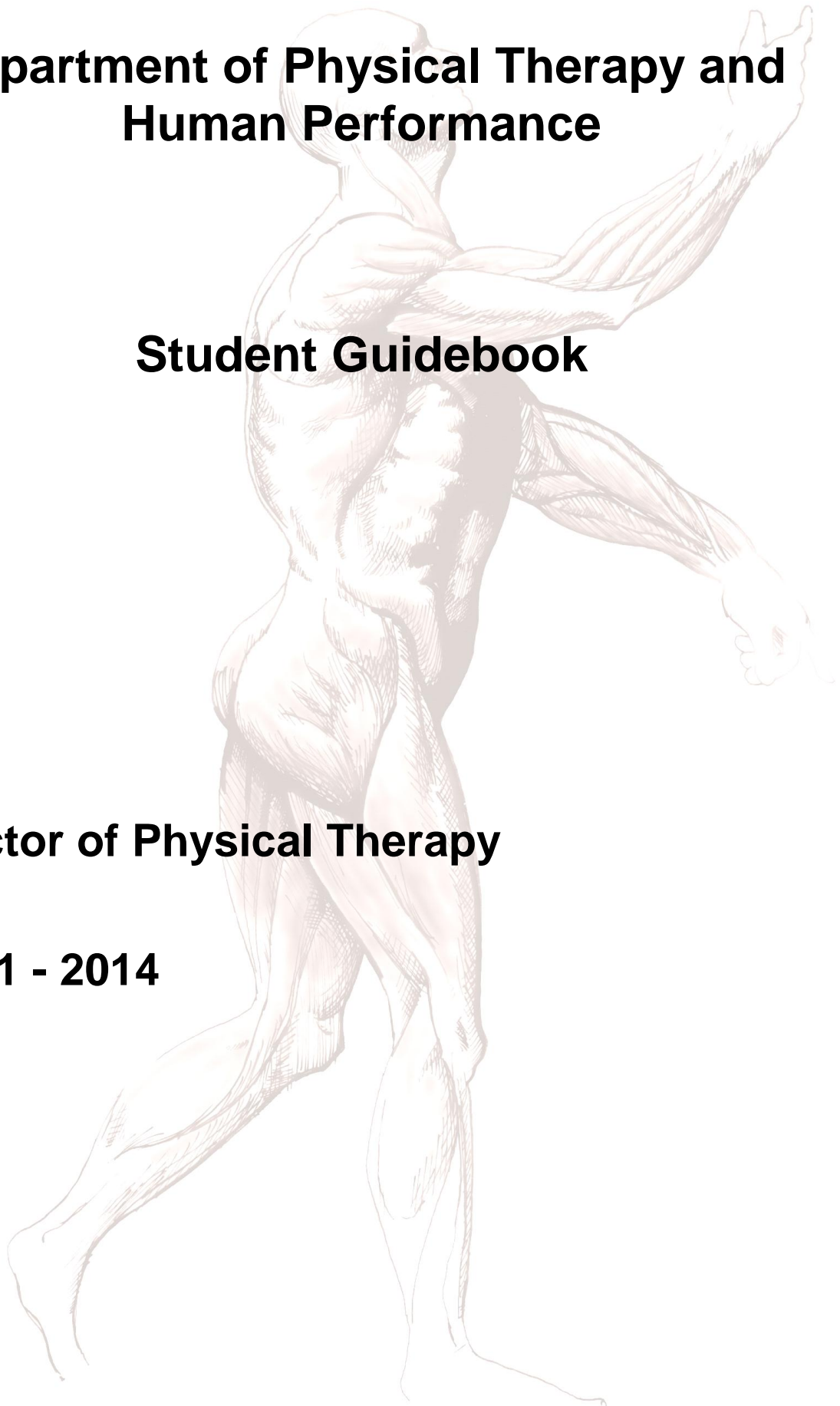


**Department of Physical Therapy and
Human Performance**

Student Guidebook

Doctor of Physical Therapy

2011 - 2014



Welcome letter from the Chair

Welcome to the Department of Physical Therapy and Human Performance!

The next few years will be filled with personal, academic and professional growth that will lead you to an exciting career as a physical therapist. The faculty and I look forward to developing strong relationships with you to assist you through this growth experience. We invite you to work hard, study diligently, and strive for excellence in all that you do.

The Physical Therapy Program at Florida Gulf Coast University is founded on the philosophy of active participation and critical inquiry during the learning process. The faculty is available to assist, guide, and mentor you during the process of becoming a skilled and compassionate health care provider. You will develop lasting relationships with colleagues and friends that you meet during your studies. Enjoy the challenges together!

The unique qualities and knowledge that you bring to the program will help you make your mark on the program and the profession of physical therapy.

Sharon Irish Bevins, Ph.D, PT
Chair, Department of Physical Therapy and Human Performance

INDEX

A

Academic Advisement	33
Academic Integrity	43
Access To Technology	58
Advising Worksheet For Graduation	36
Appeals/Grievance Policy And Procedures	38
Attendance, Student Illness And Absence	45

B

Background Checks	50
-------------------	----

C

Clinical Education	32
Clinical Education Internships	57
Code Of Ethics	46
College Mission Statement	11
Contact Numbers	8
Course Scheduling	47
Cumulative Portfolio	20
Curriculum Matrix	19
Curriculum Philosophy	15

D

Drug/Alcohol Policy	46
---------------------	----

E

E-Mail Addresses	8
Essential Functions	23

G

Grade Appeals Process	38
Grading Philosophy And Policy	42
Grading Scale	43
Graduation Requirements	33
Guide For Professional Conduct	46

H

Health Insurance	48
Human Immunodeficiency Virus Policy	59

I

Immunization Requirements	48
Individual Course Assessment	20
Integrative Culminating Written Examination	21
Introduction	7

L

Lab Policies	56
Leave Of Absence	31
Liability Insurance Information	49
Licensure Examination	57

M

Main Department Numbers	8
Media Recording Permission Requirement	44
Medical Terminology Requirement	47

N

NPTE Preparation Exams	22
------------------------	----

O

Overall Progression Standards	31
-------------------------------	----

P

Photo-Media Release Form	61
Practice Attire	53
Professional Behaviors Plan	27
Program Accreditation	15
Program Dismissal Appeals Process	38
Program Mission Statement	11
Program Objectives	13

