition there are 5 computers located in the PT Program teaching labs, on the 3rd floor of the Education 1 Building.

The University of Colorado and the PT Program support the transmittal of information using Microsoft products. All students are expected to know or learn the basics of using the Microsoft Office Suite (Word, Excel, PowerPoint, and Outlook).

The University provides access to computers, which are outfitted with Microsoft Office Suite and the Visible Human Dissection and also have CD writing capabilities. Black and white printing is available in the library, via a dedicated access card, available at the Reference Desk. Printing in all other student computer labs is available via an access card, which is available at the AMC Bookstore, on the 1st floor of Building 500. Printing is not available from the 5 computers in the PT labs.

Free wireless internet access is available across the entire AMC campus. The name of the wireless network is GUEST.

Students should not store their documents on the hard drives of any university-owned computers. Assignments or other files left on these computers are deleted on a periodic basis. It is the student’s responsibility to save assignments, data, and documents on their own removable disks or jump drives. The Program recommends that students purchase a 512mb (minimum) USB jump drive to store, transport, and share electronic files.

Students may not download music files or any programs from the internet to University-owned computers. Students should also refrain from using the internet to access websites with inappropriate content, as these sites may leave “cookies,” which can generate offensive content or advertising. Upon receipt of an allegation from the RIAA or any other artist association, IT Services will research the computer address presented in the allegation. If there is reasonable certainty of the computer user’s identity from the computer address, the information will be provided to the appropriate review board and/or department administrator for further action, as well as the CU System Legal Office. Under no circumstances will the University provide any identifying information directly to the RIAA or any other artist association unless validly subpoenaed. Students should be aware that any use of UC Denver computers and/or networks for illegal music/movie downloads or sharing is in violation of UC Denver computing policy. In addition to corrective and/or disciplinary action issued by the University, individuals could be found personally liable to an artist association and be subject to applicable civil and criminal penalties. Frequently asked questions related to this topic can be found at http://www.campusdownloading.com/faq.htm. Students are encouraged to watch the educational video found at http://www.campusdownloading.com/dvd.htm. Please note that this is an educational web site sponsored by the RIAA and other artist associations.

University employees and students are responsible for understanding and adhering to copyright law in creating scholarly and artistic works. Individuals who violate copyright law may be personally liable for such violations. For more information about securing copyright protection
and avoiding copyright violations, see the resources available at http://www.ucdenver.edu/about/departments/ITS/Pages/Copyright-Policy.aspx

Please report any operational problems or suggestions, related to the five computers located in the PT Labs, to the Program Technology liaison at (303) 724-9143.

Fire Response and Emergency Procedures for the AMC Campus
The campus fire alarm system has an audible and visible notification (horns and strobes,) as well as a public address system. Students should familiarize themselves with alarm pull-stations, extinguisher locations and exits in all buildings they are routinely in. You must evacuate the building when a fire alarm is sounded. The Fire Plan for AMC includes mandatory evacuation, following the A-RACE actions as follows: (A building evacuation plan is posted in the lobby area in each building.)

- **Activate:** Pull the nearest fire alarm pull-box.
- **Rescue:** Assist any injured or disabled persons out of the area, if safe. Do not put yourself in danger.
- **Alert:** Notify others in the immediate area. From a safe location, call 911. Give the exact location of the fire (campus, building and room number), what is burning, and your name.
- **Contain:** Close doors as you exit the fire area.
- **Evacuate:** Follow the EXIT signs to the shortest or safest route to safety. DO NOT USE THE ELEVATORS! Reassemble in a safe area with other students and coworkers to do a head count.

Use of Fire Extinguishers – Fighting fires is always a difficult decision. Extinguishers are intended to be used immediately, before the fire becomes larger. EVEN SMALL FIRES ARE DANGEROUS! Prior to fighting a fire, students must understand the use and limitations of the equipment. Fight small fires with the proper extinguisher ONLY IF YOU ARE TRAINED TO DO SO AND YOU HAVE AN ESCAPE PATH. Consider whether it is a better choice to follow the above procedures.

Blue Light Emergency Stations are located on outside walkways throughout the campus. Press the call button to reach Campus Security from any of these stations. Red telephones are also located on each floor of campus buildings. Dial 911 for Emergency or 4-4444 for non-emergencies.

The University of Colorado also offers an Emergency Notification System, to alert you of any campus-wide threats, snow closures or other urgent information. You are strongly encouraged to subscribe to this free service, which can provide text message alerts to your cell phone or other options. Contact information for the Campus Emergency Notification System:

Email: emer@ucdenver.edu Phone (303) 724-4999
Website: http://www.ucdenver.edu/about/departments/UniversityPolice/EmergencyPreparedness/Pages/EmergencyPreparedness.aspx
COURSE AND CURRICULAR ISSUES

Lab Groups
Students are assigned to specific lab groups with the main purposes of (1) designating equal numbers of students per quadrant and (2) allowing students to have a broader experience. Each semester lab groups are reassigned for reasons of space, equipment, faculty instruction, and attention. Therefore, permission is required for any lab group changes. If there are circumstances which necessitate that a student change lab groups for a single day, the student must receive permission to do so from the individual Course Coordinator. If there are circumstances which necessitate that a student change lab groups for the entire semester, the student must discuss this change with, and receive permission from, the Director of Admissions or designee. PT Program faculty members are not required to facilitate lab group changes or to require one student to change lab groups for the benefit of another. Students are offered the opportunity to submit carpool requests and an attempt will be made to honor them, but this may not always be possible.

Tuition and Fees
All Physical Therapy students are subject to tuition and all student fees imposed by the University of Colorado. The system will automatically lock a student out of registration if his/her tuition and fees are unpaid. Occasionally there may be an outstanding student balance with an entity within the university (i.e. tuition, books). A financial hold may be placed upon a student that would prohibit him/her from continuing education, whether it would be for registration or graduation, until payment is made. This will be at the discretion of each university entity.

Syllabi, Course Packets, Books, Journals
Course syllabi and course packets may be available on Canvas and/or purchased at Printing Services, located in the Bookstore in Building 500, 1st floor. Books may be purchased at the campus Bookstore. Many books and journal articles are placed on reserve in the Health Sciences Library, and course materials are frequently posted on Canvas for student access. Students are responsible to retain their syllabi and curriculum information for post-graduate education verifications.

Use of Facilities and Equipment
Whenever facilities and/or equipment are used, it is the responsibility of the user to restore them to a quality as good as they were found. Users are expected to be respectful of previously scheduled events and the needs of others, realizing that these are shared resources.

Identification Cards, Building and Parking Access
Identification Cards are issued during orientation, and should be worn at all times when on campus. Students must have an ID card to access the PT Program Labs, student computer labs, building access from 6pm-6am and on weekends, and library privileges. If students choose to pay for on-campus parking, your ID card also controls access to the campus parking lots. The PT Program Labs, Student Lounges and Computer Labs are available 24/7. ID Cards must be returned if the student withdraws or graduates. The Security Badging Office issues original cards and will replace lost cards or those with defective magnetic strips. Replacement fees are subject to change; contact the ID Access Office at (303) 724-0399 for more information.
**PT Program Labs Access and Use**

Students may use the PT Program labs located in ED1 (P26-3200, 3300, and 3400) during the week when classes are not taking place, after hours or during weekends with ID badge access. Audio/visual equipment is not to be used after hours or during weekends, unless authorized by the Program Technology liaison. All PT lab equipment, supplies, and materials are for the exclusive use of current students as part of their physical therapy educational curriculum. Therefore, all school equipment and materials, including but not limited to anatomical models, stethoscopes, BP cuffs, goniometers, stopwatches, wheelchairs, and DVDs, are for educational purposes only and should be left available for all students. Students who borrow any item must sign it out according to the instructions provided by Physical Therapy Program faculty and administrative staff members.

PT Lab doors must be closed and latched for security purposes. Doors to the hallway cannot be propped open for more than 90 seconds or Campus Security is called. If Campus Security is called to respond to an unlocked door, students who last accessed the lab through the open door will be responsible for paying the fees charged to the Program for a breach of security.

**Courtesy clean-up**

**All students:** take responsibility for the following after each class in the ED1-3rd floor labs and/or following practice or lab activities:

- Place all dirty linen into red or blue hanging linen bags.
- Throw out any garbage (drinks, paper, etc).
- Place chairs and plinths in standard configuration (displayed on screen and posted in labs).
- Return equipment or supplies to cabinets/correct storage location
- Plug in hi-lo tables and replace outlet covers.
- Wipe table head/face rests after use with disinfectant. All users should use a sheet or clean with disinfectant after every use and should drape face hole with towel to protect equipment from facial oils.
- Tidy kitchen in room 3300. Wipe counters, put/throw away items after use (e.g. Hot pack lab).
- Close windows.

Students should complete courtesy clean-up after each time they use labs on their own (ex: when practicing skills outside of class time or practice labs, evenings and weekends) as well as after each scheduled lab session.

**Student employee clean-up:** to be completed throughout each month by Work Study students:

- Return equipment to cabinets/correct storage location (weekly)
- Plinths
  - clean with disinfectant (weekly)
  - clean with bucket of hot, soapy water (biweekly)
- Laundry:
  - consolidate linens into bin for pick up (Mondays)
- Chairs: clean with disinfectant and/or fabric cleaner (monthly)
- Check Hydroculator water level in 3300 – top off as needed (weekly)
Exercise equipment: clean with disinfectant (monthly)
Mirrors in all labs: clean with glass cleaner & newspaper (monthly)
Wipe off surfaces for dust (monthly), e.g. computer tables, podium, etc.
Kitchen and Refrigerator: clean and disinfect (monthly)
Computer maintenance (between semesters)

A/V student worker clean-up: A/V student workers complete tasks daily

- Turn off projectors
- Clean white boards
- Tidy up podium (microphones in chargers and cords neatly coiled, remotes stored under podium)
- Check supplies (markers, erasers, batteries, DVDs)
- Report any operational problems to the Program Technology liaison.

