TABLE OF CONTENTS .................................................................................................................................... 1
DOCTOR OF PHYSICAL THERAPY PROGRAM FACULTY AND STAFF .......................................................... 3
UNIVERSITY OFFICES FOR QUICK REFERENCE .......................................................................................... 7
THE MISSION OF THE UNIVERSITY ........................................................................................................... 8
    Mission Statement ................................................................................................................................. 8
    Foundational Values .............................................................................................................................. 8
MISSION, VISION STATEMENT, AND GOALS AND OUTCOMES .......................................................... 9
    Doctor of Physical Therapy Program Mission Statement ................................................................. 9
    Doctor of Physical Therapy Program Vision Statement ................................................................. 9
    Physical Therapy Student, Graduate, Program, and Faculty Goals and Outcomes ........................ 10
NON-DISCRIMINATION POLICY .................................................................................................................. 12
    Nondiscrimination and Reasonable Accommodations ................................................................... 12
    Guidelines for Student Requests for Reasonable Accommodation .............................................. 13
    Reservation of the Right to Modify ..................................................................................................... 13
REQUIREMENTS AND EXPECTATIONS ..................................................................................................... 14
    Essential Function Requirements ....................................................................................................... 14
    Professional Behavior Expectations ................................................................................................... 16
    Risks and Precautions .......................................................................................................................... 16
ACCREDITATION, MEMBERSHIPS, AND AFFILIATIONS ......................................................................... 17
    Institutional History and Accreditation .............................................................................................. 17
    State Authorization and Reciprocity Agreements (SARA) .............................................................. 18
    Complaints about the University or Program .................................................................................... 18
    Filing a Complaint with CAPE ............................................................................................................ 18
    Filing a Complaint with NC-SARA ...................................................................................................... 19
ADMISSION, COSTS, AND FINANCIAL AID ............................................................................................. 20
    University of Jamestown General Admission Policy ........................................................................ 20
    Doctor of Physical Therapy Program Admission Information ....................................................... 20
    Doctor of Physical Therapy Prerequisites ......................................................................................... 21
    Prerequisite Table .............................................................................................................................. 22
    Doctor of Physical Therapy Average Program Costs ....................................................................... 23
    Payment of Charges ........................................................................................................................... 24
    Miscellaneous Fees and Deposits ....................................................................................................... 24
    Financial Aid for Doctor of Physical Therapy Program Students ................................................... 24
    U.S. Department of Education ............................................................................................................ 24
    Alternative/Private Education Loan Programs ................................................................................... 25
    Assistance for Financial Aid ............................................................................................................... 25
    Return of Title IV Funds Policy .......................................................................................................... 25
    Institutional Funds Policy .................................................................................................................... 26
    Financial Aid Disclosure Statement ................................................................................................... 26
    Satisfactory Academic Progress – Guidelines for Financial Aid Purposes ...................................... 28
    Monitoring Procedure ......................................................................................................................... 28
    Additional Information ........................................................................................................................ 28
    Glossary for Financial Aid .................................................................................................................. 29
STUDENT SERVICES AND CONDUCT .................................................................................................... 31
    Academic Advising ............................................................................................................................. 31
FACULTY MEMBERS

Sara Farquhar Voorhees, PT, MPT, PhD
Director of the Physical Therapy Program
Associate Professor
Certified Exercise Expert for Aging Adults
Areas of Teaching:
   Evidence Based Practice
   Musculoskeletal
   Community Experience
   Integument
   Physical Therapy Seminar
Email: sara.voorhees@uj.edu
Phone: 701-356-2136 ext. 5903

Brittany Anderson, PT, DPT
Assistant Professor
Freshman Direct Entry Coordinator
Board-Certified Clinical Specialist in Pediatric Physical Therapy
Areas of Teaching:
   Pediatrics for Physical Therapy
   Issues in Healthcare
   Community Experience
Email: brittany.anderson@uj.edu
Phone: 701-356-2136 ext. 5921

JJ Ferguson, PT, DPT
Assistant Professor
Fellow-in-Training, Orthopedic Manual Physical Therapy Fellowship Program
Board-Certified Clinical Specialist in Sports Physical Therapy
Board-Certified Clinical Specialist in Orthopaedic Physical Therapy
Sports Physical Therapy Residency, University of North Dakota
Titleist Performance Institute Medical Level 2 Certified
Areas of Teaching:
   Clinical Assessment I
   Musculoskeletal I
   Musculoskeletal II
Email: jeffrey.ferguson@uj.edu
Phone: 701-356-2136 ext. 5906

Gregory Gass, PhD
Professor
Areas of Teaching:
   Evidence Based Practice
   Theory of Exercise
Email: greg.gass@uj.edu
Phone: 701-356-2136 ext. 5901
Tara Haj, PT, DPT  
*Director of Clinical Education*  
*Associate Professor*  
*Board-Certified Clinical Specialist in Neurologic Physical Therapy*  
*Hippotherapy Clinical Specialist*  
*Areas of Teaching:*  
  - Physical Rehabilitation  
  - Clinical Education Theory  
  - Clinical Education Experiences  
*Email:* tara.haj@uj.edu  
*Phone:* 701-356-2136 ext. 5915

Jackie Madsen, PT, DPT  
*Assistant Professor*  
*Admissions Coordinator*  
*Board-Certified Clinical Specialist in Geriatric Physical Therapy*  
*Board-Certified Clinical Specialist in Neurologic Physical Therapy*  
*Certified Exercise Expert for Aging Adults*  
*Areas of Teaching:*  
  - Issues in Healthcare  
  - Neuroscience for Physical Therapy  
  - Physical Rehabilitation  
*Email:* jackie.madsen@uj.edu  
*Phone:* 701-356-2136 ext. 5902

James Schanandore, PhD  
*Assistant Professor*  
*Areas of Teaching:*  
  - Human Anatomy for Physical Therapy  
  - Physiology, Pathology, and Pharmacology  
  - Neuroscience for Physical Therapy  
*Email:* james.schanandore@uj.edu  
*Phone:* 701-356-2136 ext. 5909

Alessandra Swarowsky Martin, PT, MSc, PhD  
*Associate Professor*  
*Areas of Teaching (assists):*  
  - Neuroscience for Physical Therapy  
  - Physical Rehabilitation  
*Email:* alessandra.swarowsky@uj.edu  
*Phone:* 701-356-2136 ext. 5907

Ben Wolden, PT, DPT  
*Assistant Director of Clinical Education*  
*Assistant Professor*  
*Areas of Teaching:*  
  - Clinical Education Theory  
  - Clinical Education Experiences  
*Email:* ben.wolden@uj.edu  
*Phone:* 701-356-2136 ext. 5905

Mitch Wolden, PT, DPT, PhD  
*Associate Professor*
Pro bono Clinic Coordinator  
Board-Certified Clinical Specialist in Orthopaedic Physical Therapy  
Certified Exercise Expert for Aging Adults  
Areas of Teaching:  
  - Biomechanics and Kinesiology  
  - Community Experience  
  - Therapeutic Interventions  
  - Musculoskeletal  
Email: mwolden@uj.edu  
Phone: 701-356-2136 ext. 5918

**STAFF**

**Anna Munns Engdahl, MA**  
Director of Assessment  
Jamestown and Fargo Campus  
Assessment, Tk20 by Watermark Unit Administrator  
Email: amunns@uj.edu  
Phone: 701-356-9204

**Corey Gilge**  
IT Support – Fargo Campus  
Technical Support, Databases  
Email: corey.gilge@uj.edu  
Phone: 701-356-2136 ext. 5920

**Marilyn Hedberg, MLS**  
Librarian – Fargo Campus  
Email: mhedberg@uj.edu  
Phone: 701-356-2136 ext. 5916

**Tara Roesler**  
Office Manager  
Administrative Support, Admissions, Assessment, Office and Building Management, Purchasing  
Email: tara.roesler@uj.edu  
Phone: 701-356-2136 ext. 5910

**ADJUNCT FACULTY**

**Janelle Askvig, PT, DPT**  
Assists: Pediatrics for Physical Therapy

**Bruce Belland, PT, DPT**  
Assists: Clinical Assessment I

**Victoria Bloom, PT, MPT**  
American Board of Wound Management-Certified Wound Specialist  
Teaches: Integument for Physical Therapy

**Scott Brown, PT, DPT**  
Board-Certified Clinical Specialist in Orthopaedic Physical Therapy
Board-Certified Clinical Specialist in Sports Physical Therapy
Assists: Therapeutic Interventions; Musculoskeletal

Kyle Gregerson, PT, DPT
Teaches: Acute Care for Physical Therapy

Amanda Gunkel, PT, DPT
Teaches: Theory of Exercise

Tara Jaeger, PT, DPT
Assists: Biomechanics and Kinesiology, Musculoskeletal

Kristin Lefebvre, PT, PhD
Board-Certified Clinical Specialist in Cardiovascular and Pulmonary Physical Therapy
Teaches: Cardiopulmonary Physical Therapy

Karen Olson, PT, DPT
Assists: Theory of Exercise

Diana Palm, PT, DPT
Assists: Physical Rehabilitation

Kerry Petsinger, PT, DPT
Certified Strength and Conditioning Specialist
Teaches: Community Experience

Nicole Schmidt, PT, MPT
Teaches: Aquatic Therapy

Keli St. Clair, PT, DPT
Assists: Biomechanics and Kinesiology, Musculoskeletal

Roger Stroh, PT, MPT, MSA
Teaches: Administration for Physical Therapy

Patricia Wisenden, MS
Professor, Biosciences Department at Minnesota State University – Moorhead
Assists: Human Anatomy for Physical Therapy
UNIVERSITY OFFICES FOR QUICK REFERENCE

The telephone number for offices at University of Jamestown, Jamestown campus, is 701-252-3467, followed by the appropriate extension number listed below.

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Student Success</td>
<td>Mike Woodley</td>
<td>5554</td>
</tr>
<tr>
<td>Bookstore (Jimmie Connection)</td>
<td></td>
<td>5476</td>
</tr>
<tr>
<td>Director of Student Activities</td>
<td>Erin Edinger</td>
<td>5800</td>
</tr>
<tr>
<td>Disability Services for Students</td>
<td>Mike Woodley; John Lynch</td>
<td>5554</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Judy Hager</td>
<td>5548</td>
</tr>
<tr>
<td>Provost</td>
<td>Paul Olson</td>
<td>5614</td>
</tr>
<tr>
<td>Registrar</td>
<td>Mike Woodley</td>
<td>5554</td>
</tr>
<tr>
<td>Student Account Services</td>
<td>Collette Heilman</td>
<td>5561</td>
</tr>
</tbody>
</table>

The telephone number for the offices at University of Jamestown Physical Therapy Program, Fargo campus is 701-356-2136, followed by the appropriate extension number.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Brittany Anderson</td>
<td>Assistant Professor/Direct Entry</td>
<td>5921</td>
</tr>
<tr>
<td>Anna Munns Engdahl</td>
<td>Director of Assessment</td>
<td>701-356-9204</td>
</tr>
<tr>
<td>Dr. JJ Ferguson</td>
<td>Assistant Professor</td>
<td>5906</td>
</tr>
<tr>
<td>Dr. Gregory Gass</td>
<td>Research and Scholarship</td>
<td>5901</td>
</tr>
<tr>
<td>Corey Gilge</td>
<td>IT Support – Fargo Campus</td>
<td>5920</td>
</tr>
<tr>
<td>Dr. Tara Haj</td>
<td>Director of Clinical Education</td>
<td>5915</td>
</tr>
<tr>
<td>Marilyn Hedberg</td>
<td>Librarian – Fargo Campus</td>
<td>5916</td>
</tr>
<tr>
<td>Dr. Jackie Madsen</td>
<td>Associate Professor/Admissions</td>
<td>5902</td>
</tr>
<tr>
<td>Dr. Alessandra Martin</td>
<td>Assistant Professor</td>
<td>5907</td>
</tr>
<tr>
<td>Tara Roesler</td>
<td>Office Manager</td>
<td>5910</td>
</tr>
<tr>
<td>Dr. James Schanandore</td>
<td>Assistant Professor</td>
<td>5909</td>
</tr>
<tr>
<td>Dr. Ben Wolden</td>
<td>Assistant Director of Clinical Education</td>
<td>5905</td>
</tr>
<tr>
<td>Dr. Mitch Wolden</td>
<td>Associate Professor</td>
<td>5918</td>
</tr>
<tr>
<td>Dr. Sara Voorhees</td>
<td>Director of the Program</td>
<td>5903</td>
</tr>
</tbody>
</table>

If calling from a Fargo campus telephone, dial only the four-digit extension number.

Mailing Address:
University of Jamestown
Physical Therapy Program
4190 26th Ave S
Fargo ND 58104

Regular Office Hours:
Monday – Friday 8:00am – 4:30pm
Summer:
Monday – Thursday 7:30am – 4:00pm
Friday 7:30am – 12:00pm
THE MISSION OF THE UNIVERSITY

Throughout its more than one hundred-year history, University of Jamestown has consistently stood for academic excellence and Christian principles in all that it does. Catalogs published by the University from the very earliest years declare the commitment of this institution to the highest and best.