Program Of Study	18	Student Assessment	20
Program Overview	17	Student Conduct	43
Program Philosophy	10	Student Employment	44
Provider Aed, Cpr And First Aid	49	Student Learning Outcomes/Goals	13
Psychomotor Skills	21	Student Services	58
R		Student/Professional Organizations	60
Required Equipment	55	Students With Disabilities	59
Retention And Progression Standards	31	T	
S		Testing Out Of Course	22
Service Learning Commitment	46	Transportation/Field Experiences	57
Signature Page	62	W	
Statement Of Purpose	11	Withdrawing From A Class	31
Statement On Diversity	58	Writing Style Guidelines	48

APPENDICES:

APPENDIX I	PROFESSIONAL BEHAVIORS PLAN.....	62
APPENDIX II	INDEPENDENT RESEARCH GUIDELINES	69
APPENDIX III	CODE OF ETHICS.....	102
APPENDIX IV	IMMUNIZATION REQUIREMENTS.....	108
APPENDIX V	LAB POLICIES.....	109
	PRACTICE CENTER POLICY.....	117
APPENDIX VI	FORMS.....	121
	DROP/ADD FORM	
	APPLICATION TO GRADUATE	
	GRADUATE TUITION WAIVER APPLICATION	
	ADDRESS/NAME CHANGE	
APPENDIX VII	POLICY ON MANDATORY PREPARATION FOR	126
	THE NATIONAL PHYSICAL THERAPY	
	EXAMINATION	
APPENDIX VIII	IMPORTANT NOTICE FOR INITIAL LICENSURE.....	128
	APPLICANTS	
APPENDIX IX	INJURY PREVENTION AND REPORTING POLICY.....	129

NOTES:

INTRODUCTION

This guidebook will assist you in your studies by drawing attention to some of the policies and information you need to know as a student in the Department of Physical Therapy and Human Performance. ***The policies contained in this guidebook may be amended or appended during your time in the program.*** The department will provide written updates to any changes to department policy. This guidebook is not a substitute for the Florida Gulf Coast University Student Guidebook or University policies/procedures. It enhances and adds to those documents to provide specific information related to the Department of Physical Therapy and Human Performance and specifically, the Physical Therapy Program at Florida Gulf Coast University.

The information contained in this guidebook is not exhaustive; therefore, please do not hesitate to ask faculty and staff for clarification or expansion on any subjects.

Students are responsible for reading and referencing the information contained in this guidebook.

IMPORTANT CONTACT NUMBERS/E-MAIL ADDRESSES

	PHONE #	FAX #	E-MAIL
MAIN UNIVERSITY NUMBER	239-590-1000	239-590-1059	
Admissions & Recruitment Toll Free	239-590-7878 1-888-889-1095	239-590-7894	
Financial Aid & Scholarships Pre-Paid College Tuition	239-590-7920 1-800-552-GRAD		
Adaptive Services	239-590-7956		
Counseling and Psychological Services	239-590-7950		
Registration & Records	239-590-7890 1-888-373-2040		
Career Development Services	239-590-7946	239-590-7975	
Student Services	239-590-7900	239-590-7903	
TTY Toll Free	1-800-590-7886		
Ombudsman	239-590-1022		cmck@fgcu.edu
MAIN DEPARTMENT NUMBERS			
Bookstore	239-590-1150	239-590-1152	
Cashier's Office	239-590-1213	239-590-7330	
Computing – Help Desk	239-590-1188		
Computer Lab – Students	239-590-7100		
Family Resource Center	239-590-7856	239-590-7842	
Food Service – Cafeteria	239-590-1160		
Health Professions, College of	239-590-7450	239-590-7474	
HELP DESK – UNIVERSAL	239-590-7107		
Library Services	239-590-7600	239-590-7609	
Library Services – Circulation	239-590-7610		
Library Services – Collections	239-590-7650		
Library Services – Inter-Library Loan Office	239-590-7613		
Library Services – Media Support	239-590-7660		
Library Services – Reference Desk	239-590-7630		
Library Services – Technical Services	239-590-7640	239-590-7645	
Library Services – TTY	239-590-7618		
Police & Safety – University – Non- Emergency EMERGENCY	239-590-1990 239-590-1911	239-590-1910	
Parking Services	239-590-1912		
Student Activities	239-590-7945		
Recreation Services (Wellness Center) First Aid Room	239-590-7935 239-590-7938		

PHYSICAL THERAPY and HUMAN PERFORMANCE	PHONE #	FAX #	ROOM #	E-MAIL
MAIN DEPARTMENT NUMBER	239-590-7530	239-590-7474		
Sharon Bevins, PhD, PT Associate Professor, Chair	239-590-7533		BHG 228	sbevins@fgcu.edu
Thomas Bevins, MSPT, Assistant Professor	239-590-7534		BHG 220	tbevins@fgcu.edu
Stephen Black, DSc, PT, ATC, LAT, NSCA-CPT, Assistant Professor	239-590-1181		BHG 121	sblack@fgcu.edu
MeLinda Coffey, Exec Secretary	239-590-7530		BHG 217	mcoffey@fgcu.edu
Jason Craddock, EdD, ATC, LAT, CSCS, Assistant Professor, Program Director-Athletic Training	239-590-7535		BHG 234	jcraddoc@fgcu.edu
Shawn Felton, EdD, ATC/L Instructor II, Clinical Education Coordinator- Athletic Training Program	239-590-7529		BHG 223	sfelton@fgcu.edu
Dennis Hunt, EdD, CSCS Assistant Professor, Program Director-Human Performance	239-590-7536		BHG 145	dhunt@fgcu.edu
Russell Hogg, PhD, Assistant Professor	239-590-7553		BHG 232	rhogg@fgcu.edu
Barbara McAloose, MA, Instructor, Experiential Learning Coordinator-Human Performance	239-590-7539		BHG 134	bmcaloos@fgcu.edu
Eric Shamus PhD, PT, CSCS, Associate Professor	239-590-1418		BHG 120	shamus@fgcu.edu
Kathy Swanick, DPT, MS, Instructor II	239-590-7538		BHG 219	kswanic@fgcu.edu
Arie van Duijn, EdD, PT, OCS, Associate Professor	239-590-7537		BHG 247	avanduij@fgcu.edu
Jacqueline van Duijn, DPT, OCS Instructor	239-590-7532		BHG 231	jvanduij@fgcu.edu
Mollie Venglar, DSc, MSPT, NCS, Assistant Professor	239-590-7559		BHG 126	mvenglar@fgcu.edu
Sean Wells, DPT, ATC, CSCS, NSCA-CPT, Instructor	239-590-1169		BHG 135B	sewells@fgcu.edu
Ellen Williamson, MS, PT, Assistant Professor	239-590-7531		BHG 226	ekwill@fgcu.edu
Student E-mail				http://eagle.fgcu.edu
Department Website				www.fgcu.edu/chp/pt