Information for Locker Use
Lockers are available for use during the semester; select one in the Education Building 1, Education Building 2 North or Education Building 2 South. Email your information including your name, school of enrollment, locker number, building in which the locker is located, your email address, and phone number to: ess.amcsstudentlockers@ucdenver.edu Locks are not provided. Educational Support Services will conduct random checks of lockers to determine if lockers are being used that have not been registered. If you fail to register your lock with ESS, the lock may be removed and contents disposed. Lockers must be cleaned out by the end of the spring semester. All locks left on after the end of the spring semester will be removed and contents disposed. For questions contact the Educational Support Services Department in Education Building 2N, Room L501.

Physical Therapy Program Library
The Physical Therapy Program Library is located in the Physical Therapy Program offices, Education Building 2S-Room 3119. Books are for student and faculty use. Books can be used in the library or can be checked out from PT staff. If used in the library, please check the schedule outside of the door before using the room, as faculty have priority. Students cannot be in the library after the last faculty or staff member leaves for the day. Library hours are 8:00 am to 5 pm except when meetings are in progress.

Please use the following procedure to check out and return books:

**Checkout**
- Date and sign the card in the book.
- Give card to an administrative staff person.
- Checkout time is two days (48 hours or Friday through Monday 8 am).

**Return**
- Present book to administrative staff person. (Do not leave on the desk, must be in the person’s hand.)
- Administrative staff person retrieves card and places in book.
If books are kept longer than two days, the student may be fined $5 per day or part of day. If the book is lost or damaged, the student is responsible for the replacement cost of the book.

**CDs/DVDs**

Faculty may choose to place specific videos, CDs or DVDs to be accessed in the Health Sciences Library. These materials may not be checked out or copied, but can be viewed at the Library.

Students will sign a videotape/photography release form during orientation for the Program to use videotapes or photographs produced during classroom and laboratory instruction for educational or promotional purposes.

**Copy Machine**

Only faculty and staff may use the PT Program Office copy machine. Students may not use the machine. All work requests must go through administrative staff and a work request form must be completed. Only work authorized by the Program will be copied.

**Use of Equipment**

Equipment made available for student use in the PT Program Laboratories (ED1-3200, 3300, 3400) may not be removed from these areas without permission from faculty. All equipment must be signed out by the student. Specific courses require use of some equipment (for example, wheelchairs) outside of the laboratories (for example, on outdoor terrain). Please handle equipment in the appropriate manner to prevent malfunction or damage. Please notify faculty of any equipment malfunction or disrepair.

**Telephone Access**

A campus phone for student use is available in the PT Lab 3300. Dial 9 and then the number to reach non campus numbers.

**Disclosure of Activity Limitations**

Physical Therapy education and practice requires activities that can expose a student to risk of physical injury if the student’s joints, ligaments, tendons, or other tissues contain weaknesses, known or unknown, or previous injuries. Throughout their enrollment in the Program, students are expected to know their own existing physical limitations, or obtain an appropriate physical screening examination, and to withhold themselves from participation in any activity that they feel might aggravate the condition or exceed physical abilities, or accept any and all risk of participating in the activity. Any general liability incidents (on campus “non-medical treatment” injuries such as slip and falls) should be reported on the following website, [https://www.cu.edu/risk/](https://www.cu.edu/risk/) under the general liability claim section. If students practice outside of class time, neither students nor participants would qualify for university workers’ comp nor is there any accidental medical payment coverage that applies.
**Student Responsibilities**

Students are responsible for notifying instructors about any physical or other conditions that limit their ability to participate in any curricular activity. Students with such conditions should either withhold themselves from participating in any curricular activity that they feel might aggravate the condition, or exceed their physical abilities, or assume full responsibility for their participation. Students with limiting conditions who choose to let an instructor use them to illustrate a condition or demonstrate an intervention technique assume full responsibility for their participation.

**Injury During Class Time**

A student who is injured in a class will notify the instructor within 24 hours of the incident, and a report will be completed and filed. Report forms can be found online at https://www.cu.edu/risk/ (see the link on the left, “File a Claim.”)

For a student who is an employee of the University of Colorado:

The student will seek appropriate medical care as defined by the applicable medical insurance policy. Note: A basic first aid kit and an AED (defibrillator) are located on the pillar in the PT Program Lab ED1-3300.

**PROFESSIONAL CONSIDERATIONS**

**APTA Membership**

In support of physical therapy as a profession, and the Program’s desire to promote professional responsibility, all students and faculty are strongly encouraged to be members of the American Physical Therapy Association (APTA). Students are also encouraged to seek opportunities for professional growth and attend APTA conferences and meetings held at local, state, and national levels during the 3-year DPT Program.

**Program Dress Code**

As a doctoral profession, Doctors of Physical Therapy (DPT) are members of a team interacting with patients and other professionals in many healthcare settings. There are considerations that must be given to ensure that physical therapy constituents are presented in a professional manner both on campus and externally. The following issues/concerns have been addressed in designing this document:

- The physical therapy learning process requires both academic learning and hands on contact with simulated and actual patients.
- The practice of physical therapy requires professional communication and consultation, as well as physical contact with patients.
- The lab setting has its own unique set of clothing requirements for students to learn and practice skills.
- When students enter the clinical setting, they are interacting with a variety of persons of all ages, cultural backgrounds and sensitivities and are representatives of the University of Colorado PT Program.
- Professionalism and professional attire are expected nationwide amongst our colleagues.
Considering these issues, there is a dress code for the CU PT Program. This dress code is sensitive to the needs of the students, the location of the program, the clinical sites receiving our students and also takes into account the issues of professionalism noted above.

A. Lab Attire:
Lab attire must allow exposure of any area of the body necessary for lab activities. Frequently, areas of the body need to be observed even if they are outside the primary focus of the lab. Therefore, all students must come to every lab prepared to appropriately expose any area, with the exception of genitals and female breasts, while continuing to maintain a sense of modesty at all times. Towels and sheets should be used during lab to cover or drape areas of the body that may be at-risk for exposure when demonstrating, practicing, or otherwise carrying out procedures that move or place the extremities in various positions.

It is appropriate, at the student’s discretion, to wear covering clothing such as t-shirts, sweatshirts or sweatpants that can easily be removed as needed during the lab session. Class instructors may at times email the class to let them know a particular lab will not require lab attire on a given day. At all other times, lab clothes are mandatory unless cleared by the instructor.

Examples of Appropriate Lab Attire:

Women:
- Sports bra
- Halter top
- Tank top with built in bra
- Bathing suit top
- Lycra or bike shorts (may be used as appropriate attire or beneath regular shorts for coverage of the pelvic area)

All:
- Shorts of moderate length (adequately covering undergarments) ideally loose enough or with elastic waist to expose upper pelvis

Students have the responsibility to use towels, sheets, or other appropriate draping to maintain proper coverage when working together with other students and instructors in the lab. Students must properly drape themselves and remind fellow students to do the same in order to avoid unnecessary or unforeseen exposure. This is especially important when lower extremities are moved or placed in certain positions during lab activities.

B. Regular Class Attire:
The CU Program is located on a multi-disciplinary academic medical campus. It is not unusual to encounter patients or other professionals in hallways and open areas. Therefore, care should be taken to dress in an appropriate manner for contact with the public when outside of the PT labs. General attire is appropriate such as denim, moderate length shorts, sleeved or conservative sleeveless tops.
The Following are NOT Appropriate for Regular Class Dress:

- Midriff baring tops or other tops/bottoms with torso exposure.
- Low cut tops allowing exposure of breasts or bras.
- Tank tops that have thin straps or wide arm openings and do not allow for adequate coverage of bras or other undergarments. Built in bra tank/camisoles are not appropriate unless worn in combination with another shirt or blouse.
- Shorts shorter than “moderate” length.
- Bare feet. (Shoes must be worn at all times outside of lab. Flip flops are allowed.)
- Low rise pants exposing undergarments.

Student Employees: Due to the frequent contact with prospective students, faculty from other programs, and the public, student employees are asked to pay particularly close attention to their attire while working on campus.

C. Clinical Professional Attire:
When entering the clinic, certain standards are raised due to contact with patients/clients and the general public. In addition, dressing professionally automatically commands a higher level of respect from those with whom the physical therapist comes into contact with. The dress expectation is for professional appearance that allows for patient treatment. Exceptions to the professional clinical attire standards, due to specifics of an individual clinic setting, must be cleared by the student with both the clinical instructor and CU PT Program Director of Clinical Education. For instance, in a setting where exposure to body fluids is common (e.g. severe neurological trauma), scrubs may be issued or worn as the dress code in that facility.

In any facility where a more formal dress code exists, this code will supersede the CU PT Program dress code.

Some facilities maintain a very liberal dress code. Although not mandatory, it is suggested that students maintain the CU Clinical Professional Attire dress code in those settings as well. By doing so, the student will be presenting a professional image to the community and patient population, as well as setting an example as a Doctor of Physical Therapy.

It is the student’s responsibility to determine the minimum facility requirements prior to the first day of clinical. Dressing more formally on the first day of clinical until dress code is clarified is suggested.