Mission Statement
We are a community dedicated to the development of wholeness in our students through adherence to a curriculum of academic excellence, which balances the ideals of the liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for continuing growth of the individual.

Underlying the institutional mission are the values that guide our direction as stated below.

Foundational Values
As an institution of higher education in the Presbyterian tradition, we celebrate God through the use of our minds and the exercise of reason, believing that God is the source of all truth. “You shall love the Lord our God with all your heart, and with all your soul, and with all your mind” (Matthew 22:37).

Our Christian and Reformed tradition embraces the liberal arts and the ongoing search for knowledge and truth as a way of liberating the human spirit and of understanding the world we share with others. University of Jamestown promotes education as means to improve lives, search for vocation, and create lifelong seekers of truth and wisdom. We value the life of the mind and the life of the spirit and therefore hold that faith and reason reinforce each other and that through mind, heart, and hands one can honor God and serve humanity.

Historically, this strong belief that learning and the search for truth are closely connected to faith formed the basis for the Presbyterian Church’s early and significant commitment to higher education. As a result, prior to the Civil War, one-fourth of the colleges in the United States were Presbyterian. In 1883, when the Presbyterian Church extended its mission into the Dakota Territory’s frontier, University of Jamestown was founded in a newly incorporated city ninety miles west of Fargo.

University of Jamestown is a fully independent, self-governing institution that shares an historic relationship with the Presbyterian Church (USA). We are proudly non-sectarian and welcome students of all faiths and beliefs. Our Latin motto, “Lux et Veritas,” proclaims to all that the pursuit of truth lights our journey today as it has since 1883.
MISSION, VISION STATEMENT, AND GOALS AND OUTCOMES

Doctor of Physical Therapy Program Mission Statement
The mission of the University of Jamestown Doctor of Physical Therapy Program is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate physical therapists who are competent, compassionate, and ethical, and who will serve their patients/clients and communities through the practice of quality, evidence-based physical therapy.

Doctor of Physical Therapy Program Vision Statement
The vision of the University of Jamestown Doctor of Physical Therapy Program is to be recognized in the state, region, and nation as a program that

1. Serves the physical therapy needs of the community;
2. Fosters a culture of critical thinking and creativity in education;
3. Aligns education, innovative evidence based practice, and clinically meaningful research;
4. Develops well rounded physical therapy leaders for our profession.
Physical Therapy Student, Graduate, Program, and Faculty Goals and Outcomes

**Student/Graduate Goals and Outcomes**

**Goal 1.** Students/Graduates will demonstrate the knowledge and skills required for competent, evidence-based practice of physical therapy.

Expected Learning Outcomes – Students/graduates will:

a. Demonstrate the knowledge required for entry-level practice of physical therapy.
b. Demonstrate the skills required for entry-level practice of physical therapy.
c. Integrate patient values and circumstances, clinical expertise, and scientific literature to deliver evidence-based practice of physical therapy.

**Goal 2.** Students/Graduates will demonstrate the behaviors necessary for professional, compassionate, and ethical physical therapy practice.

Expected Learning Outcomes – Students/graduates will:

a. Exhibit professional conduct and behaviors consistent with the APTA Core Values.
b. Adhere to professional standards as defined by the APTA Code of Ethics.

**Goal 3.** Students/Graduates will serve their communities and profession.

Expected Learning Outcomes – Students/graduates will:

a. Engage in service to the community.
b. Demonstrate advocacy skills to address health, wellness, and societal needs.
c. Demonstrate commitment to the profession.

**Program Goals and Expected Outcomes**

**Goal 1.** The Program will create an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Expected Outcomes – The Program will:

a. Create an environment to foster intellectual curiosity.
b. Provide opportunities to facilitate life-long learning.
c. Adhere to policies and procedures.

**Goal 2.** The Program will integrate education, research, and clinical practice to provide sound professional development.

Expected Outcomes – The Program will:

a. Deliver a curriculum grounded in national standards and current evidence-based practice.
b. Facilitate scholarly activities through professional development opportunities and allocation of resources.
c. Provide a variety of opportunities for clinical practice and experience.

**Goal 3.** The Program will demonstrate a commitment to community service.

Expected Outcomes – The Program will:

a. Engage with community partners to promote community relations.
b. Sustain formal community affiliations.
Faculty Goals and Expected Outcomes

Goal 1. Faculty will demonstrate excellence in teaching.

Expected Outcomes – Faculty will:
   a. Sustain content expertise considering the dynamic nature of the profession.
   b. Integrate content expertise and current scientific literature into teaching.
   c. Engage in professional development related to teaching and learning.

Goal 2. Faculty will contribute to the scientific body of knowledge through scholarly activities.

Expected Outcomes – Faculty will:
   a. Engage in an ongoing scholarly agenda.
   b. Disseminate scholarship.

Goal 3. Faculty will serve their university, communities, and profession.

Expected Outcomes – Faculty will:
   a. Engage in service to the university and community.
   b. Demonstrate advocacy skills to address health, wellness, and societal needs.
   c. Demonstrate commitment to the profession.
NON-DISCRIMINATION POLICY

The University of Jamestown is committed to providing an environment for students, faculty, and staff, that is free from all fear of discrimination and harassment.

The University of Jamestown is committed to fostering an atmosphere that is respectful and cooperative, and which promotes equal opportunity. University of Jamestown prohibits unlawful discrimination and/or harassment in the University environment, in its employment, and in all of its programs, including all academic, extra-curricular, and University-sponsored activities whether off or on campus. University of Jamestown is committed to ensuring an environment free from all discrimination and/or harassment based on race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful.

Prohibited behaviors include disrespectful and offensive behavior, unwelcome remarks and/or physical conduct that denigrates or shows hostility or aversion toward an individual’s race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful.

All students, faculty, administrators, and staff are encouraged to work together to prevent acts of unlawful discrimination and/or harassment of any kind. University staff who observe acts of discrimination and/or harassment should intervene to stop discrimination and/or harassment, unless circumstances would make such intervention dangerous. Any student, faculty, administrator, or staff who believes he or she has been subjected to or witnessed discrimination, harassment, or a hostile environment shall promptly report such conduct to the Affirmative Action Officer in Human Resources, Becky Knodel, bknodel@uj.edu, 701-252-3467 ext. 5566, or the alternate designee the Dean of Students, so that the University can timely, fairly, and appropriately investigate, document, and respond to any such reports.

Any student, faculty, administrator, or staff found to have engaged in acts of unlawful discrimination, harassment, or other acts that create a hostile environment at the University of Jamestown, will be promptly disciplined. Such discipline may include, if circumstances warrant, discipline up to and including suspension, expulsion, and termination. Retaliation against any person who complains of discrimination or harassment, or who participates in the investigation of a complaint of discrimination or harassment, is prohibited. Individuals who are found to have engaged in retaliation will be subject to discipline up to and including termination of employment, suspension, or expulsion.

University of Jamestown does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

Nondiscrimination and Reasonable Accommodations

The University of Jamestown confirms its support of the principles and practices of nondiscrimination and equality of races and sexes in its employment and in all of its programs, activities, and opportunities available to students. The University of Jamestown also affirms a commitment to nondiscrimination and reasonable accommodation of those students who are disabled. However, in order to perform physical therapy functions, a student must be in good health and able to perform the Essential Function Requirements as listed in the Physical Therapy Program Student Handbook, and as listed below.

It is the expressed intent of the University of Jamestown to be in conformity with all laws relating to higher education that are consistent with our commitment to the Christian ethic, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students who believe they may have a qualifying disability can request a complete copy of policies and
Guidelines for Student Requests for Reasonable Accommodation Based on a Learning Disability

Students are responsible for identifying themselves to the Associate Dean for Student Success as having a learning disability requiring reasonable accommodation.

A newly accepted or currently enrolled student whose learning disability requires reasonable accommodation may make a request for accommodation at any time. Because the arrangements for some accommodations take a significant amount of time, the student should make a request as early as possible.

To determine an appropriate academic adjustment, the University of Jamestown Physical Therapy Program will review your request in light of the essential function requirements for the Program. The University is not required to lower or waive essential function requirements. If you have requested a specific academic adjustment, the University may offer that academic adjustment, or it may offer an effective alternative.

Students are encouraged to inform faculty member(s) teaching the course(s) of their requests for accommodations as early as possible in the semester, but must make the requests in a timely enough manner for accommodations to be appropriately considered and reviewed by the Program.

Reservation of the Right to Modify

The programmatic and financial information herein are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make changes that seem necessary or desirable, including course cancellations.

*Bulletin information is subject to change without notice.*
REQUIREMENTS AND EXPECTATIONS

Essential Function Requirements for Admission to and Progression in the Doctor of Physical Therapy Program

Participation in the Doctor of Physical Therapy Program requires that each student possess the ability to meet the Essential Function Requirements of the program.

1. Observation Skills
   - Each student must be able to participate actively in all demonstrations and laboratory exercises throughout the curriculum.
   - Each student must be able to accurately make observations both near and at a distance.
   - Observation and information acquisition requires the functional use of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. Communication Skills
   - Each student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, and assess nonverbal communications.
   - Each student must be able to effectively and efficiently transmit information in verbal and written form to patients, fellow students, faculty, staff, and all members of the healthcare team.
   - Each student must possess required communication skills, which include speaking, reading, and writing, as well as the observation skills described above.

3. Motor Skills
   - Each student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.
   - Each student must be capable of performing basic laboratory tests, possess all skills necessary to carry out diagnostic procedures, and execute the motor movements reasonably required to provide general care and emergency treatment to patients.
   - Each student must have sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks (for example, move at least 50 pounds vertically and horizontally).

4. Intellectual-Conceptual, Integrative, and Quantitative Abilities
   - Each student must be able to measure, calculate reason, analyze, and synthesize. Problem solving, the critical skill demanded of physical therapists, requires all of these intellectual abilities.
   - Each student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
   - Each student must have the capacity to perform these problem-solving skills in a timely fashion.

5. Behavioral and Social Attributes
   - Each student must be able to fully utilize his or her intellectual abilities and exercise good judgment. Prompt completion of all responsibilities attendant to the diagnosis and care of patients is required.
   - Each student must be capable of developing mature, sensitive and effective relationships with patients and others.
   - Each student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients.
• Each student must have compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn.

6. Professional Behaviors and Conduct
• Each student must possess the ability to reason morally and practice in an ethical manner.
• Each student must be willing and able to learn and abide by professional standards of practice.
• Each student must possess attributes consistent with the seven core values (accountability, altruism, compassion, caring, excellence, integrity, professional duty, social responsibility), and the Code of Ethics for the Physical Therapist, and in addition demonstrate empathy, honesty, and tolerance.
• Each student must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.
• Each student must practice safely, ethically, and legally.

Students with disabilities are expected to perform all the essential functions of the Program with or without reasonable accommodation. The University will work with each student and the respective campus disability office to provide, if possible, reasonable accommodations. While the University will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential qualifications, functions, technical standards, or other academic requirements of the Program, or result in an undue financial or administrative burden.

Students who may not meet the Essential Function Requirements must inform the Director of the Physical Therapy Program, who will then contact the Provost. The Provost, in consultation with the Director of the Physical Therapy Program will identify and discuss what accommodations, if any, the University (Program) would need to make that would allow the candidate to complete the curriculum.

The University (Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Essential Function Requirements for the duration of enrollment in their professional program.

The essential functions outlined above have been formulated based on the mission, vision statement, and goals of the Program and the University; the guidelines of the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association; Professional Behaviors for the 21st Century; the Guide to Physical Therapy Practice 3.0; the Normative Model of Physical Therapist Education; the APTA Guide for Professional Conduct; and the Code of Ethics for the Physical Therapist. In addition, although not serving as a primary basis for this document, several policy statements from other universities were reviewed by the Essential Functions Committee of the Program in Physical Therapy to provide a framework for the organization of this document.

Revised/Approved March 2019
Professional Behavior Expectations
Students are guests at clinical sites. Safety, professional behavior, accountability, and communication are considered foundational elements in clinical practice and expected at all times.

Students are required to be members of the American Physical Therapy Association (APTA), and they will strictly adhere to the Physical Therapist Code of Ethics (Appendix 1) and the Guide for Professional Conduct (Appendix 3).

Risks and Precautions
Students may participate in clinical activities that may have certain inherent risks associated with them. There are potential risks associated in working with patients/clients and therapeutic equipment. The University of Jamestown Physical Therapy Program considers the safety of students, faculty, and patients/clients essential, and thereby includes safe practice education in all assessment and skill courses.
Institutional History and Accreditation
University of Jamestown was founded in 1883 as a non-sectarian, independent four-year college known for integrating the liberal arts and the professions in a Christian environment.