Physical Therapy Student Mailboxes are located in BHG 218

FLORIDA GULF COAST UNIVERSITY

College of Health Professions

Department of Physical Therapy and Human Performance

PROGRAM PHILOSOPHY

The Physical Therapy faculty believe learning flourishes in an environment where inquiry is modeled and fostered. Faculty create an atmosphere conducive to the exchange of information, ideas and skills. Learning is fostered in an environment that embraces diversity, mutual respect, and a sense of interdependence. Academic freedom and integrity are paramount to the mission of the Department.

Learning is a process that has no beginning or end points. It requires active participation of both faculty and students where each values and respects the other's unique and diverse learning styles and experiences. Learning is rigorous and rewarding, leaving no one unchanged by the shared experience. Early learning occurs best in context and in an environment that nurtures personal and professional growth. This provides the best foundation on which more complex learning experiences are built. A physical therapy program should provide this necessary foundation through contextual learning experiences within the concurrent expectation that the student generalize learned material in new contexts within the community.

Graduates of the physical therapy program must be mature, critical thinkers prepared for independent practice and leadership. They must anticipate ongoing changes in the health care environment and are prepared to respond to and promote appropriate change, ensuring a high level of care. Such necessary competence encompasses intellectual inquisitiveness, a commitment to lifelong learning, and skills and resources sufficient to cope with changes in physical therapy practice.

The faculty believe that graduates of an entry-level graduate program should gain experience in forging connections with the community while at the University. Ongoing connections with the community serve as a common thread, linking all student learning opportunities and experiences. Such a foundation insures the probability of lifelong learning and commitment to profession and community.

Contemporary practice of physical therapy requires individuals who are responsive to the changes in health care and willing to be open to consistent review and renewal of their practice skills. The faculty facilitates the development of a "generalist" who is able to adapt to change in a variety of practice settings and integrate evidence-based knowledge and skills into practice.

COLLEGE OF HEALTH PROFESSIONS **MISSION STATEMENT**

The College of Health Professions provides students with health professions education that is grounded in academic excellence, fosters critical thinking and ethical practice, and promotes interdisciplinary collaboration. Faculty in baccalaureate and graduate educational programs facilitate development of active learning, utilize multiple delivery systems, and cooperate with community partners to prepare competent and caring health professionals.

DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE **STATEMENT OF PURPOSE**

The purpose of the Department of Physical Therapy and Human Performance of Florida Gulf Coast University is to prepare ethical, knowledgeable, skilled and compassionate entry-level practitioners who are effective decision-makers and who understand and value their roles in the changing health care environment and in society.

DEPARTMENT MISSION STATEMENT

The Mission of the Department of Physical Therapy and Human Performance is to promote expertise in human movement, exercise, and wellness across the lifespan. The faculty foster the development of self-directed, life-long learners through an applied scientific basis of practice, community involvement, an integrated curriculum, and interdisciplinary opportunities. The Department contributes to the advancement of the professions by demonstrating leadership and scholarship and promoting tolerance by valuing diversity.

DPT PROGRAM MISSION STATEMENT

Central to the mission of the Program in Physical Therapy are the mission and goals of Florida Gulf Coast University and the College of Health Professions. Reflective of this, the academic program is designed to meet the diverse needs of the college students of today and of the future. The program prepares students to enter contemporary practice in the field of physical therapy. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through the active learning format that characterizes the program – skills that aid them in being resourceful scholars and clinicians.

All students participate in a curriculum that focuses on the process of effective problem solving and scientific inquiry. Faculty provide scaffolding for higher learning, exposing students to the base of knowledge on which the professions are founded and facilitate student exploration of the validity of that knowledge base. Coursework requiring the student to use intellectual inquisitiveness builds a desire in each student for lifelong growth and learning. Psychomotor and decision-making skills are developed in the context of ethical, competent, compassionate and holistic client care. An integrated curriculum and community-based laboratories prepare students for autonomous practice. Students are encouraged to participate in a variety of service opportunities.

Self-evaluation and reflection are the cornerstone of student evaluation. Through this process, students become proficient in identifying individual areas of strength and need. This enables each student to bring a strong foundation in self-assessment of learning and a repertoire of necessary tools to the process of guided periodic peer assessment, both formal and informal. Through collaborative learning and application of the review and evaluation process, students develop acceptance of and comfort with the development of the skills essential for peer assessment and review.

Faculty contribute to the future development of the profession through teaching, scholarly activities and community and professional service. Faculty are committed to the continuous improvement of teaching and learning strategies and curriculum design, providing an environment that accommodates a variety of learning styles and fosters success. Professional and community service are valued and are modeled by the program faculty.

Graduates of the program reflect the diverse backgrounds, experiences and interests of the community that the University serves. Through active participation in interdisciplinary coursework and community experiences, graduates are skilled in effective communication, facilitating teamwork and model leadership within their work environments and in their communities. All graduates are exposed to experiences that cultivate cultural awareness and sensitivity to age, gender and cultural diversity. Skilled, knowledgeable, self-directed, adaptable, and compassionate graduates are prepared to meet the needs of patients, clients, the profession, and the community as autonomous practitioners.

PROGRAM OBJECTIVES

The objectives of the Program in Physical Therapy flow directly from the philosophy, purpose and mission and are congruent with the University's Mission, Guiding Principles and Goals and College of Health Professions' Mission and Goals.