Guidelines for /Examples of Appropriate General Clinical Attire:
Men:
- Collared shirt (polo style)
- Dress shirt with or without tie
- Normal dress shirts (no t-shirts or t-shirt collars)
- Sweaters
- Pleated, flat-front, khakis or similar dress style pants
- Clean, oxford style or similar shoes with colored socks
Women:
- Long or short sleeved collared shirt
- Dress shirts (no t-shirts) or blouses
- V neck shirts (as long as cleavage is not exposed when leaning over a patient)
- Pleated, flat-front, khakis or any dressier style pants
- Sweater or jacket
- Clean, closed toe shoes with colored socks. Relatively low heels are recommended.
- Skirts of sufficient length and looseness to cover when squatting or working on a mat table with a patient

The Following Items are Not Appropriate for Clinical Professional Dress:
- T-shirt or similar style shirt
- Midriff baring tops or other tops/bottoms with torso exposure
- Low cut tops that could potentially expose breast/chest when leaning over a patient
- Shorts unless specifically cleared by clinical site
- Low cut pants that may expose undergarments when working with patients (i.e. squatting to floor)
- Informal pants such as jeans or cargo style/painter’s pants
- Skirts of insufficient length and looseness to cover undergarments and thighs when squatting or working on a mat table with a patient
- Open toed or heel shoes (such as sandals or clogs) unless specifically cleared by clinical site
- Shoes without socks or nylons (exception is made if wearing a skirt)
- Athletic shoes unless specifically cleared by clinical site
- Denim or ripped clothing
- Tight pants and/or shirts that are revealing or suggestive clothing that exposes a tattoo while working with a patient
- Hair dyed in unnatural colors or in extreme cuts or styles.
- Facial, tongue piercing
- Excessive ear piercings
- Excessively wrinkled or dirty clothing

D. Guest Speakers:
When guest speakers present lectures, it is respectful to dress in attire similar to the professional clinical attire detailed above. There are certain dress items that are appropriate for guest speakers, but not for clinicals, such as open toe/heel shoes. The student must use discretion and remember that he/she is representing the PT Program to the guests.
- Each class instructor is responsible for educating his/her class as to dates to expect guest speakers and appropriate attire.
E. Professional Meeting Attire (i.e. State or National APTA Meetings):
When attending professional meetings, students represent the profession of physical therapy and the CU PT Program in particular. Therefore, a minimum of professional clinical attire is required while the participant is a student at the school. Due to the community-wide exposure, it is recommended but not required that a more formal level of dress is worn at these events.

Upgraded attire recommendations are below:

Men:
- Shirt and tie.
- Dress pants.
- Dress shoes and socks.

Women:
- Dress pants, dress/skirt, business-style suit with pants, skirt or similar outfit.
- Dress shoes with socks or nylons.

F. Other Considerations:
- **Jewelry**: The nature of physical therapy involves extensive use of the hands and wrists. Wearing multiple rings, bracelets etc. can lead to discomfort for both the patient and therapist. Many therapists, especially those performing hands on work or “manual therapy”, choose to minimize jewelry. Students may want to consider minimizing use of jewelry both in lab and clinic to reduce likelihood of discomfort to the patient or lab partner. In pediatric settings, or other settings where patients may have impaired cognition, only modest jewelry, especially earrings and necklaces should be worn to avoid injury to the therapist (i.e. grabbing of dangling earrings by a child or confused adult).

- **Fingernails**: The nature of physical therapy involves extensive use of the hands in contact with the patient. At times, such as in performance of “manual therapy,” longer nails may push into the skin of the patient and cause discomfort. Additionally, dry hands and cuticles due to frequent hand washing are common in all settings. Due to these risks, it is recommended that students maintain their nails at a conservative, shorter length when they will be contacting either patients or lab partners. In the clinical setting, if polish is used, it should be a conservative shade without nail jewelry or nail art.

- **Hairstyle**: Frequently, physical therapists are in close contact with patients and are required to lean over patients to provide care. A hairstyle is recommended for clinic and lab that is either short or able to be pulled back so it does not obstruct contact and view of patient.

- **Hats**: Some instructors may be opposed to wearing of hats in their classes. If so, they will announce this objection at the beginning of the semester or speak with students on an individual basis. Students are expected to adhere to instructor requests unless they have religious or medical reasons that require a head covering. In such cases, the student should communicate that information with the course coordinators at the beginning of the semester.
• **Compliance**: Students are expected to comply with the stated dress code. If the code is violated, each instructor is responsible for directly discussing the issue with the student. If repeated violations occur, the student will be referred to the Student Affairs Committee for further disciplinary action.

**Professional Titles**

As a courtesy, on the CU campus, students should use appropriate professional (doctor), academic (professor), or courtesy titles (Mr., Mrs., Ms.) when addressing an individual, unless they have been invited to move to a first name basis.

Within the Physical Therapy Program individual faculty will designate how they prefer to be addressed in lecture or laboratory settings.

In the clinic, always use a courtesy title and surname unless the patient/client, therapist, staff, or other health care professional gives permission to use his/her first name. As a general guideline, it is safer to err in the direction of formality than to assume everyone prefers informality.

**Professional Events**

**Interviews, Campus Days, and More**

The Program hosts a variety of activities promoting the Program. Current students are vital to this process, especially in regards to recruitment. Prospective students want to know what it is like to be in the Physical Therapy Program. Talking with current students gives them a good perspective of the Program. Elected Recruitment, Admissions and Matriculations Committee (RAM) student liaisons help coordinate activities. Other students are asked to participate as much as possible to assist in promoting the Program.

**Second-Year Buddy Program**

During spring semester, the class president and vice president appoints an ad hoc committee that will:

- Compose a letter to be included in the orientation packet by April.
- Solicit second-year students to volunteer for the buddy program.
- Pair second-year and incoming students.

**Channel 9 Health Fair**

During the spring semester, a faculty member coordinates student volunteers to participate in the Channel 9 Health Fair and organizes the demonstration of the Body and Balance screen.

**Physical Therapy Month**

Beginning in June, the Colorado Chapter APTA (COAPTA) Student Special Interest Group (SIG) liaison will appoint an ad hoc task force of CU student APTA members to plan and coordinate Physical Therapy Month (October) activities. These may include: Brown Bag lunch series, a postural screen, sporting activities between student classes or other PT/PTA programs, a nursing home visit, and/or community service. All activities and plans **MUST** be approved by the Class Faculty Advisor.
**Fund-Raising Events**

All fund-raising ideas are **OPTIONAL/VOLUNTARY** and will be voted on for approval by the class and submitted to the Faculty Class Advisor per class for final approval. Information must be provided to the Program Manager as early as possible for appropriate authorizations. During the fall semester, the Program Manager will meet with elected officials to discuss fundraising policies.

**Drug and Alcohol Policy**

CU complies with the federal Drug Free Schools and Communities Act. The University of Colorado does not allow the unlawful manufacture, dispensation, possession, use, or distribution of a controlled substance (illicit drugs and alcohol) of any kind and of any amount. These prohibitions cover any individual's actions which are part of University activities, including those occurring while on University property or in the conduct of University business away from the campus. [http://www.ucdenver.edu/about/departments/HR/Documents/Drug%20and%20Alcohol%20Info.pdf](http://www.ucdenver.edu/about/departments/HR/Documents/Drug%20and%20Alcohol%20Info.pdf). University funds, including those raised as part of class fundraising efforts, cannot be used for the purchase of alcohol.

The passage in Colorado of Amendment 64 does not change existing University of Colorado campus policies that prohibit the possession, use and distribution of the drug by students, employees and all other visitors on university properties. The use or possession of marijuana is still not allowed on campus, or in the conduct of university business away from campus. [http://catalog.ucdenver.edu/content.php?catoid=1&navoid=24#Drugs_and_Alcohol](http://catalog.ucdenver.edu/content.php?catoid=1&navoid=24#Drugs_and_Alcohol)

**Respect of the Rights and Property of Others**

Students should conduct themselves in a manner which recognizes the rights and property of others. Examples of inappropriate behavior include theft, damage to University or personal property of others, disruption of educational or other activities on campus, illegal use of University facilities, harassment or physical assault, and any conduct which threatens the health or safety of others.

**STUDENT SERVICES**

**Counseling**

**Personal Counseling**

If a student experiences personal problems with associated distress, the following services are available:

- Call the Student Psychiatric Health Service at (303) 724-4953 regardless of whether the student does or does not have student health insurance.
- One of the associates at Student Psychiatric Health Service will see the student for his/her initial evaluation and will then refer the student for further counseling with an appropriate practitioner, if needed.
- The Student Health Insurance Plan may offer up to 15 counseling sessions per year; there is no co-pay.
- The student’s advisor can assist him/her in obtaining counseling, if needed.
Students with Testing Anxiety
Call the Student Psychiatric Health Service at (303) 724-4953 and ask for an appointment. After the initial appointment the student will be referred to further counseling with an appropriate practitioner, if needed. The student is encouraged to have Student Health Insurance to be seen for testing anxiety but the Student Psychiatric Health Service will work to assist the student to see what their insurance will cover.

Academic Counseling
Faculty members are available to counsel students regarding academic problems, conduct that interferes with the learning process, or clinical performance. The Office of Diversity offers assistance for learning strategies to any matriculated student.

Tutoring
Tutoring Services are provided to students at the Anschutz Medical Campus through the Student Assistance Office (SAO). Students who feel they are in danger of failing any class are welcome to contact Cheryl Gibson, Director of the Student Assistance Office, for information on receiving assistance/tutoring via email at Cheryl.Gibson@ucdenver.edu. Students also may go to the SAO to discuss a plan of action, http://www.ucdenver.edu/life/services/student-assistance/academic-resources/Pages/Tutoring.aspx

- The tutoring/learning assistance program through the Student Assistance Office pays for Anschutz Medical Campus students who are failing or may be in danger of failing required coursework in their respective programs, as referred to the office by the student's program. Academic standing will be confirmed with the student's academic program. In accordance with FERPA http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html, students will not be identified to the tutor as having been referred for assistance, but must self-identify to the tutor(s) and request assistance after receiving their information from Cheryl Gibson.
- Students who wish to receive tutoring/review but who have not met the above criteria may hire tutors out of their own pocket. Any student who wishes to arrange tutoring under these situations should contact Cheryl Gibson directly via email.

Writing Center
A writing center is available to assist students with their writing skills through the Student Assistance Office http://www.ucdenver.edu/life/services/student-assistance/Pages/default.aspx Students are responsible to be familiar with the Guidelines for Submitting Papers (Appendix H) and the Written Paper Grading Rubric (Appendix I).

Student Health
All students who are registered for 5 or more hours per semester are automatically billed for student health insurance. A waiver may be obtained if the student is covered by comparable insurance. Waiver forms may be obtained at the student health office, located in Education 2 North Building, Room 3208 or online at http://ucdenver.edu/life/services/student-health/Pages/default.aspx Students registered for fewer than 4.9 hours must actively enroll in the insurance plan if they wish to have coverage.