University of Jamestown is a community dedicated to the development of wholeness in our students. We adhere to a curriculum of academic excellence, which balances the ideals of the liberal arts tradition and sound professional preparation. Our Christian tradition encourages an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

A Doctorate Program in Physical Therapy based in Fargo was developed in 2012. On March 1, 2013 University of Jamestown applied for Application for Candidacy from the Commission on Accreditation of Physical Therapist Education (CAPTE).

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapy Program at University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Telephone: 800-621-7440/312-263-0456
Fax: 312-263-7462
Email: infor@hlcommission.org
Website: https://www.hlcommission.org/

University of Jamestown has been continuously accredited since 1920. The University holds memberships in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, and the National Association of Intercollegiate Athletics. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.
State Authorization and Reciprocity Agreements (SARA)
SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts.

The members of SARA are states, not institutions or students. Therefore, a state “joins” or becomes a “member” of SARA while a college or university “operates under” or “participates in” SARA.

SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. What SARA does is centralize the authorization process for each institution in a single state called the institution’s “home state.” Colleges or universities in a SARA state therefore only need their home state authorization to offer distance education to any other SARA member state.

Complaints about the University or Program
Any complaint that would fall out of the realm of due process regarding the Physical Therapy Program and/or University may be addressed to the Program Director, Physical Therapy Program. If an individual has concerns about sending the complaint to Program personnel, he or she may send it to the Provost, University of Jamestown. The Program and University take all complaints seriously and will review any complaint in an expedient manner and take any appropriate action that is warranted.

Once a complaint is made, the Program Director or the Provost will be directly involved in contacting the complainant and gathering any available information (within 15 business days). The Provost will be notified of all complaints. If the matter is resolved, the Program Director or the Provost will write a letter to the complainant acknowledging resolution of the matter. A copy of the letter will be kept on file in the Program Director’s office and the Provost’s office for five years.

If the matter is not resolved to the satisfaction of the complainant or the complaint is about the Program Director, the complainant may submit a written complaint directly to the Provost, University of Jamestown. The Provost will meet with each party separately and may schedule a combined meeting with the two parties in order to resolve the complaint. A letter outlining the resolution by the Provost will be filed with the complaint in the Provost’s office. A copy of the resolution may be sent to the complainant at the discretion of the Provost. A copy of the letter will be kept on file in the Provost’s office for five years.

Filing a Complaint with CAPTE (Commission on Accreditation in Physical Therapy Education)
Any complaint regarding the University of Jamestown Physical Therapy Program may also be filed with the Commission on Accreditation in Physical Therapy Education (CAPTE).

Commission on Accreditation in Physical Therapy Education
APTA Headquarters
1111 North Fairfax Street
Alexandria, VA 22314-1488
Telephone: 703-684-2782/800-999-2782
Fax: 703-684-7343
Email: accreditation@apta.org
Website: http://www.capteonline.org
Filing a Complaint with NC-SARA (National Council for State Authorization and Reciprocity Agreements)

A student complaint not resolved through the University’s procedures as described in this bulletin may be filed with the National Council for State Authorization and Reciprocity Agreements. These complaints can be mailed or emailed to:

Cheryl Thompson  
Outreach Manager  
Communication | Training | State Authorization Coordinator  
Core Technology Services  
North Dakota University System  
2000 44th Street SW, Suite 301  
Fargo, ND 58103  
701-239-6676  
cheryl.thompson@ndus.edu
ADMISSION, COSTS, AND FINANCIAL AID

University of Jamestown General Admission Policy
Consideration for admission to the University of Jamestown programs is available to all students who meet University admissions requirements without regard to race, color, age, religion, gender, national origin, disabilities, sexual orientation, or veteran status, in accordance with the law. The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University’s functions.

Doctor of Physical Therapy Program Admission Information
There are two avenues to be admitted into University of Jamestown Doctor of Physical Therapy Program.

- Freshman Direct Entry: admittance into the Program as a first semester freshman at University of Jamestown, [www.uj.edu/tab/freshman-direct-entry](http://www.uj.edu/tab/freshman-direct-entry).

Individuals wishing to apply to the Doctor of Physical Therapy Program for admission into the Class of 2023 need to apply using the PTCAS online application. The PTCAS application will be available July 2019 on the PTCAS website at [www.ptcas.org](http://www.ptcas.org).

The deadline for applications is February 1, 2020 for the Class of 2023 that begins the fall of 2020.

Information to complete the application needs to be entered and/or uploaded into PTCAS by the application deadline. Upload all required documents into PTCAS for processing; do not mail documents to the Program. Incomplete applications are not accepted.

Qualified applicants invited to interview will attend a face-to-face interview at University of Jamestown, Fargo campus, in the spring prior to beginning the Program. The Program will only conduct face-to-face interviews. All costs associated with this interview are the responsibility of the applicant.

University of Jamestown Doctor of Physical Therapy Program gives preference to University of Jamestown, Jamestown, ND; Minnesota State University Moorhead, Moorhead, MN; and Concordia College, Moorhead, MN, graduates.

Contact with applicants will be via the contact information provided in PTCAS.

Admission to the Program is determined on the following criteria:

- Completion of a bachelor’s degree from an accredited institution prior to matriculation.
- Official transcripts from all higher learning institutions that you have attended.
- A minimum GPA of 3.00/4.00 in all undergraduate courses (GPA calculation includes repeated courses).
- A minimum GPA of 3.00/4.00 in all prerequisite courses listed in the prerequisite table; GPA calculation includes repeated courses).
- Completion of a minimum of 40 hours observation, volunteer, and/or paid work in a physical therapy setting signed by a licensed physical therapist.
- Signed Essential Function Requirements form.
- Personal essay.
- Two letters of recommendation:
- Submission of GRE scores:
  o The Program currently does not have a minimum GRE score.
  o University of Jamestown PTCAS GRE code: 3885

- Submission of TOEFL scores, if applicable. Acceptable scores are as follows:
  o TOEFL score of 525 Paper
  o TOEFL score of 195 Computer
  o TOEFL score of 70 Internet-based
  o An IELTS band score of 5.5

University of Jamestown protects applicant rights, including due process. If an individual feels that he or she has been treated unfairly in the admissions process, he or she may wage a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Director of the Physical Therapy Program and the Provost.

**Doctor of Physical Therapy Prerequisites**

Nine of the thirteen prerequisite classes must be successfully completed by the end of the fall semester prior to beginning the Doctor of Physical Therapy Program.

All coursework, including a bachelor’s degree from an accredited institution, must be completed by the end of spring semester prior to beginning the Program.

Any coursework completed after the fall semester will not count toward cumulative or prerequisite GPA calculations, but will need to be completed and meet minimum requirements prior to matriculation.
# Prerequisite Table

<table>
<thead>
<tr>
<th>Minimum Required Semester Hours</th>
<th>Prerequisite</th>
<th>Acceptable Courses (see prerequisite for lab requirement)</th>
<th>University of Jamestown Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Total Semester Hours</td>
<td>Human Anatomy and Physiology I with Lab OR Human Anatomy with Lab</td>
<td>Human Anatomy and Physiology I OR Human Anatomy Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</td>
<td>Biol 208</td>
</tr>
<tr>
<td></td>
<td>Human Anatomy and Physiology II with Lab OR Human Physiology with Lab</td>
<td>Human Anatomy and Physiology II OR Human Physiology Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</td>
<td>Biol 209</td>
</tr>
<tr>
<td>8 Total Semester Hours</td>
<td>General Biology I with Lab</td>
<td>Cell Biology or General Biology I</td>
<td>Biol 150</td>
</tr>
<tr>
<td></td>
<td>General Biology II with Lab</td>
<td>Cell, Embryology, General Biology II, Genetics, Histology, Immunology, Microbiology, Molecular, Zoology Botany not accepted</td>
<td>Biol 151</td>
</tr>
<tr>
<td>8 Total Semester Hours</td>
<td>General Chemistry I with Lab</td>
<td>General Chemistry I</td>
<td>Chem 133</td>
</tr>
<tr>
<td></td>
<td>General Chemistry II with Lab</td>
<td>General Chemistry II, Biochemistry, Inorganic, Organic</td>
<td>Chem 134</td>
</tr>
<tr>
<td>4 Total Semester Hours</td>
<td>Physics I with Lab</td>
<td>Physics I</td>
<td>Phsy 143 or 203</td>
</tr>
<tr>
<td>4 Total Semester Hours</td>
<td>Physics II with Lab</td>
<td>Physics II</td>
<td>Phsy 144 or 204</td>
</tr>
<tr>
<td>3 Total Semester Hours</td>
<td>General Psychology</td>
<td>General Psychology</td>
<td>Psyc 101</td>
</tr>
<tr>
<td>3 Total Semester Hours</td>
<td>Lifespan Development</td>
<td>Developmental Psychology</td>
<td>Psyc 203</td>
</tr>
<tr>
<td>3 Total Semester Hours</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
<td>Psyc 302</td>
</tr>
<tr>
<td>3 Total Semester Hours</td>
<td>Statistics</td>
<td>Business Statistics, Math Statistics, Psychology Statistics, and Biostatistics</td>
<td>Psyc 202 or Math 205</td>
</tr>
<tr>
<td>1 Total Semester Hour</td>
<td>Medical Terminology</td>
<td>Medical Terminology</td>
<td>Biol 210</td>
</tr>
</tbody>
</table>
### Doctor of Physical Therapy Average Program Costs*

**First Year**
- Tuition, 43 credits: $30,530
- Technical and Professional Fees: $405
- Room and Board: $13,962
- Books and Supplies: $2,043
- Transportation: $1,500
- Miscellaneous/Personal: $1,500
- **TOTAL**: $49,940**

**Second Year**
- Tuition, 43 credits: $30,530
- Technical and Professional Fees: $405
- Room and Board: $13,962
- Books and Supplies: $2,043
- Transportation: $1,500
- Miscellaneous/Personal: $1,500
- **TOTAL**: $49,940**

**Third Year**
- Tuition, 32 credits: $22,720
- Technical and Professional Fees: $405
- Room and Board: $10,472
- Books and Supplies: $1,362
- Transportation: $1,000
- Miscellaneous/Personal: $1,000
- **TOTAL**: $36,959**

### Basic Tuition
*Tuition for students during the 2019-2020 academic year is $710 per credit, with typical annual tuition rate increases of about 4%, but subject to change. Basic tuition does not cover items listed in Professional Fees below. Tuition, and other costs, are subject to revision by the University on an annual basis.*

### Books
*Costs for books will vary dependent on the faculty member teaching the course and requirements for the curriculum.*

### Professional Fees
*Includes Technology, APTA membership, ExamSoft, Exxat, and clinical education fees.*

**Additional costs may be associated with transportation and housing related to clinical practicums and internship.**
Payment of Charges
Payment of all student bills is due on the first day of classes each semester. Those not paid in full on that date, with the exception of the work portion, will be charged interest at the rate of 1.5 percent per month.

One half of financial aid awarded to the student will generally be applied to each semester. The student will not be allowed to register for the next semester and credits will not be issued until the account is paid in full. The University reserves the right to withhold statements of honorable dismissal, credits, transcripts, and diplomas until all financial obligations have been met with the Business and Financial Aid Offices.

Miscellaneous Fees and Deposits
- Enrollment Deposit ............................................................... $400
  (one-time charge, applied to first semester tuition bill)
- Graduation Fee ................................................................. $100
- Senior Project Gift ............................................................ $25
- Transcript
  - First copy ...................................................................... no charge
  - Second copy ................................................................. $5

Financial Aid for Doctor of Physical Therapy Program Students
To be eligible for financial aid a graduate student:
- must not be receiving aid as undergraduate for same period of enrollment;
- must be enrolled in a program above the bachelor’s level or one leading to a first professional degree;
- must have completed equivalent of at least three academic years of full time study either before entrance into the Program or as part of it;
- must file Free Application for Federal Student Aid (FAFSA) if a Federal Direct Loan is desired. The website for FAFSA information is www.studentaid.ed.gov.

U.S. Department of Education
The William D. Ford Federal Direct Loan Program is the largest federal student loan program. Under this program, the U.S. Department of Education is your lender. There are two types of Direct Loans available to graduate students.

Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students. The student does not have to demonstrate financial need to be eligible for the loan, but must complete the Free Application for Federal Student Aid (commonly called the FAFSA) each year.

- Annual Limit: $ 20,500 Direct Unsubsidized Loan
- Aggregate Limit: $138,500 Direct Loan
  (No more than $65,500 of this amount may be in Direct Subsidized Loans. The graduate debt limit includes all federal loans received in undergraduate study.)

Direct Grad PLUS Loans are loans made to graduate or professional students to help pay for education expenses not covered by other financial aid.