We, as a Program faculty, strive to:

- prepare graduates for physical therapy practice in the 21st Century.
- maximize student learning styles and the unique interests, background and talents of each student.
- foster an environment that promotes creativity, scholarship, and respect for diversity and caring for one another.
- advance the discipline of physical therapy within the community and health care.
- meet the needs of the community through formal and informal educational offerings and community service.
- contribute to the transformation of physical therapist education

STUDENT LEARNING OUTCOMES/GOALS

Graduates of the Program in Physical Therapy:

1. ***Model PROFESSIONAL BEHAVIORS that are consistent with professional excellence and the expectations of the profession and the consumer.***

Graduates:

- strive for and demonstrate professional excellence in all aspects of practice.
- develop creative solutions to problems, based on sound scientific knowledge and clinical decision making.
- assume responsibility for continued growth and commitment to the profession.
- exhibit an understanding and appreciation of diversity, showing compassion for all persons as globally minded clinicians.
- demonstrate a commitment to a client-centered philosophy of care.
- demonstrate confidence and pride in their roles as health care providers.
- respect the role of the Physical Therapist Assistant and other colleagues within health care.
- demonstrate leadership behaviors.
- accept the professional obligation to measure and evaluate effectiveness as part of their role.

- are proficient in using technology to independently seek and access information and resources.
- demonstrate professional and personal behaviors consistent with the American Physical Therapy Association Code of Ethics.
- employ initiative in seeking advanced training as part of becoming a lifelong learner.
- understand the role of aesthetic therapies in the holistic care of clients.
- exhibit each of the professional characteristics outlined in the Professional Behaviors Plan at a level expected of an entry-level graduate.

2. *Practice utilizing PATIENT/CLIENT MANAGEMENT SKILLS consistent with contemporary practice.*

Graduates:

- work efficiently and effectively with a high volume of patients/clients.
- apply current research to practice.
- demonstrate entry-level competency and strive for mastery in clinical skills.
- utilize examination results to evaluate, formulate differential diagnoses, and complete the development of a plan of care.
- appropriately document all aspects of patient/client care.
- serve as case manager for patient/client-centered care.
- consistently motivate and encourage patients/clients.
- consistently utilize outcomes assessment measures to serve as a basis for improving care.
- individualize care based on patient/client needs and circumstances.

3. *Experience areas of PERSONAL GROWTH necessary for the transition into becoming a professional.*

Graduates:

- are self-reflective, resourceful, and self-directed.
- exercise and value self-identification of unique strengths.
- are accepting, flexible, and tolerant.
- demonstrate sensitivity to others' needs and in interactions with others.

4. *Recognize the importance of and pursue COMMUNITY INVOLVEMENT as part of his/her professional responsibility and civic engagement.*

Graduates:

- exhibit socially minded behaviors.
- initiate and carry out community-based learning and service projects.
- build linkages with their communities and accept and engage in service to the community as part of professional responsibility.
- participate in professional meetings.

5. *Appropriately use and modify written, oral and non-verbal COMMUNICATION with clients, families and colleagues.*

Graduates:

- communicate effectively through verbal and non-verbal means and are willing to communicate with a variety of people in different situations.

6. *Practice effectively and are able to respond to CHANGE within a dynamic health care environment.*

PROGRAM ACCREDITATION

The Physical Therapy Program at Florida Gulf Coast University was granted initial accreditation in 2001 by the Commission on Accreditation in Physical Therapy Education and is reaffirmed through 2011.

CURRICULUM PHILOSOPHY

The Physical Therapy curriculum is built upon several philosophical constructs: 1) promote consideration of a lifespan perspective, 2) a commitment to the progression from simple to complex concepts and content, 3) the use of active learning strategies, 4) a cultural diversity perspective, 5) ongoing assessment and facilitation of developing professional characteristics, and 6) contemporary evidence-based practice.

The first construct involves infusing a "lifespan" approach into coursework offerings. Traditional stand-alone, topic-specific courses such as "Orthopedics" and "Pediatrics" have been discarded. Instead, coursework development has been approached from a lifespan perspective. For example, a course such as "Movement Science", includes content relevant for therapists delivering services to an infant, a young child, an adolescent, or an adult of any age. This perspective is applied to cases within the PT Practice track where students explore premature infants up through the older adult. Students, therefore, gain a broad perspective of the breadth of PT patient populations.

The second construct relates to the importance of the evolution of student learning. Early in the curriculum, students employ more simple strategies to master simple, foundational material and solve problems. As the student progresses through the curriculum, there is a concurrent evolution to mastery of more complex materials while employing higher level learning tools.

Inherent in the curricular model is a commitment to active learning with a de-emphasis on passive flow of information. A variety of active learning strategies are utilized including self-direction, cooperative learning, case-based method of

instruction, problem-based learning, peer teaching, interactive computer-based learning, and applied learning.

Another philosophical underpinning of the curriculum is the importance of the promotion of diverse perspectives in student learning and health care delivery settings. Attention is given in multiple student learning experiences to the examination of issues that emerge relative to students and health care consumers' varying cultural values, experiences, and beliefs. Through classroom and clinical learning experiences, students interact with persons of varying cultures and beliefs.

Attention is given to the importance of developing professional characteristics throughout the program. Coursework and clinical experiences include an expectation of development of behaviors deemed essential for practice as caring, sensitive clinicians. These behaviors include such generic abilities¹ as commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management.

Last, the curriculum is consistently evaluated to ensure that it reflects contemporary, evidence-based practice. Outdated concepts are removed from the curricular content as appropriate, and new and commonly used concepts are brought into the learning experience, along with the available literature on the topic. Students' ability to practice in today's practice environments is facilitated through their participation in the PT Practice and Professional Development Seminar course track. Specialized evidence-based knowledge and skills are learned through students' participation and exploration during the Independent Research or Independent study requirement.