Prior to matriculation all students must complete a student health immunization form and have it signed by health practitioners. This form must be submitted to the Director of Admissions.
Annually while enrolled, each student must have current TB testing, provide evidence of a current hepatitis B vaccination (or arrange to obtain one at student’s expense), annual flu vaccinations, and be fitted for a respiratory mask (student’s expense) before s/he may participate in clinical education. Additional immunizations may be recommended or required for certain affiliations (such as rubella in a pediatric environment, drug screens, fingerprinting ect.). Students should discuss this with their Clinical Instructors prior to the start of a new affiliation.

Students are required to have medical documentation on file for the flu vaccination no later than November 1st of each year, effective fall 2011.

**Student Mental Health**
The CU Student Wellness and Mental Health service provides comprehensive and confidential mental health services for all Anschutz Medical Campus students. Evaluation is free regardless of insurance. The current school-sponsored insurance covers at least 20 visits per year (unlimited visits for certain diagnoses) that are free to students. Students with outside insurance are referred to an appropriate provider.

Students who have all types of issues such as depression, anxiety/stress, bipolar disorder, drug and alcohol dependence, eating disorders, marital difficulties, family crises, and post-traumatic stress disorder are seen. Treatment may include individual psychotherapy, couples counseling, and/or medication. Students have the option of choosing on-going treatment with professionals on the Anschutz Campus or private practitioners in the local community.

All visits and referrals are entirely confidential. Faculty members do not know whether students have sought or received assistance unless students chose to disclose.

Students do not have to wait long for an appointment – initial visits are usually made within a few days after the student calls. Same day and emergency appointments are also available. 24/7 emergency coverage is available: For emergencies after-hours and on weekends/holidays call 720-848-0000 and ask for the psychiatrist on-call.

For questions, or to make an appointment, call 303-724-4716.
Main office: Building 500, room C-4002
[http://www.ucdenver.edu/life/services/student-assistance/student-resources/Pages/Counseling.aspx](http://www.ucdenver.edu/life/services/student-assistance/student-resources/Pages/Counseling.aspx)

SMH Team Members and direct office phone numbers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynne Fenton, MD</td>
<td>Medical Director</td>
<td>303-724-4719</td>
</tr>
<tr>
<td>Margaret Roath, MSW, LCSW</td>
<td></td>
<td>303-724-4953</td>
</tr>
<tr>
<td>Janice Shire, RN, CNS</td>
<td></td>
<td>303-724-4954</td>
</tr>
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**University Police Department: Safety and Security Information**
The University Police Department for CU provides security and access control over AMC. For emergencies, call 911 from any campus phone or 303-724-4444. The main telephone number for the Police Department is 303-724-2000.
Blue Light Poles
Blue Light poles are located outdoors throughout the AMC and may be used to summon assistance. The push button on the pole dials directly to the AMC University Police Department. The dispatcher will answer on the speaker and you must respond to the dispatcher. Unless circumstances prevent it, stay by the pole. The goal is to ensure that there are two Blue Light poles in view from anywhere on the campus.

Emergency Service Telephones
At elevators on the AMC are red telephones. The AMC police department is available from any of these devices by pressing the call button, dialing 911 or 44444.

These red phones can be used to contact the police at 911 or 44444, dial any extension on the campuses and (after dialing 9) outside calls. They will not call long distance and will not receive incoming calls.

Elevator Call Buttons
Every elevator has a call button on the control panel. These buttons are actually direct lines to the University Police Department. The dispatcher will answer you through the speaker inside the elevator.

The University Police Department provides additional information, safety classes, work place violence, R.A.D. training (self-defense for men and women), workplace security assessment and more. They can be reached at 303-724-2000 24 hours a day 7 days a week. Additional information is available at http://www.ucdenver.edu/about/departments/UniversityPolice/Pages/UniversityPolice.aspx

Policy on Disclosure of Personally Identifiable Information in an Emergency Situation
In accordance with the Family Educational Rights and Privacy Act (http://www.ucdenver.edu/policy/Pages/PrivacyPolicy.aspx) and implementing regulations (FERPA), the Physical Therapy Program will assess whether or not a given situation is truly an emergency and if it is necessary to the health and safety of the student to disclose information contained in his/her record.

Section 99.36 of the FERPA regulations reads:
“An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.” General policy guidelines and additional information may be viewed at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Physical Therapy Service for Students as Patients
In order to assure fair and equitable assessment of students, neither physical therapy faculty members nor consultants who may be involved in grading are allowed to provide physical therapy examination/intervention to students as patients. Students may choose to consult with faculty members regarding recommendations for providers of service that meet their needs.
Adverse Incidents Involving Students

The mission of risk management/loss avoidance programs is to save lives, prevent injuries and protect the health and safety of all employees, students, and visitors. While students must use their own health insurance if injured while not on clinical rotation, they are nonetheless encouraged to complete an incident report if an injury occurs within class or on the premises of the Anschutz Medical Campus.

Report forms can be found online at https://www.cu.edu/risk/

If an incident occurs during clinic, refer to the Student Clinical Education manual.

GOVERNANCE

Officers

Elections

During the first summer semester, the faculty class advisor will review the descriptions of class offices with first-year students. Each class will hold annual elections, monitored by their respective faculty class advisor, before finals week of summer semester. If an officer role includes the need to handle cash on behalf of the class, s/he must also be a student employee.

Offices and Responsibilities

Faculty Class Advisor

- Reviews the responsibilities of each elected position with all nominees slated for office prior to elections. This includes emphasis on responsibility to be as representative as possible, especially when the faculty requests input from the advisor.
- Coordinates with Student Services Coordinator to advise class officers.

Standing Offices

President

- Coordinates professional class activities and projects, assisted by class vice president.
- Organizes, delegates, and supervises committees, assisted by class vice president.
- Establishes time lines for all activities, assisted by class vice president.
- Chairs quarterly officer and class meetings, assisted by class vice president.
- Directs officer issues.
- Establishes phone class list and phone tree.
- Serves as contact with the faculty class advisor, CU, and philanthropy events.
- Obtains Official Function form from administrative staff in advance of events for approval from Administration. Must be responsible for assuring that no liquor is served unless at an establishment that has a valid liquor license, which must be previously approved by Administration.

Vice President

- Assists president with class activities/projects.
- Assists president with committee organization, delegation, and supervision.
- Assists president with establishment of time lines for all activities.
- Assists president with agendas for officer and class meetings
Secretary
- Sends thank-you letters to guest speakers and patients.
- Records minutes of class and officer meetings.
- Prepares necessary correspondence to faculty.
- Updates class phone list and phone tree quarterly.
- Maintains committee and class files.
- Maintains student bulletin board.

Treasurer
- Manages all class moneys, including the CU account (Student Affairs Office) that receives annual student fees.
- Creates invoices, pays bills, reimburses students and committees, and maintains an ongoing ledger of class accounts.
- Collects money from fund-raising activities in a timely matter to ensure security of funds (The Program is not responsible for lost money).
- Provides class president with a quarterly report.

CU Governmental Affairs Representative
This individual is elected from the 2nd year class only. He/she is responsible for communicating relevant information to all 3 classes of the CU PT Program.
- **State**
  - Participate in State Governmental Affairs Committee
    - Attend quarterly when legislature is not in session
    - Attend meetings *approximately every 2 weeks* during January and February while the legislature is in session, together with a faculty representative.
- **National**
  - Communicate with national delegates who represent Colorado in the APTA regarding issues pertinent to PT and students in particular.
  - Obtain relevant information from the APTA website on issues relevant to PT and students in particular.
- **General**
  - Participate with the class APTA representatives to coordinate PT month activities in October.

Student Representative to the Curriculum Committee
- Attends monthly Curriculum Committee meetings to serve as a liaison between committee and class regarding curricular issues.
- Offers input representing the majority opinion or items of particular importance to his/her class. The Curriculum Committee will not address specific issues with teaching style.
- Discusses issues with as many classmates as possible before Curriculum Committee meetings.
When appropriate, participates in the curriculum process as a whole, to ensure that the program goals and mission are adhered to, accreditation criteria are met, and threads are maintained. If there are specific issues on the agenda requiring student input, student representative will be notified in advance.

Student Representatives to the Recruitment, Admission, and Matriculation Committee (RAM) – focus on Admissions

- Attends RAM meetings on the second Wednesday of each month from 12-2pm and at other times as needed;
- Participates in committee discussions and business and makes recommendations from the student perspective.
- Offers input representing the majority opinion of his/her class.
- Discusses RAM related issues at the request of the faculty with as many classmates as possible before coming to the RAM meetings.
- Participates in the recruitment and admissions activities including PT Preview Day, applicant interviews, and orientation to ensure that program goals and the mission are adhered to and student perspectives are represented.
- Provides information from RAM to the student body. To facilitate the valuable input from the student representative, an agenda will be provided before each monthly meeting to acknowledge topics requiring input from the students.
- Student representative will be asked not to attend RAM meetings when information of a sensitive nature will be discussed.

CU Student Senators (2)

- Represent the Physical Therapy Program at bimonthly meetings and report to class on campus activities. The Student Senate is the primary interprofessional decision-making body on campus, with a strong emphasis on promoting volunteer activities. Failure to represent your class at these meetings can result in a percentage loss of student fees that are awarded to your class.

Honor Code Student Representative(s)

- Available to receive or assist in obtaining reports if a student’s behavior is alleged to have violated the Student Academic Honor and Conduct Code.
- Presents a student report to the Student Affairs Committee if the reporting student requests such action. The reporting student may file a report directly to the Student Affairs Committee.

CU Physical Therapy Alumni Association Liaison

- Attends Physical Therapy alumni meetings.
- Contributes to alumni newsletter and promotes student fund-raising in the newsletter.
- Promotes student-alumni activities.

APTA Class representatives/ APTA Student Special Interest Group Liaisons

These individuals are elected from each class and are responsible for communicating information as needed to individuals in their class. (Note: other offices of the Colorado Chapter, Student Special Interest Group (SIG) are elected at the annual SIG meeting –
student members of the Colorado Chapter APTA are eligible and encouraged to be elected to these offices.)