There are no fixed annual or aggregate loan limits for PLUS Loans. A graduate or professional student may be awarded a Grad PLUS Loan up to the student’s cost of attendance.
Alternative/Private Education Loan Programs
Students have the right to select any eligible lender under the Alternative/Private Education Loan Program and the University of Jamestown will process the request in compliance with federal and institutional packaging guidelines. It is, however, crucial that you consider your options when choosing an alternative student loan. Choose a lender that demonstrates a strong commitment to students and their education. Further, be sure to check the lender’s value and benefits, fees, interest rates, repayment options, and customer service. You will find a list of lenders used by the University of Jamestown students for Alternative/Private Education Loans on the University of Jamestown website under financial aid.

University of Jamestown does not endorse or accept incentives from any lender, nor does it promote any specific lender. The Alternative/Private Education Loan lender list is provided as a courtesy and should not be interpreted as a requirement to use any of the lenders listed. The University of Jamestown will process an Alternative/Private Education Loan from any participating lender that requires school certification.

Assistance for Financial Aid
Students accepted to the Physical Therapy Program may apply for financial aid through the University of Jamestown. All students must complete the Free Application for Federal Student Aid (FAFSA) every year to be considered for federal financial aid, including student loans. The FAFSA and renewal FAFSA can be completed online at www.studentaid.ed.gov. Students will be notified of their financial aid awards through email or postal mail. A representative of the Financial Aid Office will visit the Fargo campus at the beginning of the fall semester to answer questions and discuss financial aid directly with students.

Students may contact the Financial Aid Office at any time with questions regarding financial aid. Questions may be directed to the Financial Aid Office at 701-252-3467, ext. 5556 or by emailing a financial aid staff member.

Return of Title IV Funds Policy
Definition
Federal Title IV Funds include Pell Grants, Supplemental Education Opportunity Grants, Direct Loans (Subsidized, Unsubsidized, Grad PLUS, and Parent PLUS) and Federal Work Study.

Enrollment
For Return of Title IV Funds and institutional purposes, a student is considered enrolled until he or she has completed and submitted an official University of Jamestown Withdrawal Form or until the end of the semester has been reached, whichever is first. Official withdrawal forms are available in the Registrar’s Office. Non-attendance of classes does not constitute an official withdrawal.

A limited number of standard term courses are offered in modules (for example, two 8-week sessions within a 16-week semester; summer school sessions). Should a student complete an 8-week session only, he or she may still be considered withdrawn from the University of Jamestown for Return of Title IV purposes. [Reference: 34 CFR 668.22]

Return of Title IV Fund Calculation
The amount of federal Title IV aid earned is based upon the percentage of a period of enrollment completed. The percentage is computed by dividing the number of days completed (as of the date the student discontinues enrollment) by the total number of days in the term as determined by the Financial Aid Office in compliance with federal guidelines. The percentage is then applied to the aid received to determine earned and unearned aid. If and when any aid is determined to be unearned, it must be returned to the appropriate financial aid program(s). The amount
Returns to the financial aid programs must be made in the following order: PLUS loan, Unsubsidized Direct Loan, Subsidized Direct Loan, Pell Grant, SEOG. A student withdrawing after the 60% point is considered to have earned 100% of his or her aid and no adjustment to charges or aid is made. Additional details may be obtained from the Financial Aid Office.

**Unofficial Withdrawals**

After each period of enrollment, the Financial Aid Office will request a review of students from the Registrar’s Office who received grades only of F (Fail), W (Withdrawal), or I (Incomplete) within the term. If a student receives grades of only F, W, or I during the term, the financial aid office will work with the program director to determine the last date the student was involved in any academic activity. The last date of academic activity will be recorded in the student’s file and used as the withdrawal date, and the Return of Title IV Funds calculation will be based on that date. The student may appeal this decision by contacting the Director of Financial Aid, who will work with the student and other involved parties to gather additional information and make a determination on an individualized basis. Information will be recorded in the student’s financial aid file.

**Application of Repayments to Title IV Funds**

For the payment period in which the student withdrew, it will be determined whether the student received an overpayment of financial aid funds. The overpayment is the difference between the amount received by the student as cash disbursements and the amount earned during the portion of the payment period that the student was actually enrolled. The Federal Pell Grant and the Federal SEOG programs must be repaid within 30 days. The overpayment will be calculated according to the federal Return of Title IV Funds Policy. The University of Jamestown is NOT liable for the amount of repayment owed by the student. A student who owes a repayment on federal funding is ineligible for further Title IV assistance until the repayment is complete.

**Institutional Funds Policy**

The University of Jamestown has adopted a refund policy for its institutional charges and aid that uses the same methodology as the Return of Title IV Funds Policy.

**Financial Aid Disclosure Statement**

1. A student must be officially admitted to a degree-granting program at the University of Jamestown and making Satisfactory Academic Progress (as defined by the U.S. Department of Education) to receive federal financial aid through the University of Jamestown. (Satisfactory Academic Progress details are available in the university catalog, on the university website, and from the Financial Aid Office.)

2. The application for federal aid is the Free Application for Federal Student Aid, which can be found at [www.studentaid.ed.gov](http://www.studentaid.ed.gov) and must be completed each year.

3. No aid may be disbursed to a student if he or she is in default on any federal/state aid program.

4. All financial aid is awarded based upon application documents, verification of information, anticipated cost of attendance, university enrollment, grade level, academic progress and other known resources. Any changes in these items may result in an award revision.

5. Funds must be used solely for education related expenses as defined by the U.S. Department of Education.
6. All male students applying for any federal and/or state financial aid must attest to Selective Service status before funds will be disbursed.

7. In general, financial aid will be awarded to students on a prorated basis with aid divided evenly between the terms in the award year (for example, for a three-term award year, it would be divided into one-third each term (fall, spring, and summer) and the student’s account will be credited accordingly.

8. Any balance due on the student’s account after applying all anticipated financial aid and other credits is payable by the first day of the semester (unless prior arrangements have been made with the Business Office).

9. A student must report all outside scholarships, grants, work stipends, or other education benefits to the Financial Aid Office. Certain military benefits are not considered resources in determining a student’s financial aid eligibility. Outside scholarships will be divided evenly between the periods of enrollment within an award year unless specified to be disbursed differently.

10. The Financial Aid Office is required to make adjustments to ensure that aid does not exceed the university approved student budget (cost of attendance).

11. No federal or state aid will be disbursed to the student’s account until all necessary documents have been submitted to the Financial Aid Office by the stated deadline. If selected for the verification process, recipients of any federal aid must submit student’s (and spouse’s, if applicable) prior year’s U.S. IRS tax transcript. If no tax return was filed, the student must mark and sign the non-file affidavit on the Verification Worksheet. In addition, no federal or state aid will be disbursed to a student’s account if selected for verification and the student refuses to complete the verification process.

12. Federal work-study is an award. However, credit will not be given until the work has been completed. Students may receive monthly checks in compensation. The student who has been granted work understands that the University of Jamestown will establish the work schedule following the student’s confirmation of his or her class schedule. No student is eligible to begin work until all employment documents have been submitted to the Financial Aid Office as required by state and federal guidelines.

13. To be eligible for full-time financial aid, a student must carry a minimum of 12 credits per semester. A student taking fewer than 12 credits may be eligible for some federal aid programs on a prorated basis.

14. All Direct, Grad PLUS, and Alternative loan funds are first applied to outstanding direct education costs, such as tuition and fees at date of receipt.

15. If a student withdraws from the University of Jamestown or drops below full-time status prior to the end of the semester, he or she may be required to repay federal grant and/or loans to the associated programs in accordance with the Return of Title IV Fund Policy.

16. All students have the right to review and amend their Family Educational Rights and Privacy Act (FERPA) information at any time. The most common changes are those necessary on the Student Authorization to Release Information form. Details are available in the Financial Aid Office.

17. Additional Consumer Information is available on the University of Jamestown website.
Satisfactory Academic Progress – Guidelines for Financial Aid Purposes

Satisfactory Academic Progress (SAP) is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments. The guidelines also related to programs funded by the institution (with the exception of tuition waivers) or as determined by the University of Jamestown.

To demonstrate SAP for financial aid purposes, all students must comply with the following three components:

1. **Qualitative**: Students must maintain a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale.
2. **Pace or Quantitative**: Students must successfully complete (grade of ‘D’ or higher) at least 67% of all attempted credits.
3. **Maximum Timeframe or 150% Rule**: The maximum timeframe is measured in credit hours and is a period that is no longer than 150% of the published length of the educational program. The number of credit hours required for completion of the Doctor of Physical Therapy Program at the University of Jamestown is 118. A student becomes ineligible for federal aid when he or she reaches 177 attempted credits.

Monitoring Procedure

University of Jamestown monitors student progress after every payment period (semester). Summer is considered a payment period for this purpose and, consequently, progress will be monitored for those students enrolled in summer school courses after the summer session as well.

Possible statuses of each SAP calculation are GOOD STANDING, WARNING, PROBATION, OR SUSPENSION. A student who fails SAP after one semester is placed on financial aid warning. A student who fails SAP the semester after being placed on warning or probation will be placed on financial aid suspension. A student placed on financial aid suspension may appeal the suspension by submitting an official Financial Aid Suspension Appeal Form (which can be found on the University of Jamestown website under Current Students/Financial Aid) by the stated deadline. If an appeal is granted, an academic plan will be generated for the student. The student and financial aid representative will sign the academic plan, after which the student is placed on financial aid probation for the upcoming payment period.

Students will be notified of changes in status by email to his or her University of Jamestown email address and by postal letter. If appropriate, requirements necessary to regain eligibility for financial aid will be included.

Additional Information

- Limited funding may be available through private sources explicitly stating that SAP is not required.
- The Financial Aid Office reserves the right to adjust SAP verbiage as deemed appropriate and necessary at any time.
- A course in which a student received a passing grade may be repeated only one time for federal student aid payment of both times the course was taken. Federal student aid may not be used for a second repeat of the same course with a passing grade. All course repeats count toward the total number of credits the student has attempted, which may affect pace and/or 150% calculations for SAP.
Glossary for Financial Aid

ACADEMIC PLAN
The status of ACADEMIC PLAN is assigned when a student’s APPEAL has been granted. An ACADEMIC PLAN will be created by the Director of Financial Aid and the Registrar to determine how many semesters it would reasonably take any student to regain compliance both quantitatively and qualitatively. There is no set length for an ACADEMIC PLAN. Once a student is in compliance, he or she is again considered to be in GOOD STANDING. The personalized ACADEMIC PLAN will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

APPEAL
Should a student fail to make progress after a semester on WARNING, an APPEAL is required for possible reinstatement to financial aid privileges. The APPEAL must be submitted by the published deadline on an official Financial Aid Appeal Form (which can be found on the University of Jamestown website under Current Students/Financial Aid). Students have the right to appeal action taken with regard to the University's Satisfactory Academic Progress policies. However, for any given circumstance, a student may only appeal once.

APPEAL DENIED
If a student’s appeal is denied, he or she is no longer eligible to receive financial aid until compliance has been regained.

APPEAL GRANTED
If a student’s appeal is granted, an academic plan will be created for the student, and then he or she is eligible to receive financial aid for the following semester.

ATTEMPTED CREDITS
All courses taken for which a student receives a ‘W’ or grade on the transcript are counted. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into the University of Jamestown from other institutions.

GOOD STANDING
All three compliance factors are being met or surpassed. Student is eligible for financial aid.

INCOMPLETES
Courses for which a student receives an incomplete must be finished in a timely manner as determined by the Registrar. Action will be held until the prescribed period has elapsed (unless the course would have no impact on the decision).

PACE
The quantitative component for all grade levels, calculated to ensure that the students successfully complete (grade of ‘D’ or higher) at least 67% of all (cumulative) attempted credits.

PROBATION
The status of PROBATION is assigned when a student has appealed SUSPENSION, the APPEAL has been granted, and the student is placed on an ACADEMIC PLAN.

REPEATED CREDITS
Credits earned from a repeated course will be counted only once for total number of credits completed. However, both sets of credits will be counted toward the 150% Rule. The highest course grade will be used in determining GPA compliance.

WARNING
The first semester that a student fails to make satisfactory academic progress by either qualitative or pace calculation, he or she is assigned the status of WARNING. This is an automatic action and
no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

**SUSPENSION**

Should a student be determined to be in noncompliance with any of the three components of Satisfactory Academic Progress and has not successfully appealed, he or she is no longer eligible to receive assistance under financial aid programs at the University of Jamestown. Any charges that the student incurs during this period of SUSPENSION from financial aid privileges are the responsibility of the student.
STUDENT SERVICES AND CONDUCT

Academic Advising
Each student is assigned a faculty advisor. During the first semester of the program, each student will meet with their advisor individually to be informed of the advisory process.

Each student will meet with his or her advisor at least once every semester to discuss progress in the Program and Professional Behavior Assessment. Any additional concerns from the student or the advisor will be discussed at that time.

Tutor Services
Peer tutors are free of charge. The tutor is a physical therapy student from one of the two upper classes.

Counseling Services
Counseling services exist to help students develop their fullest potential and to explore any matter of concern. If you are struggling, please reach out to us.