¹ Based on University of Wisconsin-Madison, Program in Physical Therapy Generic Behaviors

PROGRAM OVERVIEW

Physical Therapy

Prerequisites to the Program in Physical Therapy

Biology	BSC 2010C and *BSC X085 and *BSC X086 or	General Biology I w/lab	4
		Anatomy and Physiology I w/lab	3
		Anatomy and Physiology II w/lab	3
	BSC 2010C and **BSC 2011C and XXX XXXX	General Biology I w/ lab	4
		General Biology II w/ lab	4
		Human Physiology (2000 level or above)	3
Chemistry	CHM X045C and CHM X046C	General Chemistry I w/ lab and	4 sem. Hours
		General Chemistry II w/ lab	4 sem. Hours
Physics	PHY X053 and PHY X054*	College Physics I w/ lab and	4 sem. Hours
		College Physics II w/ lab	4 sem. Hours
Psychology	PSY XXXX and DEP XXXX	Introductory or General Psychology	3 sem. Hours
		Developmental Psychology	3 sem. Hours
Statistics	STA 2XXX	Introductory Statistics	3 sem. Hours

*ZOO X010C may substitute for BSC 2011C

**BSC X093 may substitute for BSC X085 and BSC X086

***PHY 2004C and PHY 2005 may substitute for PHY X053C and PHY X054C

[Note: A grade of C or better is required in each prerequisite course.]

PROGRAM OF STUDY

All students who enter the Physical Therapy Program are expected to follow the established program curriculum as outlined on page 18 of this guidebook. A student may modify the established Program of Study only with the **prior** written approval of his/her Program faculty advisor, Faculty Council, and the Department Chair. Failure to gain approval for the modified Program of Study results in the student being immediately placed on academic probation (see Overall Progression Standards page 30). Once the modified Program of Study is approved, the student is removed from academic probation (assuming that all other progression standards are being met). Students who wish to withdraw from Physical Therapy Program coursework must get program faculty advisor approval prior to withdrawing and must have an approved modified Program of Study within 30 days to ensure appropriate and timely progression through the Program. A second infraction of this policy will result in dismissal from the Program.

POST-BACCALAUREATE CURRICULUM – DOCTOR IN PHYSICAL THERAPY

(Total Credit Hours: 115)

DPT Curriculum Matrix

Track	Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3
Movement Science (21 Credits)	PHT 5109C Movement Science I (8 credits)	PHT 6393C Movement Science II (8 credits)	PHT 6395C Movement Science III (5 credits)					
Medical Diagnostics and Pharmacology (11 Credits Online)	PHT 5353 Medical Diagnostics & Pharm I – Intro to pharm and imaging (2 credits)		PHT 7070 Medical Diagnostics & Pharm IV – Diagnostic Imaging (3 credits)		PHT 7352 Medical Diagnostics & Pharm III – Pharmacology (3 credits)		PHT 6009 Medical Diagnostics & Pharm II – Diagnostic Testing (3 credits)	
PT Practice (32 credits)	PHT 5205C Intro to Physical Therapy Practice (2 credits)	PHT 6394C Physical Therapy Practice I (4 credits)	PHT 6396C Physical Therapy Practice II (5 credits)	PHT 6397C Physical Therapy Practice III (5 credits)	PHT 6398C Physical Therapy Practice IV (7 credits)		PHT 7390C Physical Therapy Practice V (7 credits)	PHT 7399C Physical Therapy Practice VI (2 credits)
Professional Development Seminars (14 credits)	PHT 6026 PDS I – Explorations in Physical Therapy (2 credits)			PHT 6412 PDS II – Teaching/Learning (3 credits) AND PHT 6413 PDS III – Sociocultural/Lifespan (3 credits)	PHT 6527 PDS IV – Management – Leadership (3 credits)	PHT 6507 PDS V – Medical Spanish for Physical Therapists (1 credit) PLEASE SEE #6 UNDER STUDENT ASSESSMENT	PHT 7528 PDS VI - Legal—Ethical’ (3 credits)	PHT 7529 PDS VII - Entering (2 credits)
Critical Inquiry (18 Credits Online)	PHT 5016 Professional Writing & Literature Review (Journal Club) (2 credits)	PHT 6606 Critical Inquiry (3 credits) #	PHT 6607 Applied Critical Inquiry (3 credits)	PHT 6906 Ind. Study I OR PHT 6971 Independent Research I (3 credits)	PHT 6907 Ind. Study II OR PHT 6972 Independent Research II (2 credits)	PHT 7908 Ind. Study III OR PHT 7973 Independent Research III (2 credits)	PHT 7909 Ind. Study IV OR PHT 7974 Independent Research IV (3 credits)	
Clinical Education (16 credits)		PHT 5860 Introductory Clinical Experience (Semester 1(= 2 /wks) (Semester 2 - 1/wk) (1 credit)		PHT 6822 Clinical Education I (6 weeks) (3 credits)		PHT 6941 Clinical Education II (6 weeks) (3 credits) AND PHT 6942 Clinical Education III (6 week) (3 credits)		PHT 7946 Clinical Education IV (12 week) (6 credits)
115	16	16	16	17	15	9	16	10

Please refer to FGCU Catalog for Course Descriptions

STUDENT ASSESSMENT

The Physical Therapy faculty assess students utilizing a broad scope of assessment methods. To comprehensively assess student performance, each student in the Physical Therapy Program is assessed on the following five areas:

1. Individual Course Assessment

Course faculty grade a student's performance through a variety of measures outlined in the course syllabus. Students are expected to perform at or above the academic standards described in the progression and retention standards found in this guidebook (page 30).

2. Cumulative Portfolio

Each student is required to maintain and update a professional portfolio during his/her progression in the program. The portfolio is based on the student learning outcomes/goals and is reviewed by the student and the program faculty advisor each semester to assess and facilitate the development of this document.

Portfolios are an evolving collection of items, reflective of a student's experiences, and a demonstration of personal and professional growth. The goal is for a graduating student to have a comprehensive "picture" of his/her unique qualities, skills and accomplishments and to be able to use this portfolio when seeking professional employment. Assessment of the cumulative portfolio takes place in PHT7529, Professional Development Seminar VII and successful completion of the portfolio is a graduation requirement. The following table is the assessment tool utilized in assessing the cumulative portfolio:

	Student Learning Outcomes/Goals	Description-How Outcome/Goal Was Met	Portfolio Evidence Items	Faculty Advisor/Reader Comments
	Graduates of the Program in Physical therapy:			
1	Model Professional Behaviors that are consistent with professional excellence and the expectations of the profession and the consumer.			
2	Practice utilizing Technical Skills consistent with entry into the profession of Physical Therapy.			
3	Experience areas of Personal Growth necessary for the transition into becoming a professional			
4	Recognize the importance of and pursue Community Involvement as part of his/her professional and civic responsibility.			
5	Appropriately use and modify written, oral and non-verbal Communication with clients, families, and colleagues.			
6	Practice effectively and are able to respond to Change within a dynamic health care environment.			
7	Student personal goal			
8	Student personal goal			

3. Psychomotor Skills

Students complete a self-assessment using the Psychomotor Skills Log prior to each clinical experience. The log is used for student reflection, communication with clinics, and curricular assessment. Further information on this document will be discussed as part of Clinical Education planning meetings.