- Attends Colorado APTA Student SIG meetings and reports to class. (Appendix J)
- Coordinates APTA student membership drive.
- Assists the faculty coordinator for the CU Physical Therapy Program’s participation in the 9 News Health Fair (April).
- Plans and coordinates Physical Therapy Month activities in conjunction with other APTA Class representatives and CU Legislative Affairs Representative (October).
- Coordinates Pittsburgh-Marquette challenge fundraising activities with other APTA class representatives.
- Serves as the alternate CU Student Senate member and attends the student Senate meetings in the rare absence of the elected representative.

Optional Offices:

Fundraisers (2)
- Organize fund-raising events to earn money for student activities and class gifts.
- Organize merchandise ordering, sales, and distribution.

Class Photographers
- Record all students at class activities and events (photographs and/or video).

Student Concerns Coordinators
- Receive student concerns and direct them to appropriate class officers and faculty class advisor.

Social Committee
- Plan monthly events that include students and/or their families.

Community Service Officer
- Organize community service opportunities for current students.
- Maintain current list of opportunities in the community for students.
- Serve as student contact if there is an interest in new community service opportunities.
- Meet with faculty to discuss current/new community service opportunities.
- Serve as liaison for the community if PT student volunteers are needed.

PHYSICAL THERAPY PROGRAM AWARDS
The following is a list of awards and scholarships available for students. Selection criteria are described with each award or scholarship.

Chancellor’s Diversity Scholarship Funds (School of Medicine Scholarship)
Description: The purpose of this scholarship is to increase diversity of the Anschutz Medical Campus. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique. Our individual differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, cultural beliefs, political beliefs, or other ideologies. Diversity supports the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond the simple tolerance of to embracing and celebrating the rich dimensions of diversity contained within each individual. Consider that every form of interaction
between two people can encompass some concept of diversity. Criteria for this award are as follows:

- Academic excellence/scholarly achievements
- Financial need
- Community service
- Ability to increase the campus diversity in its broadest definition

**Selection process:** First year students receive a letter of notification to apply in Fall I. Interested students submit a letter to the scholarship committee, no longer than 2 pages, describing his/her “fit” in each of the four criteria listed above. The financial aide office ranks the financial need of the applicants. The scholarship committee selects the recipients based on the above criteria.

**Physical Therapy Rural Scholarship (CU Physical Therapy Program Award)**

**Description:** This scholarship was established by Patrick A. Grant and friends in Fall of 1997. This award recognizes two individuals who are committed to increasing the accessibility of health care in general, and in particular, physical therapy services to populations in rural Colorado and Wyoming. In addition to scholastic achievement, the student receiving this scholarship must exhibit strong leadership skills and express a desire to practice physical therapy in rural Colorado or Wyoming after graduation. The recipients each receive assistance to help defray costs of any rural clinical affiliation (CE II-IV). Each recipient receives a plaque at graduation.

Criteria for this award are as follows:

1. interest in practicing in rural Colorado or Wyoming upon graduation
2. GPA of 3.0 or better
3. financial need
4. leadership skills

**Selection process:** Second year students receive a letter of notification to apply in fall II. Interested students submit a letter describing their qualifications in meeting the criteria for the award. The student also states for which clinical affiliation s/he plans to use the scholarship award if selected. The financial aid office ranks the financial need of the applicants. The rural scholarship committee selects the recipients based on the above criteria.

**Mary McMillan Scholarship (National American Physical Therapy Association Scholarship)**

**Description:** Mary McMillan (1880-1959) was a dedicated pioneer of physical therapy in the United States and abroad, the founding President of the American Physical Therapy Association, and an esteemed teacher. Ms. McMillan was born in Hyde Park, Massachusetts, but grew up in England where she received her education from the College of Physical Culture in Liverpool and worked with children under the tutelage of Sir Robert Jones. In 1918, Ms. McMillan was assigned to Walter Reed Hospital as the head reconstruction aide and there founded the first organized physical therapy department in the U.S. Army. Ms. McMillan also taught at Reed College in Oregon, where the graduates of this and other emergency programs helped to handle the peak load of patients in 1919, immediately following World War I. In 1921, Ms. McMillan established and became the founding President (serving two terms) of the American Physiotherapy Association. At this time, Ms. McMillan wrote the first American textbook on physical therapy entitled, *Massage and Therapeutic Exercises.*
In 1941, as soon as Ms. McMillan heard of the bombing of Pearl Harbor, she volunteered her services at the Army Hospital in Manila and entered into her Second World War. Ms. McMillan was later interned by the Japanese at the Santo Tomas Camp outside of Manila and was eventually moved to the Chapai Camp near Shanghai. In 1943, Mary McMillan was repatriated.

It would be hard to overestimate the contributions of this remarkable woman to physical therapy and to the American Physical Therapy Association. As the guiding spirit of the profession, Mary McMillan led the way toward higher standards in treatment and started physical therapists on the road toward greater professional service to their patients. As a testament of her devotion to the profession and belief in its future development, Mary McMillan made provision in her will for a trust fund “to provide scholarships for worthy students in the field of physical therapy.”

The intent of this scholarship is to acknowledge and honor outstanding physical therapy students who are nearing the completion of their respective program of study. The scholarship program contributes to the growth of physical therapy as a profession by recognizing individuals with superior capabilities and for future professional contribution.

Criteria for this award are as follows:
2. Past productivity.
3. Evidence of potential contribution to physical therapy.

Selection process: Faculty nominate the 3rd year student who meets the above criteria. Nominations packets are submitted to the APTA committee. The APTA Board of Directors selects the recipients. The recipient receives a monetary award when notified of selection. S/he will receive a certificate presented by the APTA Board of Directors at the Association’s annual conference. If the student is unable to attend conference, a representative of the student’s education program may accept the certificate on the student’s behalf. An official announcement of the award will also appear in an Association publication.

Polly Cerasoli Academic and Clinical Excellence Student Award (Colorado Chapter APTA Award)

Description: The Colorado chapter of the APTA established this award in honor of the contributions and achievements of Polly Cerasoli, PT, EdD to the physical therapy profession and APTA, both locally and nationally. Dr. Cerasoli was the Director of the CU Physical Therapy Program and Assistant Dean of Allied Health from 1988 to 1996.

The criteria for the award are the following:
1. Academic and Clinical Excellence
2. Community and Professional Involvement
3. Effective Interpersonal Skills
4. Leadership Ability
5. Committed to Personal Achievement (Perseverance)
6. Potential to Contribute to the Physical Therapy Profession

The nominee must also be an:
1. APTA member
2. Currently enrolled in or a graduate of a CAPTE accredited program in Colorado within previous six months
3. Nominated by Academic and/or Clinical Faculty

Selection process: The PT faculty nominate a 3rd year student who meets the above criteria. Both Regis and CU physical therapy programs submit nominees to the COAPTA awards committee. COAPTA awards committee. The recipient is presented with a plaque at the COAPTA Spring Convention and receives a complimentary registration.

Gary L. Soderberg Doctor of Physical Therapy Scholarship (DPT Visionary Foundation Scholarship, LA)
Description: The intent of the award is to recognize a Doctor of Physical Therapy Student who exhibits a vision for the future in the profession of physical therapy. The student should demonstrate the following:

1. Evidence of potential and continuing contribution to the advancement of Physical Therapy.
2. Evidence of involvement in one or more of the following areas: research, education, clinical practice or other scholarly activities related to physical therapy.
3. Represents the profession of physical therapy appropriately in the community.
4. The student MUST be in the final year in a professional (Entry-level) Doctor of Physical Therapy Program.

Selection process: Nominees can be selected by the faculty, a member of the student’s class, or the student organization associated with the program in which the nominee is enrolled. Nomination packets are sent to the DPT Visionary Foundation. The DPT Visionary Foundation reviews nominations and selects recipients. The number of awards in any year will be based on available funds and the number of nominees who meet the criteria. A plaque will be presented to the recipient. A monetary award will be presented to the recipient.

Graduation Awards
Outstanding Doctor of Physical Therapy Student Award (PT Program Award)
Description: The Physical Therapy Program Faculty established this award in 2007 to recognize exemplary achievements by an entry-level student graduating from our Doctor of Physical Therapy Program. The recipient of this award best represents the essence of the Doctor of Physical Therapy (DPT) and a commitment to autonomous practice, direct access, practitioner of choice, evidence-based practice, and professionalism. The award recognizes an individual who exemplifies the doctoring profession through consistent performance in a variety of areas, such as scholastic achievement, clinical performance, interpersonal communication, leadership, collaborative healthcare, service to others, and active membership in the American Physical Therapy Association.

Selection process: Faculty selects the student who meets the above criteria. The recipient is announced at commencement and receives a plaque. In addition, his/her name is placed on the Program’s Outstanding Doctor of Physical Therapy Student Award plaque.

Herbert J. Levy Humanitarian Award (PT Program Award)
The Physical Therapy Alumni Association established this award to honor Herbert J. Levy, PT, a pioneer in physical therapy. He graduated in the first Physical Therapy class of the University of
Colorado in 1948, helped establish several physical therapy and rehabilitation programs throughout the city of Denver, and developed one of the first private physical therapy practices. Mr. Levy’s involvement in the field of physical therapy continued long after his retirement from practice in 1986. He was an ardent supporter and valued the relationship that he had with the Program. In 1988 he received the first Alumni of the Year Award, and in 1989 the Program’s library was named in his honor. The recipient of this award personifies the attributes of Mr. Levy: commitment to the profession of physical therapy and the Physical Therapy Program, honorable actions and thoughts, pride in family, kind heart, warm smile, and generosity of spirit. **Selection process:** Faculty selects the student who meets the above criteria. The recipient is announced at commencement and receives a plaque. In addition, his/her name is placed on the Program’s Herb Levy Award plaque.

**Mary Gosnell Award (PT Program Award)**
Herbert J. Levy established this award in memory of a fellow physical therapist, Mary Gosnell, PT. The student who receives this award has been nominated by his/her Clinical instructors for outstanding clinical performance and has demonstrated the following characteristics: knowledge in integrating didactic and clinical content; effective communication skills; determination of appropriate patient care procedures and progressions based on sound problem solving; acceptance of responsibility for comprehensive patient care; competence in technical skills; effective teaching ability; positive, enthusiastic and caring attitude; and professionalism in all aspects of patient care. **Selection process:** Clinical instructors receive a nominating form and are asked to submit student nominations. The clinical education team may also submit nominations. Program faculty select the student who best meets the criteria. The recipient is announced at commencement and receives a plaque. In addition, his/her name is placed on the Program’s Mary Gosnell Award plaque.