The university’s counseling center is located in the Badal Nafus Center, Jamestown campus. Services are free and confidential, and available to all of our students. To make appointments call 701-659-0834, Monday through Friday, between 8:00 a.m. and 5:00 p.m. or email at counseling@uj.edu.

The University’s counselors include Megan Bush, a Licensed Professional Clinical Counselor and a Licensed Addiction Counselor in North Dakota, and Susan Simle, a Licensed Independent Clinical Social Worker in North Dakota and Minnesota.

Our chaplain, Rev. Dr. Candace Adams is also part of the Counseling Center and is available to provide pastoral care and counseling. Her direct extension is 5475 (701-252-3467).

Southeast Human Service Center is a regional human service center, which provides a wide range of services open from 8:00 a.m. to 5:00 p.m., Monday through Friday. The offices are located at 2624 9th Avenue South, Fargo, ND 58103.

No one will be denied access to services due to inability to pay; there is a discounted/sliding fee schedule available.

OPEN ACCESS Walk-in Behavior Health Assessments – no appointment needed. Available Tuesdays and Thursdays 12:30 p.m. to 3:00 p.m., and Wednesdays 8:30 a.m. to 3:00 p.m.

Phone: .................................................................701-298-4500 or toll free 888-342-4900
24-hour Crisis Line: ..................................................701-298-4500 or 888-342-4900
FirstLink: ........................................................................................................2-1-1 Helpline
Suicide Prevention: .........................................................1-800-273-TALK (8255)

Transcripts
Transcript requests must be submitted in writing at least one week prior to the date needed. Either a completed transcript request form or a letter bearing the student’s signature is acceptable. Federal law does not permit the University to honor requests for transcripts made by telephone or by relatives or friends of the student.
A request for a transcript of credits by a student who is in debt to the University will not be honored until the debt has been paid.

The first transcript issued is free of charge. Thereafter, a fee of $5 per transcript is charged.

Each transcript includes the student’s entire academic record to date. Partial transcripts are not issued. The University does not fax or email official transcripts.

The written request by the student, accompanied by a check or money order payable to the University of Jamestown, if applicable, should be sent to the Registrar’s Office, 6086 College Lane, Jamestown ND 58405.

Transcripts can also be requested online through the National Student Clearinghouse secure site. Information regarding all options to order transcripts:

https://www.uj.edu/career-center/transcript-request-info.

Student Conduct
Admission to University of Jamestown constitutes agreement that applicants will abide by the rules and regulations of the University. Policies and programs are directed toward assisting students to develop a maturity that allows them to work and think as free individuals within a community. Specific University regulations may be found in the Student Handbook, which is available on the University’s website. Program regulations are found in the Physical Therapy Program Student Handbook, which is distributed to each new student the first semester they are enrolled.

Smoking and Tobacco Use
University of Jamestown strives to provide an atmosphere conducive to the physical and mental well-being of its employees, students, and visitors. To support this atmosphere, the University of Jamestown is a Tobacco Free Campus. This policy applies to all employees, students, visitors, and contractors. The policy also applies to external individuals or organizations utilizing our facility. The use of electronic cigarettes (e-cigarettes) is also prohibited, including all types of vaping devices.

Alcohol
The use of alcohol on campus or at student University functions is prohibited. Under North Dakota law, alcoholic beverages are prohibited to anyone under twenty-one years of age. Procuring alcoholic beverages for a minor is a felony offense.

The University and the Law
The University upholds municipal, state, and federal laws and cooperates fully with all law enforcement agencies. Violation of public law may result in University disciplinary action.

As part of the larger community, students accept full responsibility for their own actions under federal, state, and local laws. While affording reasonable aid to its members in difficulties with the law, the University provides no immunity from the consequence of illegal acts.

Academic Integrity Policy
At the University of Jamestown, we operate in an atmosphere of mutual trust between and among faculty members teaching the courses and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic
community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: **cheating, inappropriate collaboration, and plagiarism.**

**Cheating** involves the misrepresentation of knowledge or experience. For example, if a student uses unauthorized materials during an examination (for instance, by using crib sheets, looking at other students’ exams, obtaining the questions in advance, etc.) he or she is falsely representing themselves as having recalled material or reasoned correctly, when, in fact, they did not. If a student takes the data in a laboratory experiment, he or she is falsely suggesting that they acquired information in accordance with prescribed procedures.

Cheating methods using technology include, but are not limited to the following:

- Storing notes on a mobile phone, personal electronic devices, or calculator
- Sending text messages with questions, answers, or pop quiz warnings
- Looking up answers on the internet, or saved data
- Using a mobile camera to take pictures of examinations and/or quizzes

**Inappropriate collaboration** involves presenting academic work as one’s independent effort when it includes significant elements of the work of others. When important ideas or actual phrasings in an academic work belong to an unnamed colleague, misrepresentation has occurred. It is dishonest for one student to write some or all of another student’s paper or presentation. It is equally wrong for one student to develop key ideas for a project that is represented as the work of another. Inappropriate collaboration is a violation for which both or all parties will be held accountable.

**Plagiarism** involves both theft and cheating. When someone appropriates, for use in formal course work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one’s own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from faculty and refer to appropriate handbooks.

**Disciplinary Process**

It is the responsibility of every member of the University of Jamestown community to maintain the integrity of the grading system; anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, the Program Director, or the Provost.

All cases of academic dishonesty must be reported to the Program Director. The Program Director will inform the Provost of all cases. The Program will maintain records in student nonacademic files on each student who has committed a violation of the policy. Students who violate the Academic Integrity Policy of the University of Jamestown will be subject to disciplinary action.

A faculty member teaching the course who suspects a violation of the Academic Integrity Policy should inform the student of his or her suspicion and present him or her with the evidence, allowing the student an opportunity for rebuttal.

Upon determination of a violation, the faculty member teaching the course will decide the penalty to be imposed. Depending upon the severity of the infraction, this may involve a requirement to complete the assignment again, failing the student for the assignment, or failing the student for the course.

If a dispute arises between the faculty member teaching the course and a student about whether a violation has been committed, it is referred to the Program Director for resolution. If the Program Director determines that no question exists, the appeal process is terminated. If any question remains, the Program Director may refer it to the Provost who may refer it to the Executive
Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases.

If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular faculty member’s course, as in a case of inappropriate collaboration, the faculty member teaching the course should inform the Program Director of the case for appropriate disciplinary action.

In the case of multiple violations of the Academic Integrity Policy by a student, the Program Director may impose additional sanctions, which may include academic warning, academic probation, academic suspension, or dismissal. If any question remains, the Program Director will refer to the Provost who may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate will be final in all such cases.
ACADEMIC REGULATIONS

Student Attendance
The Physical Therapy Program prepares a student for a professional role. Regular attendance and punctuality in all components of physical therapy is essential and expected of all students. The sequential nature of the physical therapy curriculum makes it difficult to make up missed course requirements. The professional commitment and obligation of a student for the clinical portions of the curriculum preclude the options of a student for voluntary absences permitted in many university classes. Hence, it is understood that responsibility for meeting academic obligations as part of the educational program rests on the student.

If a student is ill, he or she must notify the faculty member teaching the course as soon as possible by a phone call or email.

If a student arrives late to class, he or she is expected to inform the faculty member teaching the course the reason for being late at a class break or the end of class. A Student Encounter Form is completed by the faculty member teaching the course and placed in the student file. When a student is late for the third time, his or her advisor is informed and will set up a meeting with the student, and a Student Encounter Form will be filled out and placed in the student file.

Student Absentee Request Policy
Due to the variety of requests for absences from class by the students, faculty members teaching the courses have developed a policy for absence from course attendance.

Students will submit a self-remediation plan via email to the faculty member(s) teaching the course(s) the student will be absent from with the information listed below. In the event the student is ill, the student will submit a self-remediation plan via email to the faculty member(s) teaching the course(s) upon return to class.

All of the information below must be included in the email to the faculty member(s) teaching the course(s):

- Name
- Date request made
- Reason for request, including date(s) of event
- Date(s) absent from class
- Justification for attendance at event
- Coursework that will be missed
- Self-remediation plan

After this has been received and reviewed by faculty member(s) teaching the course(s), they may approve, modify, or deny the request. Faculty member(s) teaching the course(s) will determine if the self-remediation plan is acceptable.

A copy of the written request and the faculty members’ final decision will be attached to a Student Encounter form and placed in the student’s file.

If the request is approved, the student will be excused from class and is expected to complete the remediation plan.

If the request is denied, the student will be expected to attend class.

If the request is denied and the student chooses not to attend class, the student will receive a zero for any coursework that day and an additional Student Encounter Form will be placed in the student’s file documenting the unexcused absence.
Leave of Absence
If it should become necessary for a student to withdraw from the University of Jamestown for extenuating circumstances in his or her personal life (for example, medical issues with the student or family member, family death, etc.), and he or she finds it difficult to be successful in the Program, the student may request a leave of absence from the Program. Poor academic performance alone does not qualify for a leave of absence.

Typically, this leave of absence would be one year in length, due to the progressive nature of the curriculum. Any student contemplating taking a leave of absence should discuss this with his or her faculty advisor. The advisor will also work with the student to ensure that he or she is receiving all appropriate support services from the University.

A student who requests a leave of absence must submit a letter of request to the Program Director. The request must include:

- The reason for the request
- The length of leave being requested
- The student’s proposed plan of remediation of the problem which necessitates withdrawal

Because of the unique nature of such situations, each case will be handled individually. Once the decision has been made, the student will be notified in writing. The letter of notification will include the following:

- The decision, including length of leave granted
- Any conditions to be met by the student
- An outline of the student’s options regarding the consequences of the leave of absence

Official Withdrawal
A student who must withdraw from a graduate program should obtain an official University Withdrawal form, available from the Director of Retention. A student is considered officially enrolled until this form is filed. An unofficial withdrawal will result in failure in all courses in which the student is currently enrolled.

In addition, a student who has participated in federal financial aid programs must meet with a financial aid officer to assure accurate processing of the financial aid records.

Academic Credit
A unit of credit (one credit hour) is defined as the equivalent of one 50-minute class period per week for one semester with two hours of additional work outside of class meeting time for each hour in class. Hence, a three-credit course would require the equivalent of 45 hours of class time and 90 hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside of class work may make up the equivalency referred to above. In the case of laboratories, for the measurement of a credit hour, one credit hour may be equivalent to two to three laboratory hours.

Transfer Credit Policy
University of Jamestown Physical Therapy Program does not accept courses in transfer for program credit.
**Academic Standards**
Each student is considered in good standing in the Program if they maintain a cumulative GPA of 3.0. A grade of D or F constitutes an unsatisfactory grade in the physical therapy courses and the student receiving a D or F is not allowed to progress to courses for which the failed course is a prerequisite.

**Readmission after Physical Therapy Course Failure**
After receiving one failing grade of D or F in a physical therapy course, a student will not be allowed to continue in the Program but will have to repeat and pass the failed course the next time it is offered. A student who fails a physical therapy course is strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion.

After receiving a D or an F in a subsequent physical therapy course, a student will be ineligible for continued progression through the Program and is subject to dismissal.

**Program Probation**
A student can be placed on Program probation for academic or professional behavior reasons. Once on Program probation, a student will have one semester to rectify the problem, for example, raise their GPA or meet their professional behavior action plan. If the student does not meet the guidelines established, the student is subject to dismissal from the Program. A student will be unable to attend a clinical experience (PT 881, PT 882, PT 883, or PT 884) while on Program probation.

**Academic Program Probation**
A student is placed on Program probation when the student’s cumulative GPA drops below 3.0. A student will have one semester to raise his or her cumulative GPA to 3.0. If after that semester the cumulative GPA is still below 3.0, the student is subject to dismissal from the Program. A student will be unable to attend a clinical experience (PT 881, PT 882, PT 883, or PT 884) while on Program probation.

**Professional Behavior Program Probation**
A student is placed on Program probation when the student does not meet the Professional Behavior Action Plan guidelines. A student will have one semester to meet the Professional Behavior Action Plan guidelines. If after that semester the guidelines are not met, the student is subject to dismissal from the Program. A student will be unable to attend a clinical experience (PT 881, PT 882, PT 883, or PT 884) while on Program probation.

**Examinations and Quizzes**
Students will not be allowed to use personal calculators or other electronic devices during exams or quizzes unless approved by the faculty member teaching the course. Calculators will be provided as appropriate.

Each student will also be required to leave his or her backpack in the front of the classroom or in his or her locker. Students are not to leave backpacks on the floor in the hallway.

Each student will be required to turn his or her mobile phone off, remove his or her watch, and leave both in his or her backpack. All other electronic devices must be left in his or her backpacks with the exception of a laptop or tablet during an examination that uses ExamSoft.