4. Integrative Culminating Written Examination

Students participate in a comprehensive written examination as part of PHT7529, Professional Development Seminar VII. This exam utilizes the format of the national licensure examination (National Physical Therapy Examination) and serves as a self-assessment for the student. The student utilizes the results to develop a plan to prepare for the licensure examination.

5. NPTE Preparation Exams

Students participate in practice exams leading toward taking the NPTE during semester three through graduation. Through the use of practice exams, students have the opportunity to monitor their learning as well as evaluate their knowledge strengths and weaknesses. Refer to the Policy on Mandatory Preparation for the NPTE Exams found on page 120 (Appendix VII).

6. Medical Spanish – Testing out of Course

Students whose first language is Spanish (or those who consider themselves proficient in this language) may be eligible to test out of PDS V Medical Spanish for Physical Therapists. Testing out will consist of attaining a score of 90% or higher on an online assessment on the course content followed by an oral exam by the instructor consisting of an interview to assess conversational skills.

Students who successfully test out of Medical Spanish must register for a Special Topics Course that will consist of a list of assignments to assist with online management for PDS V.

FLORIDA GULF COAST UNIVERSITY
Department of Physical Therapy and Human Performance

ESSENTIAL FUNCTIONS

It is strongly recommended that all students meet the essential functions listed below.

The following are essential functions needed for successful completion of the Athletic Training, Human Performance, and Physical Therapy programs at Florida Gulf Coast University. Students must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in the program and successfully complete the requirements of the program in which they are enrolled. A student requesting accommodation in regard to carrying out any of these essential functions must realize that although he/she may meet program requirements to graduate, he/she may not meet some requirements of licensure and employment in the profession.

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, provides classroom and academic accommodation to students with documented disabilities. Students are responsible for providing documentation of disability to the Office of Adaptive Services. Whether or not a requested accommodation is reasonable will be determined on an individual basis in consultation with the Office of Adaptive Services. (See current FGCU Student Guidebook).

Essential Functions

Cognitive Functions

1. Comprehend, retain, and retrieve complex information from the social sciences, humanities, natural and movement sciences, and apply this information to professional course work.
2. Comprehend, synthesize, and integrate information from extensive written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients.
3. Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.
4. Critically analyze information taken from written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions,

and simulated patients/clients to develop and support the rationale for appropriate examinations, evaluations, prognoses, and interventions.

5. Integrate information from multiple simultaneous sources in a timely manner.

Affective and Communication Functions

1. Speak in English effectively and with sufficient volume to convey information to and instruct other individuals and groups from a variety of backgrounds, ages, and needs in a professional, respectful, and non-judgmental manner.
2. Understand and interpret the verbal, non-verbal, and written communication of others and respond in an appropriate professional manner.
3. Write clearly, concisely, and effectively in English.
4. Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.
5. Practice as a student in a safe, ethical, and legal manner.
6. Meet externally imposed deadlines and time requirements.
7. Effectively and consistently manage personal stress and the stress of others.
8. Respond to medical crises and emergencies in a calm, safe, and professional manner.

Psychomotor Functions

1. Physically move or support patients/clients/classmates/equipment in a variety of situations and safely and skillfully supervise/instruct the movement/support of patients/clients/classmates utilizing a minimally trained technical support person.
2. Demonstrate the ability to observe and practice universal precautions.

3. Demonstrate the ability to perform emergency first aid and Health Care Provider CPR (American Heart Association BLS, including defibrillator).
4. Safely and reliably read meters, dials, and printouts.
5. Manipulate and operate examination and intervention equipment, monitoring devices, and computers.
6. Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/clients/classmates.
7. Demonstrate the ability to work in an environment which requires significant physical activity and mobility throughout the workday and which does not compromise patient or therapist safety.
8. Hear and comprehend the spoken word and auditory signals from equipment.
9. Write legibly and clearly by hand and by computer.
10. Safely, reliably, and efficiently perform appropriate examinations and interventions. See page 25 for listing of sample (incomplete) examinations and interventions, listed by program.

Essential Functions for Physical Therapy

Safely, reliably, and efficiently perform appropriate examinations and interventions.

Sample Examinations

- cognitive/mental/emotional status
- endurance
- skin integrity
- sensation
- strength
- joint mobility
- joint motion and play
- muscle tone and reflexes
- movement patterns
- coordination
- balance
- developmental skills
- pain
- posture
- gait
- functional abilities
- assistive devices and equipment
- cardio-pulmonary status
- segmental length, girth, and volume for patients

Sample Interventions

- therapeutic exercises to improve strength, ROM, or endurance
- developmental activities
- gait activities
- prosthetic and orthotic training
- wound care
- wheelchair training
- neurosensory techniques
- thermal agents
- physical agents and mechanical modalities
- massage
- electrotherapy
- balance and coordination training
- positioning techniques
- cardio-pulmonary rehabilitation
- manual therapy techniques
- functional activities, bed mobility, and transfers
- airway clearance techniques

PROFESSIONAL BEHAVIORS PLAN

DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE FLORIDA GULF COAST UNIVERSITY

The faculty of the Department of Physical Therapy and Human Performance believes that a set of appropriate professional behaviors is inherent across professions and is an important part of physical therapy practice. These behaviors are not specific to the field of physical therapy; however, they are essential for appropriate care of patients/clients and their families, interaction with colleagues, and success in the profession. The Florida Gulf Coast University Physical Therapy Faculty chose to integrate the development of these behaviors throughout the curriculum to ensure student success in peer, patient, colleague, and faculty interactions in classroom and practice settings. The faculty acknowledges its role in the development of these professional behaviors. The faculty selected the Generic Abilities Model developed and validated by the Physical Therapy Program, University of Wisconsin-Madison and described by May, Morgan, Lemke, Karst, and Stone, (1995):