**GRADUATION RELATED CONSIDERATIONS**

**Exit Interview**
An exit interview is also conducted prior to graduation. These evaluations are mandatory to progress in the Program.

**Diploma Cards**
Each student must fill out a Diploma Card online around early May of their third year. A mandatory class meeting is scheduled after final exams are completed in fall III.

All orders for academic regalia, as well as class pictures, are completed and paid for during the mandatory class meeting.

**Pre-Graduation Information**
Prior to graduation, graduate candidates must complete a form to advise the Program of new mailing addresses and places of employment. This information is used for the Program’s accreditation processes, to help us with alumni tracking, as well as for us to contact you with upcoming events. It is greatly appreciated for you to keep your contact information up-to-date, post-graduation.
Preparation for Taking the National Physical Therapy Licensing Examination
In order to take the Board exam in Colorado each student must fill out an application from the Department of Regulatory Agencies, Division of Registration (DORA) website at [www.dora.state.co.us/Physical-Therapy](http://www.dora.state.co.us/Physical-Therapy) and send it to DORA with a fee. Students can also get an application from the Student Services Coordinator or Student Specialist. The PT Licensure Rules and Practice Act can also be accessed from this site.

The first business day following graduation the Program sends DORA a list of the students who did graduate. When DORA receives final transcripts from Boulder (see “Transcript Requests” below), with the degree posted, it will send a list of eligible candidates to the Federation of State Boards of Physical Therapy (FSBPT) [www.fsbpt.org](http://www.fsbpt.org). The FSBPT will send each eligible graduate a packet containing information, instructions, and a bubble sheet to be returned with another fee. When FSBPT receives a student’s application and check, it will send the student an Authorization Form. Students have 60 days from the date of the authorization form to schedule and take the exam through Thomson Prometric ([www.2test.com](http://www.2test.com)). If a student does not take the exam within the 60-day window, he/she will have to begin the process all over again, starting with another application to DORA.

During graduation week students will complete the School Code Information Form that ensures the Program receives aggregate information on the performance of its graduates. Students may also authorize release of information that allows the Program to receive each student’s scores with identifying information. This information will be used to correlate licensure exam scores with other measures of performance.

Students who plan to take the Board exam outside of Colorado are responsible for obtaining the necessary information and fulfilling the requirements of other States. Information concerning requirements of other states can be found at [www.fsbpt.org/licensing/index.asp](http://www.fsbpt.org/licensing/index.asp)

The Program notifies only the Colorado Department of Regulatory Agencies of the graduating class.

To notify an agency outside of Colorado, contact the PT Program Manager.

**Transcript Requests**
All students (current and former) will be able to request their transcripts online by setting up an account with “Avow”. In addition to the regular services of mail, FedEx, and pick-up, they also will have the option to request an official PDF transcript. Standard processing time will continue to be 7-10 business days and rush processing will be done within 3 business days. Rush services have different charges based on the type of service and include the PDF, FedEx, and rush USPS. Standard processing is free and applies to regular mail and pick-up.

**Graduation Events**
Scheduled during the weeks preceding the CU graduation ceremonies are several mandatory meetings and optional activities.
Mandatory activities are class meeting and verbal exit interviews. During the class meeting, each student signs his/her diploma confirmation sheet in order for the Registrar to release his/her diploma for the Convocation ceremony.

If a student is excused from graduation week by the Program Director, the student is required to complete the “verbal” exit interview and pick up his/her diploma from the Office of the Registrar during normal business hours.

Optional events may include Board Review courses organized by the students, an annual party sponsored by the CU PT Alumni Association, and a series of presentations from students returning from international or unique clinical affiliation experiences etc. Emails will provide all necessary information regarding delivery and pick-up of regalia. The faculty of the Program determines the time and location for the Physical Therapy Convocation. The students in consultation with the Faculty Class Advisor determine the Graduation Speaker.

**Graduation Ceremony**

A graduation ceremony is held once yearly, on the Friday of Memorial Day weekend. Graduating students must wear caps and gowns to participate in Commencement Exercises.

Students graduating from the Physical Therapy Program must participate in both University of Colorado Commencement Exercises (where one student receives a diploma for the entire Physical Therapy graduating class) and the Physical Therapy Convocation. Students who do not intend to attend the graduation ceremonies must obtain approval from the Program.
APPENDICES
Appendix A: Core Values of the Physical Therapy Profession

Accountability: A PT demonstrates accountability by acknowledging and accepting the consequences of his/her actions, by responding to the patient’s or client’s goals and needs, and by maintaining membership in APTA and other organizations.

Altruism: A PT demonstrates altruism by placing the patient’s or client’s needs above those of the PT, by providing pro bono services, and by providing services to the patient or client that go beyond expected standards of practice.

Compassion and Caring: A PT demonstrates compassion and caring by being an advocate for patients’ or clients’ needs, by understanding an individual’s perspective and the various influences on that person’s life in his or her environment, and by demonstrating respect for others and considering them as unique and of value.

Excellence: A PT demonstrates excellence by internalizing the importance of using multiple sources of evidence to support professional practice and decisions, by seeking out and acquiring new knowledge throughout his or her professional career, and by demonstrating high levels of knowledge and skill in all aspects of the profession.

Integrity: A PT demonstrates integrity by abiding by the rules, regulations, and laws applicable to the profession, by adhering to profession’s highest standards (in practice, ethics, reimbursement, and other areas), by confronting harassment and bias in oneself and others, by being trustworthy, and by choosing employment situations that are congruent with practice values and professional ethical standards.

Professional Duty: A PT demonstrates professional duty by facilitating the achievement of each patient’s or client’s goals for function, health, wellness, by promoting the profession, by mentoring others, and by getting involved in professional activities beyond the practice setting.

Social Responsibility: A PT demonstrates social responsibility by promoting cultural competence within the profession and the larger public; promoting social policy that affects the function, health, and wellness needs of patients and clients; promoting community volunteerism; and working to ensure the blending of social justice and economic efficiency of service delivery.
Appendix B: Professional Behaviors

Physical Therapy Program University of Colorado

1. COMMITMENT TO LEARNING
   The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

2. INTERPERSONAL SKILLS
   The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community; and to deal effectively with cultural and ethnic diversity issues.

3. COMMUNICATION SKILLS
   The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

4. EFFECTIVE USE OF TIME AND RESOURCES
   The ability to obtain the maximum benefit from a minimum investment of time and resources.

5. USE OF CONSTRUCTIVE FEEDBACK
   The ability to identify and seek out sources of feedback and to effectively use and provide feedback for improving personal interaction.

6. PROBLEM SOLVING
   The ability to recognize and define problems; to analyze data; to develop and implement solutions; and to evaluate outcomes.

7. PROFESSIONALISM
   The ability to exhibit appropriate professional conduct and to represent the profession effectively.

8. RESPONSIBILITY
   The ability to fulfill commitments and to be accountable for actions and outcomes.

9. CRITICAL THINKING
   The ability to question logically; to identify, generate, and evaluate elements of logical arguments; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

10. STRESS MANAGEMENT
    The ability to identify sources of stress and to develop effective coping behaviors.

   Professional Behaviors (continued)
11. **PATIENT/ CLIENT-CENTERED PRACTICE**
   The ability to practice an approach to patients/clients that consciously adopts their perspective in terms of an appreciation of their values and preferences; receiving coordinated/integrated care; receiving information, communication and education; an appreciation of their need for physical comfort; receiving emotional support and alleviating their fear and anxiety, and lastly; an appreciation of their need to have family and support systems involved.

12. **BEST-EVIDENCE AND EVIDENCE-BASED PRACTICE**
   The ability to apply evidence based practice in making decisions about the care of individual patients/clients and populations. Evidence based practice is defined as the conscientious, explicit, and judicious use of current best evidence. The application of evidence based practice means integrating individual clinical expertise, in consultation with the patient, with the best available external clinical evidence from systematic research.


Appendix C: Request for Absences due to Personal Circumstances or Professional Opportunities

Policy Regarding Requests to Change Examination Time
Program policy is to give examinations (written, competency, practical, and standardized patient assessments or PCS Presentations) only at the scheduled time.

Unanticipated Life Events
We recognize that unanticipated life events of an emergent nature do occur. In the event of unavoidable and personal or serious family issues (e.g., family illness or death) the student should contact both the Program Director and the Course Coordinator. If the student is unable to reach either person, a voice message and email message should be left. As appropriate, the Program Director will notify the faculty as a whole that the student will be absent over a certain time period. With consent from the student, the Program Director will inform the faculty of the reason for absence. Upon the student’s return, arrangements will be made to make up missed time and content.

Professional Opportunities
We recognize that unique professional opportunities (e.g. presentation at a national conference) arise for which students may request an exception to this policy. Exceptions to this policy for professional opportunities may be granted according to the procedure below.

Personal Events
We recognize that in rare circumstances, personal events (e.g. weddings, family reunions) may arise for which students may request an exception to this policy. Exceptions to this policy for personal events may be granted according to the procedure below.

Procedure
1. Student shall complete the “Request for Absences due to Personal Circumstances or Professional Opportunities” form and submit to The Committee of Student Absences Chair (see below for committee description) in advance of making any plans (e.g. purchasing plane tickets). It is highly recommended that student completes form immediately upon determining that he/she may miss an examination. Students are asked to submit request a minimum of 6 weeks in advance of event in order for committee to meet and complete process.
2. In order to come to an informed decision, The Committee will review the request, consult with The Course Coordinator and meet with the student.
3. A decision will be made by The Committee, which is final.
4. If the request is granted, a plan of action will be written.
5. The completed request form, indicating the committee decision, will be signed by all committee members.
6. The Course Coordinator will be made aware of the decision, and will indicate understanding via signature.
7. The Student will be given a copy of the completed request form indicating the decision, and will indicate he/she has received the decision via signature.