ExamSoft is an electronic test-taking system that is used in lieu of paper tests. The faculty member teaching the course will notify students if an exam is conducted using ExamSoft.
Students are prohibited from using their mobile phones or other connected technology devices to record and store for future use the information on their examinations and/or quizzes. This may be perceived as using technology to cheat and violates the Academic Integrity Policy.

Cheating methods using technology include, but are not limited to the following:

- Storing notes on a mobile phone, personal electronic devices, or calculator
- Sending text messages with questions, answers, or pop quiz warnings
- Looking up answers on the internet, or saved data
- Using a mobile phone or camera to take pictures of examinations and/or quizzes

Two types of examinations are given by the Program faculty member teaching the course: written examinations and practical or laboratory examinations. The number, type, and schedule of examinations for each course are determined by the faculty member teaching the course. Examination dates are published in each course syllabus.

The practice of physical therapy requires the integration of information that is presented in all courses. Consequently, both written and practical examinations may include questions that require the student to use knowledge and skills from previous as well as concurrent courses.

**Written Examinations**
Each course syllabus addresses written examinations.

**Practical Examinations**
Any course with a laboratory component may include at least one practical or laboratory examination. Practical examinations may be scheduled outside of regular class time at the discretion of the faculty member teaching the course.

Faculty have adopted a consistent policy across all courses that every student must earn a grade of at least 84% on each physical therapy skill related practical exam. A student may fail a practical exam due to safety reasons. Most practical examinations are pass or fail. If a student receives a grade below 84%, then the student must take a reexamination. If the practical is worth points and is not pass or fail, for the purpose of determining the overall course grade, the grade on the reexamination will be averaged with the grade received on the original examination. This averaged grade will be entered as the grade received on the practical examination.

**Retaking a Practical Examination**
Prior to the reexamination, the student must meet with the faculty member teaching the course to identify deficiencies and to develop strategies to master the material. The format of the practical reexamination is at the discretion of the faculty member teaching the course. The format, however, will be the same for every student that needs to take a specific practical reexamination.

**Only one reexamination per practical examination will be given.** The reexamination will be given by the faculty member teaching the course and one additional faculty. The skills and knowledge to perform adequately and safely on practical examinations are critical to the practice of physical therapy. For that reason, if a student fails a given practical examination twice, that student will fail the course and may be subject to dismissal from the Program.
**Grading Scale**
Grading scales for courses will be provided in each course syllabus. Every student will be informed in each course of the methods to be used to evaluate his or her performance. All courses, for which a standard letter grade is given, will use the following scale:

A: 92 – 100%
B: 84 – 91%
C: 76 – 83%
D: 68 – 75%
F: 0 – 67%

**Incompletes**
A grade of Incomplete may be granted when a student is temporarily unable to complete course requirements or take a final examination due to unusual personal circumstances. Incompletes in classroom courses must be finished within four weeks of the beginning of the next semester unless there is an extenuating circumstance that has been discussed with the faculty member teaching the course and Director of the Physical Therapy Program. Incompletes in clinical courses are outlined in the *Clinical Education Handbook*. 
GRADUATION

A graduation intent form must be completed and submitted to the Registrar’s Office by April 30, one year prior to the expected date of graduation. This is the responsibility of each student. Forms are available from the Registrar’s Office.

Graduate students are required to attend and participate fully in graduation activities including baccalaureate and commencement ceremonies. The formal conferring of degrees for the year occurs at the Commencement Ceremony in May.

Graduation Fee
The graduation fee helps to cover the costs associated with commencement and the graduation of the student. It does not include graduation regalia; the cost for the hood and tam is the responsibility of the student. The Program has robes available for use; however, a student may choose to purchase their own.

Senior Project Gift
This fee is a student-led project. Classes commemorate their graduation by purchasing a brick that becomes part of the Alumni Walkway located on the University of Jamestown campus. Each graduate has a brick with his or her name carved on it added to the sidewalk in the section dedicated to the class. It has grown into a nice tradition at the University of Jamestown.

If you do not wish to have a commemorative brick, you may contact Colette Heilman, Business Office, at colette.heilman@uj.edu stating that you do not wish to have a commemorative brick and would like the $25 charge removed from your account.

Both fees listed above are billed directly to your account, the last semester. See Miscellaneous Fees, page 24.
ASSESSMENT

University of Jamestown has a genuine interest in a continuing assessment of student learning as a way of measuring its success in meeting its mission and enhancing its academic programs.

The foundational values and the mission of the University guide the assessment process. To clarify this connection, fourteen institutional objectives provide linkage between program outcomes and the University mission. These are listed below:

Institutional Objectives:
University of Jamestown -

a) maintains academic, professional and pre-professional programs that prepare students for entry into the work force or for further education. (Academic Preparation)

b) provides students with a general education curriculum rooted in the liberal arts to improve critical thinking skills and increase general knowledge. (General Education)

c) provides opportunities for students to learn basic ethical principles and to engage in character-building activities. (Character Building)

d) provides support services to assist students in achieving their academic goals. (Academic Support Services)

e) manages financial resources to support its objectives and strategies in a manner that ensures the institution’s viability in the short and long-term. (Sound Fiscal Management)

f) provides extra-curricular opportunities for students to learn and grow on a personal, social, and civic level. (Student Support Services)

g) fosters an appreciation of difference through the integration of curricular and co-curricular experiences that are intentionally developed to help students integrate into a global society. (Diversity)

h) operates within a system of shared governance in which the opinions and values of constituents contribute to decisions and responsibility for success is shared. (Shared Governance)

i) recognizes and fosters opportunities to connect with, integrate into, and participate with the larger community in which it resides. (Community)

j) maintains the infrastructure necessary to support both the academic program and student life. (Infrastructure)

k) demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development. (Faculty Development)

l) demonstrates its commitment to continuous improvement through staff development. (Staff Development)

m) provides opportunities for students to be involved in Christian religious life activities and to explore their faith. (Christian Life/Religious Life Environment)

n) uses current technology to enhance student learning, administrative efficiency, and institutional effectiveness. (Technology)
A partial list of assessment activities follows:

a) administration of the Noel/Levitz Survey of Student Satisfaction and the University of Jamestown Student Survey of Institutional Effectiveness (SSIE);
b) administration of standardized testing to graduating seniors in selected departments (e.g. MFT, CBE);
c) analysis of reported performance on graduate and professional school examinations (including the Graduate Record Examination: General and Subject Tests, the Pre-Professional Skills Test and the Praxis II in Education); the Medical College Admission Test, the Law School Admission Test, and the National Council Licensure Examination in Nursing;
d) internal academic program reviews rotating all departments on an every 5 year basis, with periodic external reviews;
e) analysis of placement information based on alumni surveys;
f) administration of a faculty and staff survey to gain knowledge of the opinion of faculty and staff about the institution;
g) analysis of exit surveys from graduating seniors and classroom assessment summaries from every academic department;
h) analysis of student retention, experiential education, career planning between education and career;
i) linking assessment results to program development, and;
j) an ongoing evaluation of our assessment program.

While formal and informal reports from alumni, employers, trustees and other constituencies comprise additional information relevant to assessment, student input constitutes the critical source of assessment data. Therefore, all students will be expected at various junctures during their tenure at University of Jamestown to contribute to our assessment program by completing surveys, standardized tests, and exit surveys as required by their curriculum.

**Tk20 by Watermark**

The University of Jamestown utilizes Tk20 by Watermark, a web-based assessment system, to capture data from rubrics, course evaluations, satisfaction surveys, field experience binders, and other electronic assessment tools. Reports on these data contribute to our assessment of program outcomes and institutional objectives by providing valuable insight into student learning, faculty performance, campus life, and much more.

Tk20 accounts for faculty, staff, and students are accessible at [jc.tk20.com](http://jc.tk20.com). If you have any questions on Tk20, please contact the Tk20 Administrator.

For questions or guidance contact:

**Mona Klose**  
Associate Dean for Institutional Effectiveness  
mklose@uj.edu  
701-252-3467 ext. 5495

**Anna Munns Engdahl**  
Director of Assessment  
Tk20 Unit Administrator  
amunns@uj.edu  
701-356-9204
APPEAL PROCESS

Any exceptions to policies in this bulletin must be requested through the petition process. Petitions are available in the Registrar’s Office or the office of the Program Director. Petitions should be filled out completely with any supporting information attached and returned to the Registrar’s Office.

Decisions regarding appeals will be made by the Program Director. If any question remains, the Program Director may refer the matter to the Provost who may, if he or she feels it is necessary, consult with the Executive Committee of the Faculty Senate. The decision of the Provost will be final in all cases.

PLEASE NOTE: Various university policies located in the University of Jamestown Catalog may also apply to graduate students. We therefore encourage graduate students to be familiar with policies in that publication.
DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM

Associate Professor Sara Voorhees (Director of Program); Associate Professor Tara Haj (Director of Clinical Education); Assistant Professor Ben Wolden (Assistant Director of Clinical Education); Associate Professor Jackie Madsen, Associate Professor Mitch Wolden, Associate Professor Alessandra Swarowsky Martin. Assistant Professors: Brittany Anderson, JJ Ferguson, James Schanandore.

Mission Statement
The mission of the University of Jamestown Doctor of Physical Therapy Program is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate physical therapists who are competent, compassionate, and ethical, and who will serve their patients/clients and communities through the practice of quality, evidence-based therapy.

Requirements for the Doctor of Physical Therapy Program

Fall Year 1

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>711</td>
<td>Human Anatomy for Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>741</td>
<td>Clinical Assessment I</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>752</td>
<td>Biomechanics and Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>769</td>
<td>Evidence-based Practice I</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>781</td>
<td>Clinical Education Theory I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Spring Year 1

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>712</td>
<td>Physiology, Pathology, and Pharmacology I</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>742</td>
<td>Clinical Assessment II</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>751</td>
<td>Theory of Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>753</td>
<td>Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>782</td>
<td>Clinical Education Theory II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Summer Year 1

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>First 6 weeks</strong></td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td>881</td>
<td>Clinical Education Practicum I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Second 6 weeks</strong></td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td>783</td>
<td>Clinical Education Theory III</td>
<td>1</td>
</tr>
<tr>
<td>PT</td>
<td>853</td>
<td>Cardiopulmonary for Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PT</td>
<td>871</td>
<td>Evidence-based Practice II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
### Fall Year 2

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>851</td>
<td>Neuroscience for Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>852</td>
<td>Acute Care for Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>891</td>
<td>Community Experience I</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>713</td>
<td>Physiology, Pathology, and Pharmacology II</td>
<td>4</td>
</tr>
</tbody>
</table>

#### First 10 weeks

| PT    | 882        | Clinical Education Practicum II                       | 6       |

#### Last 6 weeks

**Total Semester Credits**

### Spring Year 2

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>784</td>
<td>Clinical Education Theory IV</td>
<td>1</td>
</tr>
<tr>
<td>PT</td>
<td>830</td>
<td>Issues in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>861</td>
<td>Musculoskeletal I</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>892</td>
<td>Community Experience II</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>941</td>
<td>Physical Rehabilitation I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Semester Credits**

### Summer Year 2

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>854</td>
<td>Integument for Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>862</td>
<td>Musculoskeletal II</td>
<td>4</td>
</tr>
</tbody>
</table>

#### First 6 weeks

| PT    | 883        | Clinical Education Practicum III                | 6       |

#### Second 6 weeks

**Total Semester Credits**


### Fall Year 3

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>785</td>
<td>Clinical Education Theory V</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>872</td>
<td>Evidence-based Practice III</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>893</td>
<td>Community Experience III</td>
<td>1</td>
</tr>
<tr>
<td>PT</td>
<td>930</td>
<td>Administration for Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>942</td>
<td>Physical Rehabilitation II</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>961</td>
<td>Pediatrics for Physical Therapy</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 15

### Spring Year 3

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Week</td>
<td>970</td>
<td>Physical Therapy Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**In addition, one of the following options:**

**First 16 weeks**

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>884</td>
<td>Internship</td>
<td>16</td>
</tr>
</tbody>
</table>

**-OR-**

**First 8 weeks**

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>884a</td>
<td>Internship</td>
<td>8</td>
</tr>
</tbody>
</table>

**Second 8 weeks**

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>884b</td>
<td>Internship</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 17

**TOTAL SEMESTER CREDIT HOURS 118**
DOCTOR OF PHYSICAL THERAPY PROGRAM COURSE DESCRIPTIONS

PT 711 Human Anatomy for Physical Therapy (4)
This course presents a detailed study of anatomical structures of the human body, emphasizing the musculoskeletal system. This course includes diagnostic images and cadaver dissection.

PT 712 Physiology, Pathology, and Pharmacology I (4)
This course will examine the physiology, common pathologies, and their treatment, including both pharmacological and non-pharmacological treatments, for the major organ systems. Focus is placed upon how these systems are integrated and how common pathologies will affect rehabilitation across the lifespan. Clinical applications will be emphasized throughout the course with special attention paid to differential diagnosis and medical screening as it applies to a physical therapist.