Basic Tenets and Expectations

(adapted from May, Straker, and Foord, 1997), Facilitating the Development of Professional Behaviors in Physical Therapy Education, Unpublished draft 9/97)

- The process of becoming socialized into a profession requires hard work and takes a long time, therefore, it must begin early.
- A repertoire of behaviors, in addition to a core of knowledge and skills, is important to be successful as a physical therapist.
- Professional behaviors are defined by the ability to generalize, integrate, apply, synthesize, and interact effectively.
- Behaviors can be influenced and modified by expectations, environment, and internal commitment.
- Behaviors can be objectified and assessed.
- Academic and clinical faculty recognize their responsibility to assess professional behaviors and are empowered to do so.
- Behavior is as important as knowledge and skill (A Normative Model of Physical Therapist Professional Education; Clinical Education Component)
- Clearly defining and sharing expectations is the responsibility of the profession throughout the educational and socialization process.
- The current scope of physical therapy practice necessitates that students develop essential professional behaviors which are infused into course and clinical work and reinforced throughout the program.
- These behaviors provide the foundation for lifelong learning and commitment to the profession through professional development.

Generic Abilities

The following abilities were identified and defined (May, 1995)

Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for varied audiences and purposes.
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

Implementation Plan

Each of the Generic Abilities is further delineated in **Behavioral Criteria**, with the Criteria presented in four levels: **Emerging, Beginning, Developing, Entry**, and **Post-Entry**. At each level, specific student evaluation criteria are identified. In the Florida Gulf Coast University Physical Therapy Curriculum, students are evaluated in every course utilizing the following progression standards:

- Students not yet at the **Beginning Level** are considered to be at the **Emerging Level**.
- Students must perform at **Beginning Level** in all criteria at the end of two semesters of study.
- Students must perform at the **Developing Level** in all criteria in order to participate in the first full-time clinical experience.
- Students must perform at **Entry Level** in the academic setting before beginning the final clinical education experience. Students are considered to be prepared for full-time clinical practice by demonstrating these behaviors.

Expectations for Professional Behaviors

These abilities are introduced to the students during program orientation. They are further explored in Professional Development Seminar I - Exploration in Physical Therapy and are assessed in all physical therapy courses. Performing at the appropriate level is a required part of the overall program and a component of the course grade, if the instructor so chooses. Standardized evaluation forms are used for faculty evaluation of students and student self-evaluation. The forms identify strengths and areas needing further development. Faculty advisors consult with and counsel students as they progress in the Professional Behaviors Plan. Counseling with the faculty advisor will occur **at least once each academic year (fall/spring semesters)** and more frequently as needed, at the request of the advisor or student. **It is the responsibility of the student to contact his/her advisor to request an advisement meeting during each academic year (fall/spring). Faculty who observe or are notified of concerns regarding a student's professional behaviors will call a meeting with the student to discuss the concerns and to complete a Professional Behaviors Plan document.** The faculty advisor and the student maintain records of the advisement. Any student who does not fulfill the requirements of the Professional Behaviors Plan is placed on probation by the

Faculty Council for one semester and must develop a Remediation Plan in consultation with the student's faculty advisor and approved by the Department Chair. A student's probation period cannot exceed two semesters, as described in the Student Handbook. Failure to successfully complete the approved or agreed-upon Remediation Plan results in dismissal from the program.

Please refer to **Appendix I** for the Professional Behaviors Plan Assessment Form

References

- May, W. W., Morgan, B. J., Lemke, J. C., Karst, G. M., & Stone, H. L. (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9 (1), 3-6.
- May, W. W., Straker, G., & Foord, L. (1997). Facilitating the Development of Professional Behaviors in Physical Therapy Education. Manuscript in preparation, University of Wisconsin at Madison.

RETENTION AND PROGRESSION STANDARDS

Leave of Absence

A student must maintain continuous enrollment/matriculation in an approved academic Program of Study or receive written approval for a leave of absence from his/her Program faculty advisor and the Department Chair in order to ensure consideration for readmission to the Program. A leave of absence is granted for no more than three consecutive semesters. If a student cannot resume coursework after three consecutive semesters, the student forfeits his or her place in the program and re-application is necessary. Failure to seek an approved leave of absence will result in dismissal from the program.

Withdrawing from a Class

A student withdrawing from any class modifies the established Program of Study and *must* follow the procedure as outlined in the Program of Study Policy. A student who modifies his/her Program of Study does so with the realization that the Program has no obligation to offer courses out of sequence for the said student. Failure to follow the approved plan of study or an approved modified plan of study will result in dismissal from the program.

Overall Progression Standards

Program progression standards are listed below. A student must meet all retention and progression standards. Any student not meeting one or more of these standards is placed on academic probation. Students not meeting the conditions for the release from academic probation are dismissed from the Program. The standards are as follows:

1. The student must follow a Program of Study approved by the student's program faculty advisor and the Department Chair. Failure to follow the approved Program of Study for one semester results in the student being placed on academic probation. Failure to follow the approved Program of Study for two semesters results in the student being dismissed from the Program.
2. A student must earn a "B" ("S", if applicable) or better in all courses. Failure to achieve a sufficient grade in a required course results in the student being placed on academic probation. A student on academic probation must repeat the course in which he/she earns the insufficient grade the next time it is offered and achieve a sufficient grade to be removed from academic probation. Dismissal occurs if the student earns an insufficient grade a second time in the same course. If a student repeats a course, prerequisite conditions for courses subsequent to the

- repeated course must be met. These conditions are outlined in each course syllabus. Students are not permitted to enroll in a course in the curriculum more than twice (excluding Independent Research and Independent Study courses).
3. Academic probation is permitted a maximum of two occurrences during enrollment in the program. Exceeding the allowed maximum for academic probation results in dismissal from the program.
 4. The program faculty advisor and Department Chair must approve any changes in the Program of Study.
 5. A student must maintain a cumulative Grade Point Average (GPA) of 3.0 for coursework taken in the Physical Therapy Curriculum. Failure to maintain a cumulative GPA as specified above results in the student being placed on academic probation. In order to be removed from probation for a low GPA the student must earn "B's" or better in all coursework for the next semester of coursework attempted. Failure to meet this standard results in dismissal from the program. Probation related to individual course grades of less than a "B" are discussed in item 2 (above).
 6. A student must perform at the appropriate level of Generic Abilities Behavioral Criteria as outlined in the Professional Behaviors Plan.