The Committee who will address requests for exam absence will be comprised of 3 faculty members appointed by the Program Director. The Committee will meet on an as-needed basis and will respond to the student within two weeks of its receipt of the application.

If the decision of the Committee is not followed, the student will be referred to the Student Affairs committee.
REQUEST FOR ABSENCES DUE TO PERSONAL CIRCUMSTANCES OR PROFESSIONAL

Student must complete this form for approval. The form is then to be submitted to the Program Director and his/her Course Coordinator.

Student Name: _______________________________ Date of request: __________

Year of Graduating Class: ________________________ Advisor: ________________

Statement of request (e.g. Specific exam/course to be missed, exam date):

Rationale for request:

Committee use from this point forward

Committee Process Completed:
- □ Discussed request with involved course coordinator
- □ Met with/discussed with student requesting absence

Committee Decision:
- □ Student request is denied.
- □ Student request is granted. (See below)

Plan of action:

Committee Comments:

Final signatures of Committee Members:

__________________________________________

__________________________________________

__________________________________________

Final signature of Director of Clinical Education/Clinical Education Advisor:

__________________________________________ Date: __________________________

Student signature of acknowledgement:

__________________________________________ Date: __________________________

Signature acknowledges receipt of this document and understanding of its contents. Signature does not necessarily indicate agreement with said decision.
Appendix D: Request for Absences due to Personal Circumstances or Professional Opportunities (Clinical Education)

Policy Regarding Absences during Clinical Affiliation and/or Field Work
Program policy is for students to attend all scheduled days of fieldwork or clinical affiliation.

Unanticipated Life Events
We recognize that unanticipated life events of an emergent nature do occur. In the event of unavoidable and personal or serious family issues (e.g., family illness or death) during clinical education, the student should contact his/her clinical instructor, the Program Director and the Director of Clinical Education or your Clinical Education Advisor. If the student is unable to reach one of these individuals, a voice message and email message should be left. As appropriate, the Program Director or Director of Clinical Education will notify the faculty as a whole that the student will be absent over a certain time period. With consent from the student, the Program Director will inform the faculty of the reason for absence. Upon the student’s return, arrangements will be made to make up missed time and content.

Professional Opportunities
We recognize that unique professional opportunities (e.g. presentation at a national conference) arise for which students may request an exception to this policy. Exceptions to this policy for professional opportunities may be granted according to the procedure below.

Personal Events
We recognize that in rare circumstances, personal events (e.g. weddings, family reunions) may arise for which students may request an exception to this policy. Exceptions to this policy for personal events may be granted according to the procedure below.

Procedure
1. Student shall complete the “Request for Absences due to Personal Circumstances or Professional Opportunities (Clinical Education)” form and submit to The Committee Chair (see below for committee description) in advance of making any plans (e.g. purchasing plane tickets). It is highly recommended that student completes form immediately upon determining that he/she may miss any scheduled day(s) of fieldwork or clinical affiliation. Students are asked to submit request a minimum of 6 weeks in advance of event in order for committee to meet and complete process.
2. In order to come to an informed decision, The Committee will review the request, consult with the Clinical Education advisor and the Clinical Instructor or CCCE and meet with the student if possible.
3. A decision will be made by The Committee, which is final.
4. If the request is granted, a plan of action will be written.
5. The completed request form, indicating the committee decision, will be signed by all committee members and a copy given to the student.
6. The Student will be given a copy of the decision and plan of action in writing, and will indicate he/she has received the decision via signature (via fax if needed).

The Committee who will address requests for absence from a clinical affiliation or field work will be the same as stated above with the addition of the Director of Clinical Education. In addition to the Director of Clinical Education, the Committee will be comprised of 3 faculty members appointed by the Program Director. The Committee will meet on an as-needed basis and will respond to the student within two weeks of its receipt of the application. If the decision of the Committee is not followed, the student will be referred to the Student Affairs committee.
REQUEST FOR ABSENCES DUE TO PERSONAL CIRCUMSTANCES OR PROFESSIONAL OPPORTUNITIES (CLINICAL EDUCATION) OR PROFESSIONAL OPPORTUNITIES

Student must complete forms for approval. The form is to then be submitted to the Program Director, the Director of Clinical Education or his/her Clinical Education Advisor.

Student Name: __________________________ Date of request: __________

Year of Graduating Class: __________________________ Advisor: ______________

Statement of request (e.g. Request to miss January 11-12 during CEIII):

Rationale for request:

Committee use from this point forward

Committee Process Completed:
□ Discussed request with involved course coordinator
□ Met with/discussed with student requesting absence

Committee Decision:
□ Student request is denied.
□ Student request is granted. (See below)

Plan of action:

Committee Comments:

Final signatures of Committee Members:

_________________________________________ ________________________________

_________________________________________ ________________________________

Final signature of Director of Clinical Education/Clinical Education Advisor:

_________________________________________ Date: __________________________

Student signature of acknowledgement:

_________________________________________ Date: __________________________

Signature acknowledges receipt of this document and understanding of its contents. Signature does not necessarily indicate agreement with said decision.
Appendix E: Technical Standards for Admission, Promotion, and Graduation

I. Introduction
In September 2009, the University of Colorado School of Medicine adopted the following technical standards for admission, promotion and graduation for its entry-level professional program. Physical Therapy is an intellectually, physically, and psychologically demanding profession. It is during the rigorous three year curriculum that the student begins to develop the qualities necessary for the practice of physical therapy. Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the physical therapist’s professional career. Those abilities that physical therapists must possess to practice safely are reflected in the technical standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements (see Section III).

II. Standards
Observation
Observation requires the functional use of vision, hearing and somatic sensations. A student must be able to observe lectures, laboratory dissection of cadavers, lecture and laboratory demonstrations. The student must be able to observe a patient accurately, observe digital and waveform readings and other graphic images to determine a patient’s condition. Examples in which these observational skills are required include: palpation of peripheral pulses, bony prominences and ligamentous structures; visual and tactile evaluation for areas of inflammation and visual and tactile assessment of the presence and degree of edema or other changes in the skin and underlying tissues.

Communication
Communication includes: speech, language, reading, writing and computer literacy. Students must be able to communicate effectively and sensitively with patients to elicit information regarding affect and functional activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information essential for safe and effective care.

Motor
Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, tapping, manual muscle testing, and other examination maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as safely lifting, transferring and positioning large or immobile patients and guard during gait training using assistive devices and orthotics. Students must also be able to position and perform manual mobilization techniques, perform non-surgical wound debridement, and place electromyographic electrodes. These skills require coordination of both gross and fine muscular movement, strength, balance, proper body mechanics and the integrated use of touch and vision.

During the curriculum, students are required to perform motor skills representative of licensed physical therapists working with patients in a variety of settings. The percentages listed are reflective of the amount of time that this activity may occur in any given day. However, at times, these skills may be called upon more or less often than indicated.
Technical Standards for Admission, Promotion, and Graduation (continued)

Key: R=Rarely (1-5%); O = Occasionally (6-33%); F= Frequently (34-66%); C= Continuously (67-100%)

- Lift less than 10 pounds: F
- Lift 10-50 pounds: O
- Lift more than 50 pounds: R
- Bend/ Squat/ Kneel: F
- Reach above shoulder level: O
- Use standing balance: F
- Push/Pull: F
- Climb Stairs: R
- Perform fine motor manipulations: F
- Physically react to urgent situations: O

Intellectual- conceptual, integrative and quantitative abilities

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient’s history and examination findings to develop an effective treatment program. In addition, students must be able to comprehend three dimensional relationships and to understand spatial relationships of structures.

Behavioral and Social Attributes

A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients, colleagues and other health care providers. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

Curriculum Requirements

In addition to the abilities specified above, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum.

Tests and Evaluations

In order to evaluate competence, the Physical Therapy Program employs periodic examinations, both written and practical, as an essential component of the curriculum. Successful completion of these examinations is required of all students as a condition for continued progress through the curriculum. Reasonable accommodation will be made in the form of administration of the evaluation where necessary; documented and requested in advance.
Clinical Performance
The process of evaluation of the clinical performance of the student is an integral and essential component of the curriculum. The Clinical Performance Instrument (CPI)\(^1\) is the evaluation tool used to assess clinical competence. Students must meet program expectations for each clinical experience.

III. Reasonable Accommodation
It is the policy of the University of Colorado Physical Therapy Program to provide reasonable accommodation to qualified students with a disability who can perform the essential functions as outlined in the above technical standards. Reasonable accommodation may be made in the form of administration of the evaluation where necessary; documented and requested in advance in accord with standards and requirements of the ADA. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process which the candidate/student should initiate with the PT Program Director, in conjunction with the Office of Disability Resources and Services (\(\text{www.ucdenver.edu/disabilityresources}\)), prior to and/or during the physical therapy education program.

\(^1\) CPI. American Physical Therapy Association, 2006
Appendix F: Leave of Absence Request Form

University of Colorado

Physical Therapy Program

Upon receiving Program approval for your Leave of Absence (LOA), this form needs to be signed by all of the following individuals/department representatives and returned to the Program for final approval. This process is to ensure that both you and the appropriate institutional representatives understand and have discussed potential consequences of this leave. For a complete understanding of the Leave of Absence Policy and Procedure, refer to your Policy and Procedures Manual.

Student Last Name, First M.I. Student Identification Number Date

Forwarding Address/Phone/Email

Current DPT Status: ☐ ☐ ☐ Class of 20___ 1st Year 2nd Year 3rd Year

Term/s LOA Requested: ☐ ☐ ☐ Spring Summer Fall Year

Student is responsible to inform Program, in writing, regarding intentions, prior to end of LOA term. Student will automatically be withdrawn from the Program if student does not communicate with Program within this period.

If you will be attending another school, which institution? _____________________ # of credits ______

When you plan to return to class: ☐ ☐ ☐ 20___ Spring Summer Fall Year

LEAVE OF ABSENCE INFORMATION AND CRITERIA

- Leaves are granted for a maximum of 1 year.
- Reason for Leave of Absence (circle one): Military Maternity Family Obligations Illness Hospitalization Personal/Financial Other _____________________
- Attach a written statement containing an explanation for requesting a leave of absence.