PT 713 Physiology, Pathology, and Pharmacology II (4)
This course will continue to examine the physiology, common pathologies, and their treatment, including both pharmacological and non-pharmacological treatments, for the major organ systems. Focus is placed upon how these systems are integrated and how common pathologies will affect rehabilitation across the lifespan. Clinical applications will be emphasized throughout the course with special attention paid to differential diagnosis and medical screening as it applies to a physical therapist.

PT 741 Clinical Assessment I (4)
This course presents overall development of skills in basic physical therapy assessment techniques, including vital sign assessment, goniometry, muscle testing, range of motion, physical and sensory examination, and special tests. This course introduces concepts of differential diagnosis.

PT 742 Clinical Assessment II (4)
This course presents patient/client handling, positioning, bed mobility, transfer training, wheelchair training, and gait training with assistive devices. Infection control, common medical conditions, and equipment are covered. This course also includes typical and pathologic gait. This course concludes with a comprehensive practical encompassing all elements taught during the first year of the curriculum.

PT 751 Theory of Exercise (2)
This course examines the foundations and principles of therapeutic exercise as they relate to the practice of physical therapy. Topics include resistive exercise, stretching, range of motion, endurance, posture, and balance. These concepts will then be applied to specific areas of the body and common physical therapy diagnoses. Students will design appropriate exercise programs capable of producing meaningful functional changes.

PT 752 Biomechanics and Kinesiology (4)
This course presents the interrelationships of movement processes between bony and soft tissue structures in the human body. This course prepares students to interpret and synthesize the biomechanics that occur with normal movement.

PT 753 Therapeutic Interventions (4)
This course prepares students to integrate pain mechanisms, the phases of the healing process, and the physiology of healing along with clinical reasoning to determine and apply the appropriate soft tissue mobilization and physical modality interventions.
PT 769 Evidence Based Practice I (2)
This is the first of a three-course series that introduces physical therapy students to the principles of evidence-based practice. Students will learn the levels of the evidence pyramid, and the types of studies found within it. Students will be introduced to topics related to asking questions, searching the literature, research design, and statistical methods.

PT 781 Clinical Ed Theory I (1)
This course is an introduction to the profession of physical therapy (PT), including the elements of PT practice and American Physical Therapy Association (APTA) Core Values. Students will be introduced to the International Classification of Functioning, Disability and Health (ICF) model of functioning and disability and the biopsychosocial model of health. This course will cover the requirements to participate in clinical experiences and program professional behavior expectations.

PT 782 Clinical Ed Theory II (2)
In this course students will learn and practice healthcare reimbursement in physical therapy including billing, coding, and documentation. This course will also prepare students for their first full-time clinical education experience including patient/client privacy, infection control, CPR, and professional behavior expectations.

PT 783 Clinical Ed Theory III (1)
The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience. The course covers the Physical Therapist – Physical Therapist Assistant partnership and disability awareness. This course will also prepare students for their second full-time clinical education experience.

PT 784 Clinical Ed Theory IV (1)
The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience (PT 882). This course covers health behavior and health behavior change, strategies for building a therapeutic alliance, and motivational interviewing. This course will also prepare students for their third full-time clinical education experience.

PT 785 Clinical Ed Theory V (1)
The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experiences. This course will prepare students for working as professionals in physical therapy including legislative affairs, ethics, lifelong learning, leadership, and professional membership. Students will reflect on their learning and growth over the course of the DPT curriculum. This course will also prepare students for their terminal full-time clinical education experience.

PT 830 Issues in Healthcare (2)
This course presents common ethical, social, and legal issues facing healthcare professions today including personal and interpersonal dimensions in healthcare, professional practice expectations, and the six dimensions of health (physical, emotional, intellectual, spiritual, occupational, social).

PT 851 Neuroscience for Physical Therapy (4)
This course presents the detailed study of the central, peripheral, and autonomic human nervous systems.
PT 852 Acute Care for Physical Therapy (2)
This course presents physical therapy management of individuals with acute medical and surgical conditions. This course will address the role of the acute/critical care physical therapist as a multi-disciplinary team member with patients/clients across the lifespan with varying acuity levels.

PT 853 Cardiopulmonary Physical Therapy (3)
This course will examine the normal and abnormal functioning of the cardiopulmonary system, common pathologies of the cardiopulmonary system, and the evaluation and treatment of patients/clients with cardiopulmonary disorders.

PT 854 Integument for Physical Therapy (2)
This course focuses on physical therapy examination, evaluation, and interventions for the integumentary system. Appropriate, effective, and safe, use of wound dressings and other treatments will be addressed. Clinical reasoning and decision making will be fostered through multiple case studies.

PT 861 Musculoskeletal I (4)
This course presents a problem-solving approach to evaluating, treating, and preventing selected musculoskeletal conditions of the extremities across the lifespan, including post-operative patients/clients.

PT 862 Musculoskeletal II (4)
This course presents a problem-solving approach to evaluating, treating, and preventing selected musculoskeletal conditions of the head, neck, and torso across the lifespan, including both non-surgical and surgical patients/clients.

PT 871 Evidence Based Practice II (2)
This is the second of a three-course series that introduces students to the principles of evidence-based practice. Applying fundamentals learned in PT 769, students will appraise the scientific literature to strengthen their critical inquiry and reasoning skills.

PT 872 Evidence Based Practice III (2)
This is the third of a three-course series that introduces students to the principles of evidence-based practice. Students will demonstrate how evidence is used to support clinical decision-making via writing of a patient/client case report.

PT 881 Clinical Ed Practicum I (6) (6 weeks)
This is the first of four full-time clinical experiences (Practicums PT 881, 882, 883, and Internship PT 884). Each experience will be in a different practice setting in locations available throughout the U.S. The clinical experiences will be structured to give each student a variety of learning opportunities providing exposure to comprehensive care of patients/clients across the life span and exposure to a wide variety of diagnoses. During this six-week practicum, students will practice foundational elements in the clinical setting, under the supervision of a clinical instructor. Foundational elements include safety and risk management, professional behavior, adherence to legal and professional practice standards, communication, and clinical reasoning skills.

PT 882 Clinical Ed Practicum II (6) (6 weeks)
This is the second of four full-time clinical experiences (Practicums PT 881, 882, 883, and Internship PT 884). Each experience will be in a different clinical practice setting with locations available throughout the U.S. During this six-week practicum, the student will participate in clinics at the advanced beginner and intermediate skill level. Under the supervision of a clinical instructor, the student will practice the five elements of patient/client management. These five elements are examination, evaluation, diagnosis/prognosis, plan of care, and intervention.
PT 883 Clinical Ed Practicum III (6) (6 weeks)
This is the third of four full-time clinical experiences (Practicums PT 881, 882, 883 and Internship PT 884). Each clinical experience will be in a different practice setting with locations available throughout the U.S. During this six-week practicum the student will be under the supervision of a clinical instructor and begin to develop proficiency at applying skills learned in the classroom. These skills include all components of professional practice and patient/client management (safety, professional behavior, accountability, communication, cultural competence, professional development, clinical reasoning, screening, examination, evaluation, diagnosis and prognosis, plan of care, procedural and educational interventions, documentation, outcomes assessment, financial resource management, and management of support personnel).

PT 884 Internship (16) (16 weeks) OR PT 884a Internship (8) (8 weeks) AND PT 884b Internship (8)
(8 weeks)
This Internship is 16 weeks and options include completing the Internship in one practice setting or dividing it between two different practice settings with course numbers PT 884a and PT 884b. By completion of this Internship, the student will have had a variety of learning experiences providing exposure to comprehensive care of patients/clients across the life span and exposure to a wide variety of diagnoses. At successful completion of this Internship, the student will be able to perform at the entry-level physical therapist role in all components of professional practice and patient/client management (safety, professional behavior, accountability, communication, cultural competence, professional development, clinical reasoning, screening, examination, evaluation, diagnosis and prognosis, plan of care, procedural and educational interventions, documentation, outcomes assessment, financial resource management, and management of support personnel).

PT 891 Community Experience I (2)
This course will offer students the opportunity to identify an area of interest related to community health and wellness needs. They will work in a small group to develop a project that meets their identified community interest. Students will also treat patients/clients who are underserved through the pro bono clinic at Family HealthCare under the supervision of licensed physical therapists.

PT 892 Community Experience II (2)
This course is a continuum of a community experience where the student groups will implement their project that was developed in PT 891 Community Experience I. Students will assess public buildings in the community to see if they meet the standards for ADA accessibility Guidelines (ADAAG). Students will also participate in a disability experience.

PT 893 Community Experience III (2)
This course is the third and final community experience course. Students will report to peers on the development, implementation, and assessment of their community wellness project from PT 891 Community Experience I and PT 892 Community Experience II. Students will treat patients/clients who are underserved through the pro bono clinic at Family HealthCare under the supervision of licensed physical therapists. Students will also report and reflect on their 50 hours of volunteer community service that were accumulated over the past two years.

PT 930 Administration for Physical Therapy (2)
This course presents an introduction to contemporary issues in health care management, including responsibilities of the physical therapy manager and management in specific physical therapy settings.

PT 941 Physical Rehabilitation I (4)
This course presents in-depth instruction in motor control, motor learning, and neuroplasticity. The pathophysiology, evaluation, and management of patients/clients with various neurologic
diagnoses will be covered. Students will develop a framework for evaluation of patients with neurologic conditions and apply current evidence for intervention and management of conditions covered. Diagnoses covered in PT 941 and PT 942 include stroke, traumatic brain injury, multiple sclerosis, Parkinson's disease, amyotrophic lateral sclerosis, vestibular disorders, amputation, and spinal cord injury.

PT 942 Physical Rehabilitation II (4)
This course presents in-depth instruction in the pathophysiology, evaluation, and management of patients/clients with various diagnoses affecting functional mobility. Students will apply current evidence for intervention and management of conditions covered. Strategies for interprofessional management in evaluation, prescription, and application of assistive technologies will be presented. Diagnoses covered in PT 941 and PT 942 include stroke, traumatic brain injury, multiple sclerosis, Parkinson's disease, amyotrophic lateral sclerosis, vestibular disorders, amputation, and spinal cord injury.

PT 961 Pediatrics for Physical Therapy (4)
This course presents instruction in the foundational knowledge of typical stages of motor development and variations in development. Each student will learn the physical therapist’s role in the examination, evaluation, diagnosis, prognosis, and intervention of a pediatric patient/client with disabilities and special healthcare needs in a variety of settings.

PT 970 PT Seminar (1)
This course takes place the last week in the final semester of the Physical Therapy Program. Students have an opportunity to evaluate the Physical Therapy Program. Students will present their case report from PT 872 in a scientific format, either a poster or a platform presentation. The presentations are in a public forum, with the audience of peers, community healthcare professionals, and the general public.
APPENDICES

1. Professional Behaviors Assessment
2. APTA Code of Ethics for the Physical Therapist
3. APTA Guide for Professional Conduct
PROFESSIONAL BEHAVIORS* ASSESSMENT

Student Name ___________________________ Date of Completion ________________

*This tool was adopted from Marquette University, Professional Behaviors for the 21st Century, 2009-2010 http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf (accessed 10/9/12). The above information has been created to meet the needs of physical therapy students attending the University of Jamestown Physical Therapy Program.

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship.

Intermediate Level – behaviors consistent with a learner after the first significant internship.

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers, and other health care professionals.