INTERDEPARTMENTAL SIGNATURES:

Financial Aid: ____________________________ Financial Aid Coordinator ____________________________ Date

Please have Financial Aid sign off FIRST

Bursar’s Office: ____________________________ Bursar ____________________________ Date

Insurance: ________________________________ LaVerne Loechel, Student Health Coordinator ____________________________ Date
LEAVE OF ABSENCE REQUEST FORM (continued)

PROGRAM SIGNATURES:
If Leave of Absence is not approved, please attach explanation:

__________________________________________________________________________
Faculty Advisor Date
__________________________________________________________________________
Margaret Schenkman, PT, PhD, FAPTA, Program Director Date

STUDENT SIGNATURE:

I understand that if I am registered for classes, it is my responsibility to officially drop these classes by completing a drop/add form and return it to the CU Office of Students Admissions and Records, Room MS 1801. I understand if I request a LOA after the designated drop/add period, I am responsible for full payment of tuition. Upon completion of this form, it is my responsibility to submit it to the Program Director for school records.

__________________________________________________________________________
Student Signature Date

Print Student Name

For Office Use Only:

Effective Date of LOA ________________ Processed by: ________________ Date: ________________
(Initials)

cc: □ Student File □ Debt Management (A005/139) □ Registrar’s Office (A054)
□ Mailed to Student

______________________________
(Address)
Appendix G: Withdrawal from PT Program

WITHDRAWAL FROM PROGRAM FORM

This form is to be signed by the student who is withdrawing and each of the listed departmental representatives. Upon completion of the form, the original form will be retained in the student’s Program record and a copy will be mailed to the student.

<table>
<thead>
<tr>
<th>Student Last Name, First M.I.</th>
<th>Student Identification Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Forwarding Address: _____________________________ Phone: _____________________________ Email: _____________________________

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current DPT Status: □ 1st Year □ 2nd Year □ 3rd Year Class of 20____
Withdrawal Effective Term: □ Spring □ Summer □ Fall Year 20____

INTERDEPARTMENTAL SIGNATURES: Please have Financial Aid sign off FIRST

Financial Aid: _____________________________ Date _____________________________
Bursar’s Office: _____________________________ Date _____________________________
Insurance: _____________________________ Date _____________________________

LaVerne Loechel, Student Health Coordinator _____________________________ Date _____________________________

PROGRAM SIGNATURES:

Denise Stelzner, Chairperson, Student Affairs Committee _____________________________ Date _____________________________
Margaret Schenkman, PT, PhD, FAPTA Program Director _____________________________ Date _____________________________

STUDENT SIGNATURE:
I understand that if I am registered for classes, it is my responsibility to officially drop these classes by completing a drop/add form and return it to the CU Office of Students Admissions and Records. I understand if I request a withdrawal after the designated drop/add period, I am responsible for full payment of tuition. Upon completion of this form, it is my responsibility to submit it to the Program Director for school records.

Student Signature _____________________________ Date _____________________________

65
Appendix H: Guidelines for Submitting Papers

University of Colorado Physical Therapy Program

1. Setting up the manuscript
   a. Use the Header / Footer function to include your name on every page. If you turn in multiple versions of the paper, the date and version number should also be in the header/footer.
   b. Include page numbers
   c. 1 inch margins, left justified (margin fixed on the left)
   d. 12 point – Times New Roman or equivalent. Please avoid use of unusual fonts. Often these fonts cannot be opened by the faculty, or appear differently on different screens.
   e. Outlines can be single spaced, with double-spacing between sections.
   f. All papers must be double spaced.
   g. Include the title of the paper and your name on page 1 at the beginning of assignments unless instructed otherwise. A separate title/cover page is generally not necessary.

2. Always define an acronym the first time you use it (e.g., home exercise program (HEP)). Thereafter, you can simply use the acronym. Use standard acronyms only and limit the use to those situations in which the acronym adds to the ease of reading the paper.

3. Reserve the use of quotes for information that cannot be stated in the student’s own words. As example: a poem or a particularly eloquent quote that would lose meaning if presented in the student’s words.

   Submitting papers: Name the document beginning with the course and then your name (e.g., Radiology Smith v.1.Outline 9-1-09)

4. References:
   a. An “Endnote Cite While You Write” function is available free in Microsoft Word under the References tab. Alternatively, EndNote x2 software for students is available for purchase online or from the Bookstore. This software allows the writer to search the web for full text articles, easily switch between AMA and other formats, and create and organize a library of articles for future use.
Guidelines for Submitting Papers, continued

b. Reference information throughout the paper when referencing is appropriate. Ideally, references should come early in the paper each time a new thought is introduced.

c. Use AMA format, including referencing in order of appearance in the paper, NOT in alphabetical order. Please refer to the journal Physical Therapy for examples of AMA format, or use the AMA Manual of Style available in the program or University libraries.

d. When referencing information from different pages from a single source, the source is only referenced once in the Reference List.

e. Only use websites if they are backed by a known authority such as NIH. Published articles and textbooks are generally acceptable and preferred, depending on the content and usage.

f. When referencing articles that are published in journals, but accessed on the web, only provide the journal article source. That is, do not include the website from which the journal was accessed or the date of access.


g. After completing the referencing, using the Endnote function in Word, format the references consistent with the remainder of the manuscript. Example: These insulating sheaths are vital for the transmission of nervous signals.i,ii,iii (See below). If using purchased Endnote software, this formatting will be done for you by the program.

References in Endnote function of Microsoft Word

Below is an illustration of the format in which references appear when you use the endnote function in word. The writer must modify the document as shown in section B for the final paper.

A. References as they appear initially

Guidelines for Submitting Papers, continued


B. Formatted references: (Note the font, deletion of superscript, and 6 point spacing between references).


Appendix I: Written Paper Grading Rubric

University of Colorado Physical Therapy Program

<table>
<thead>
<tr>
<th>Criteria and Standards</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Requirements of the specific assignment</strong></td>
<td>Clearly and accurately fulfills the stated assignment requirements</td>
<td>Less thorough completion of assignment requirements</td>
<td>Inadequate completion of assignment requirements</td>
<td></td>
</tr>
<tr>
<td>Insert details of actual assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper includes an optimal number of concrete details that support the main ideas and purpose of the paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Range (assignment)</strong></td>
<td>50-45</td>
<td>44-35</td>
<td>34-0</td>
<td>/50</td>
</tr>
<tr>
<td><strong>Supporting Information</strong></td>
<td>Multiple sources of information/evidence in support of assertions; fully developed quality links between assessment and evidence.</td>
<td>Less thorough use of sources of assertions; visible links between assessment and evidence.</td>
<td>Few sources of evidence; inconsistency in links between assessment and evidence.</td>
<td></td>
</tr>
<tr>
<td>Sources of evidence are routinely included in the paper and there is a clear link between assertions and evidence. Note: At times information may not be published articles, but could be experiences or other examples demonstrating understanding on the content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Range (Supp Evidence)</strong></td>
<td>15-13</td>
<td>12-10</td>
<td>9-0</td>
<td>/15</td>
</tr>
<tr>
<td>WRITING QUALITY</td>
<td>Mood/Tone/Creativity</td>
<td>Organization/Clarity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mood/Tone/Creativity</strong></td>
<td>Consistent mood and tone, meaningful, poignant, and credible, distinct point of view, very interesting. Strong evidence of creative thought.</td>
<td>Clearly identified purpose; logical sequence and transitions throughout the paper.</td>
<td>Adequately identified purpose; adequate sense of logical sequence and transitions throughout the paper.</td>
<td>Poorly identified purpose; inconsistency in sequence and transitions.</td>
</tr>
<tr>
<td><strong>Range (Md/Tone/Creat)</strong></td>
<td>10-9</td>
<td>8-7</td>
<td>6-0</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Organization/Clarity</strong></td>
<td>The structure of the paper is effective, logical, and clearly recognizable. (Intro, Body, Conclusion) The organization progresses logically and includes regular use of effective transitions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Range (Organ/Clarity)</strong></td>
<td>10-9</td>
<td>8-7</td>
<td>6-0</td>
<td>/10</td>
</tr>
</tbody>
</table>
Written Paper Grading Rubric, continued

<table>
<thead>
<tr>
<th>Mechanics and Diction</th>
<th>No grammar errors, no spelling errors, proper punctuation throughout, proper diction and syntax.</th>
<th>Only a few grammar, spelling and/or punctuation errors. Only a few examples of improper diction and/or syntax.</th>
<th>Multiple grammar, spelling and/or punctuation errors. Multiple examples of improper diction and/or syntax.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range (Mech/Diction)</td>
<td>10-9</td>
<td>8-7</td>
<td>6-0</td>
</tr>
</tbody>
</table>

AMA technical format (for technical writing)

<table>
<thead>
<tr>
<th>Consistent use of AMA formatting, including superscripted numbers and appropriate font style, abbreviation and punctuation with every reference.</th>
<th>Regular use of AMA formatting, but lacks consistency.</th>
<th>Rare use of AMA formatting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range (AMA format)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/10</td>
<td>/5</td>
</tr>
</tbody>
</table>

Template is based on 65% content, 35% writing quality, to be adjusted by individual instructor.
Appendix J: Marquette Challenge - APTA
University of Colorado

Physical Therapy Program

APTA Class representatives/APTA Student Special Interest Group Liaisons are responsible for coordination of Pittsburgh-Marquette challenge fundraising activities with other APTA class representatives. These members must maintain clear and frequent communication with the Faculty Marquette Challenge Liaison and the Program Manager. Detailed information will be provided through meetings with the Faculty Class Advisor and Program Manager.

1. If students receive honorable mention, we will support one student as outlined below
2. If they receive first, second, or third place recognition, we will support up to two students (in addition to the student supported by the Foundation).

The level of support will be similar to that which the foundation provides for students. For example, support may be as follows:

Travel (up to $300)
Conference registration
Ticket to the Foundation Dinner

Note that students are encouraged to divide this support among all students who attend, should more attend than the allotted amount.