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level.
1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post-Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Raises relevant questions</td>
<td>✷ Feels challenged to examine ideas</td>
<td>✷ Distinguishes relevant from irrelevant patient data</td>
<td>✷ Develops new knowledge through research, professional writing and/or professional presentations</td>
</tr>
<tr>
<td>✷ Considers all available information</td>
<td>✷ Critically analyzes the literature and applies it to patient management</td>
<td>✷ Readily formulates and critiques alternative hypotheses and ideas</td>
<td>✷ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process</td>
</tr>
<tr>
<td>✷ Articulates ideas</td>
<td>✷ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas</td>
<td>✷ Infers applicability of information across populations</td>
<td>✷ Weighs information value based on source and level of evidence</td>
</tr>
<tr>
<td>✷ Understands the scientific method</td>
<td>✷ Seeks alternative ideas</td>
<td>✷ Exhibits openness to contradictory ideas</td>
<td>✷ Identifies complex patterns of associations</td>
</tr>
<tr>
<td>✷ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)</td>
<td>✷ Formulates alternative hypotheses</td>
<td>✷ Identifies appropriate measures and determines effectiveness of applied solutions efficiently</td>
<td>✷ Distinguishes when to think intuitively vs. analytically</td>
</tr>
<tr>
<td>✷ Recognizes holes in knowledge base</td>
<td>✷ Critiques hypotheses and ideas at a level consistent with knowledge base</td>
<td>✷ Justifies solutions selected</td>
<td>✷ Recognizes own biases and suspends judgmental thinking</td>
</tr>
<tr>
<td>✷ Demonstrates acceptance of limited knowledge and experience in knowledge base</td>
<td>✷ Acknowledges presence of contradictions</td>
<td></td>
<td>✷ Challenges others to think critically</td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
### 2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting</td>
<td>♦ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences</td>
<td>♦ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups</td>
<td>♦ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning</td>
</tr>
<tr>
<td>♦ Recognizes impact of non-verbal communication in self and others</td>
<td>♦ Restates, reflects and clarifies message(s)</td>
<td>♦ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing</td>
<td>♦ Effectively delivers messages capable of influencing patients, the community and society</td>
</tr>
<tr>
<td>♦ Recognizes the verbal and non-verbal characteristics that portray confidence</td>
<td>♦ Communicates collaboratively with both individuals and groups</td>
<td>♦ Maintains open and constructive communication</td>
<td>♦ Provides education locally, regionally and/or nationally</td>
</tr>
<tr>
<td>♦ Utilizes electronic communication appropriately</td>
<td>♦ Collects necessary information from all pertinent individuals in the patient/client management process</td>
<td>♦ Utilizes communication technology effectively and efficiently</td>
<td>♦ Mediates conflict</td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
### 3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
</table>
| ❖ Recognizes problems  
❖ States problems clearly  
❖ Describes known solutions to problems  
❖ Identifies resources needed to develop solutions  
❖ Uses technology to search for and locate resources  
❖ Identifies possible solutions and probable outcomes | ❖ Prioritizes problems  
❖ Identifies contributors to problems  
❖ Consults with others to clarify problems  
❖ Appropriately seeks input or guidance  
❖ Prioritizes resources (analysis and critique of resources)  
❖ Considers consequences of possible solutions | ❖ Independently locates, prioritizes and uses resources to solve problems  
❖ Accepts responsibility for implementing solutions  
❖ Implements solutions  
❖ Reassesses solutions  
❖ Evaluates outcomes  
❖ Modifies solutions based on the outcome and current evidence  
❖ Evaluates generalizability of current evidence to a particular problem | ❖ Weighs advantages and disadvantages of a solution to a problem  
❖ Participates in outcome studies  
❖ Participates in formal quality assessment in work environment  
❖ Seeks solutions to community health-related problems  
❖ Considers second and third order effects of solutions chosen |

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Intermediate Level</th>
<th>Entry Level</th>
<th>Post Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Maintains professional demeanor in all interactions</td>
<td>- Recognizes the non-verbal communication and emotions that others bring to professional interactions</td>
<td>- Demonstrates active listening skills and reflects back to original concern to determine course of action</td>
<td>- Establishes mentor relationships</td>
</tr>
<tr>
<td>- Demonstrates interest in patients as individuals</td>
<td>- Establishes trust</td>
<td>- Responds effectively to unexpected situations</td>
<td>- Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction</td>
</tr>
<tr>
<td>- Communicates with others in a respectful and confident manner</td>
<td>- Seeks to gain input from others</td>
<td>- Demonstrates ability to build partnerships</td>
<td></td>
</tr>
<tr>
<td>- Respects differences in personality, lifestyle and learning styles during interactions with all persons</td>
<td>- Respects role of others</td>
<td>- Applies conflict management strategies when dealing with challenging interactions</td>
<td></td>
</tr>
<tr>
<td>- Maintains confidentiality in all interactions</td>
<td>- Accommodates differences in learning styles as appropriate</td>
<td>- Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</td>
<td></td>
</tr>
<tr>
<td>- Recognizes the emotions and bias that one brings to all professional interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
### 5. Responsibility

The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality</td>
<td>Displays awareness of and sensitivity to diverse populations</td>
<td>Educates patients as consumers of health care services</td>
<td>Recognizes role as a leader</td>
</tr>
<tr>
<td>Provides a safe and secure environment for patients</td>
<td>Completes projects without prompting</td>
<td>Encourages patient accountability</td>
<td>Encourages and displays leadership</td>
</tr>
<tr>
<td>Assumes responsibility for actions</td>
<td>Delegates tasks as needed</td>
<td>Directs patients to other health care professionals as needed</td>
<td>Facilitates program development and modification</td>
</tr>
<tr>
<td>Follows through on commitments</td>
<td>Collaborates with team members, patients and families</td>
<td>Acts as a patient advocate</td>
<td>Promotes clinical training for students and coworkers</td>
</tr>
<tr>
<td>Articulates limitations and readiness to learn</td>
<td>Provides evidence-based patient care</td>
<td>Promotes evidence-based practice in health care settings</td>
<td>Monitors and adapts to changes in the health care system</td>
</tr>
<tr>
<td>Abides by all policies of academic program and clinical facility</td>
<td></td>
<td>Accepts responsibility for implementing solutions</td>
<td>Promotes service to the community</td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abides by all aspects of the academic program honor code and the APTA Code of Ethics</td>
<td>Identifies positive professional role models within the academic and clinical settings</td>
<td>Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary</td>
<td>Actively promotes and advocates for the profession</td>
</tr>
<tr>
<td>Demonstrates awareness of state licensure regulations</td>
<td>Acts on moral commitment during all academic and clinical activities</td>
<td>Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity</td>
<td>Pursues leadership roles</td>
</tr>
<tr>
<td>Projects professional image</td>
<td>Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making</td>
<td>Discusses societal expectations of the profession</td>
<td>Supports research</td>
</tr>
<tr>
<td>Attends professional meetings</td>
<td>Discusses societal expectations of the profession</td>
<td>Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development</td>
<td>Participates in program development</td>
</tr>
<tr>
<td>Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</td>
<td>Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices</td>
<td>Discusses role of physical therapy within the healthcare system and in population health</td>
<td>Participates in education of the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates leadership in collaboration with both individuals and groups</td>
<td>Demonstrates the ability to practice effectively in multiple settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Acts as a clinical instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advocates for the patient, the community and society</td>
</tr>
</tbody>
</table>
I function predominantly in the beginning/intermediate/entry/post entry level.
Examples of behaviors that support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflection and integrate the feedback, and provide meaningful feedback to others.

<table>
<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
<th><strong>Intermediate Level:</strong></th>
<th><strong>Entry Level:</strong></th>
<th><strong>Post Entry Level:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Demonstrates active listening skills</td>
<td>▶ Critiques own performance accurately</td>
<td>▶ Independently engages in a continual process of self-evaluation of skills, knowledge and abilities</td>
<td>▶ Engages in non-judgmental, constructive problem-solving discussions</td>
</tr>
<tr>
<td>▶ Assesses own performance</td>
<td>▶ Responds effectively to constructive feedback</td>
<td>▶ Seeks feedback from patients/clients and peers/mentors</td>
<td>▶ Acts as conduit for feedback between multiple sources</td>
</tr>
<tr>
<td>▶ Actively seeks feedback from appropriate sources</td>
<td>▶ Utilizes feedback when establishing professional and patient related goals</td>
<td>▶ Develops and implements a plan of action in response to feedback</td>
<td>▶ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients</td>
</tr>
<tr>
<td>▶ Demonstrates receptive behavior and positive attitude toward feedback</td>
<td>▶ Incorporates specific feedback into behaviors</td>
<td>▶ Provides constructive and timely feedback</td>
<td>▶ Utilizes feedback when analyzing and updating professional goals</td>
</tr>
<tr>
<td>▶ Maintains two-way communication without defensiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

<table>
<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
<th><strong>Intermediate Level:</strong></th>
<th><strong>Entry Level:</strong></th>
<th><strong>Post Entry Level:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Comes prepared for the day’s activities/responsibilities</td>
<td>✓ Utilizes effective methods of searching for evidence for practice decisions</td>
<td>✓ Uses current best evidence</td>
<td>✓ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)</td>
</tr>
<tr>
<td>✓ Identifies resource limitations (i.e. information, time, experience)</td>
<td>✓ Recognizes own resource contributions</td>
<td>✓ Collaborates with members of the team to maximize the impact of treatment available</td>
<td>✓ Applies best evidence considering available resources and constraints</td>
</tr>
<tr>
<td>✓ Determines when and how much help/assistance is needed</td>
<td>✓ Shares knowledge and collaborates with staff to utilize best current evidence</td>
<td>✓ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations</td>
<td>✓ Organizes and prioritizes effectively</td>
</tr>
<tr>
<td>✓ Accesses current evidence in a timely manner</td>
<td>✓ Discusses and implements strategies for meeting productivity standards</td>
<td>✓ Discusses and implements strategies for meeting productivity standards</td>
<td>✓ Prioritizes multiple demands and situations that arise on a given day</td>
</tr>
<tr>
<td>✓ Verbalizes productivity standards and identifies barriers to meeting productivity standards</td>
<td>✓ Identifies need for and seeks referrals to other disciplines</td>
<td>✓ Identifies need for and seeks referrals to other disciplines</td>
<td>✓ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care</td>
</tr>
<tr>
<td>✓ Self-identifies and initiates learning opportunities during unscheduled time</td>
<td></td>
<td>✓ Self-identifies and initiates learning opportunities during unscheduled time</td>
<td></td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Recognizes own stressors</td>
<td>❖ Actively employs stress management techniques</td>
<td>❖ Demonstrates appropriate affective responses in all situations</td>
<td>❖ Recognizes when problems are unsolvable</td>
</tr>
<tr>
<td>❖ Recognizes distress or problems in others</td>
<td>❖ Reconciles inconsistencies in the educational process</td>
<td>❖ Responds calmly to urgent situations with reflection and debriefing as needed</td>
<td>❖ Assists others in recognizing and managing stressors</td>
</tr>
<tr>
<td>❖ Seeks assistance as needed</td>
<td>❖ Maintains balance between professional and personal life</td>
<td>❖ Prioritizes multiple commitments</td>
<td>❖ Demonstrates preventative approach to stress management</td>
</tr>
<tr>
<td>❖ Maintains professional demeanor in all situations</td>
<td>❖ Accepts constructive feedback and clarifies expectations</td>
<td>❖ Reconciles inconsistencies within professional, personal and work/life environments</td>
<td>❖ Establishes support networks for self and others</td>
</tr>
<tr>
<td></td>
<td>❖ Establishes outlets to cope with stressors</td>
<td>❖ Demonstrates ability to defuse potential stressors with self and others</td>
<td>❖ Offers solutions to the reduction of stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>❖ Models work/life balance through health/wellness behaviors in professional and personal life</td>
</tr>
</tbody>
</table>

I function predominantly in the **beginning/intermediate/entry/post entry** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:
### Commitment to Learning

The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Prioritizes information needs</td>
<td>❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</td>
<td>❖ Respectfully questions conventional wisdom</td>
<td>❖ Acts as a mentor not only to other PT’s, but to other health professionals</td>
</tr>
<tr>
<td>❖ Analyzes and subdivides large questions into components</td>
<td>❖ Applies new information and re-evaluates performance</td>
<td>❖ Formulates and re-evaluates position based on available evidence</td>
<td>❖ Utilizes mentors who have knowledge available to them</td>
</tr>
<tr>
<td>❖ Identifies own learning needs based on previous experiences</td>
<td>❖ Accepts that there may be more than one answer to a problem</td>
<td>❖ Demonstrates confidence in sharing new knowledge with all staff levels</td>
<td>❖ Continues to seek and review relevant literature</td>
</tr>
<tr>
<td>❖ Welcomes and/or seeks new learning opportunities</td>
<td>❖ Recognizes the need to and is able to verify solutions to problems</td>
<td>❖ Modifies programs and treatments based on newly-learned skills and considerations</td>
<td>❖ Works towards clinical specialty certifications</td>
</tr>
<tr>
<td>❖ Seeks out professional literature</td>
<td>❖ Reads articles critically and understands limits of application to professional practice</td>
<td>❖ Seeks specialty training</td>
<td>❖ Seeks specialty training</td>
</tr>
<tr>
<td>❖ Plans and presents an in-service, research or case studies</td>
<td></td>
<td>❖ Consults with other health professionals and physical therapists for treatment ideas</td>
<td>❖ Is committed to understanding the PT’s role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Pursues participation in clinical education as an educational opportunity</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development Plan:

Based on my self-assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following three to five goals:

To accomplish these goals, I will take the following specific actions:

By my signature below, I indicate that I have completed this self-assessment.

Student Signature (typed) ____________________________ Date ________________

PT faculty advisor feedback/suggestions:

Advisor Signature ____________________________ Date ________________
**Preamble**

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

**Principles**

**Principle #1**: Physical therapists shall respect the inherent dignity and rights of all individuals.

*(Core Values: Compassion, Integrity)*

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

**Principle #2**: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

*(Core Values: Altruism, Compassion, Professional Duty)*

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Principle #3**: Physical therapists shall be accountable for making sound professional judgments.

*(Core Values: Excellence, Integrity)*

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient’s/client’s best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.
APPENDIX 3

**Principle #4:** Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

(Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

**Principle #5:** Physical therapists shall fulfill their legal and professional obligations.

(Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

**Principle #6:** Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

(Core Value: Excellence)

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

**Principle #7:** Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.

(Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

**Principle #8:** Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.