Clinical Education

Students must be in good standing in the Physical Therapy Program, including following the Professional Behaviors Plan, and have completed the appropriate prerequisite and concurrent courses and/or examinations prior to participating in the clinical education component of the curriculum. **Students who have not successfully submitted their first draft of the initial proposal for Independent Study or Independent Research will not be allowed to participate in the clinical education component of the curriculum.**

At the end of a clinical experience, on a case-by-case basis, a student may be given the option of extending the duration of a clinical experience in order to reach the appropriate level of clinical performance.

Student requests are considered in assigning clinic experiences but the Academic Coordinator of Clinical Education has the final responsibility for making clinic assignments. Students are not guaranteed placement in their top choices and may be assigned to clinics outside the geographical areas in which they live. Students are responsible for transportation and housing expenses during clinical experiences. Please note that due to availability of certain types of clinical settings, students should anticipate at least one clinic assignment outside the Southwest Florida area.

Students are required to have all required background checks, immunizations, First Aid, CPR and current liability insurance prior to entering any clinical experience. These requirements remain in effect during all clinical education

experiences. Failure to meet all of the above requirements may necessitate the student immediately being removed from the clinical education site. For additional information on these requirements please refer to **page 104 (Appendix IV)** of this guidebook.

Graduation Requirements

1. Successfully complete a cumulative personal/professional portfolio.
2. Complete all required coursework with minimum cumulative GPA of 3.0 and a “B” or better in each course. This includes satisfying requirements for Independent Study IV (PHT 7909) or Independent Research IV (PHT 7974).
3. Successfully complete Clinical Education IV.
4. Perform at **ENTRY LEVEL** in all Behavioral Criteria of the Professional Behaviors Plan.
5. Complete Psychomotor Skills Log.
6. Apply for graduation per university guidelines and timeline.
7. Meet all Florida Gulf Coast University Graduate Student requirements for graduation.

ACADEMIC ADVISEMENT

Each student admitted to the FGCU Physical Therapy Program is appointed a faculty advisor to serve as the student's advisor. These appointments are for the duration of the student's tenure in the program and are assigned by the Department Chair. The purpose of the student advisee/faculty advisor relationship is to foster the student's professional growth and development in the Physical Therapy Program. Student advisees and faculty advisors are encouraged to meet at both the beginning and end of each semester to assist with planning, registration and development needs of students in the program. Any request for change in the student advisee/faculty advisor relationship is made through the Department Chair. The student or advisor may address a formal written request to the Department Chairperson for consideration. Changes in the student advisee/faculty advisor assignment are highly discouraged and should be carefully considered before request.

Academic advising is an integral part of the college learning experience. Advising is a developmental process that reinforces student growth and development through clarification of life, educational and career goals. The following goals for academic advising practices within the College of Health Professions are adopted from the National Academic Advising Association (NACADA) document on advising goals:

- Provide general information regarding University policies, procedures, and campus resources
- Assist students in establishing and completing educational and career goals

Advisor Responsibilities

Upon admission and acceptance into an academic program in the College of Health Professions, students are assigned a faculty advisor from their academic department. Faculty advisor responsibilities include:

- Maintain an accurate and complete file on each advisee
- Interact with openness in communication, confidence and trust
- Assist students in establishing realistic educational and career goals
- Consult with students in program course planning
- Refer students to other campus resources as needs are identified
- Review the University policies and procedures
- Assist students in identifying career opportunities

Advisee Responsibilities

An important factor for successful progression is for students to seek advisement within their academic department. A faculty advisor from the academic department is assigned. Advisee responsibilities include:

- Initiate advisement process by contacting your faculty advisor to schedule an appointment when required or when in need of assistance. If you cannot attend the scheduled meeting, as a courtesy, notify your advisor in advance.
- Prepare for the advising session and bring all necessary materials to the meeting
- Familiarize yourself with and understand the requirements of your program
- Become knowledgeable and understand University policies and procedures
- Understand and know your abilities, interests, and values as they relate to your educational and career goals
- Be flexible in accommodating time for advisement
- Adhere to policies and procedures within the College and your academic program standards
- Follow through on the recommendations made by your faculty advisor during your advising session

During the time that a student is enrolled in the Physical Therapy Program, he/she has a program faculty advisor to provide advice, guidance and mentorship. Students must meet with their program faculty advisor at least once per semester; however, more frequent meetings are encouraged to maximize the benefits that the faculty can provide. Students who do not

meet with their program advisors each semester are responsible for any missed information and guidance. The program faculty advisor will monitor the student's progress toward degree completion including overseeing the student's progress in his/her Program of Study, and support the student's efforts toward completion of all graduation requirements. Students are ultimately responsible for meeting these requirements.

**Florida Gulf Coast University
Department of Physical Therapy and Human Performance**

Advising Worksheet for Graduation

This form is used to track student progress in the Physical Therapy Program and monitor completion of requirements for graduation.

	<u>Date Confirmed</u>	<u>Initials</u>
Professional Behaviors		
Emerging Level	_____	_____
Beginning Level	_____	_____
Developing Level*	_____	_____
Entry Level**	_____	_____

(*Students must attain this level to participate in full-time clinical experience)

(**Students must attain this level or higher to begin clinical education IV)

	<u>Date Completed</u>	<u>Grade</u>	<u>Initials</u>
Program Courses			
Movement Science I	_____	_____	_____
Movement Science II	_____	_____	_____
Movement Science III	_____	_____	_____
Intro to Pharmacology	_____	_____	_____
Diagnostic Imaging	_____	_____	_____
Pharmacology	_____	_____	_____
Diagnostic Testing	_____	_____	_____
Intro to PT Practice	_____	_____	_____
Physical Therapy Practice I	_____	_____	_____
Physical Therapy Practice II	_____	_____	_____
Physical Therapy Practice III	_____	_____	_____
Physical Therapy Practice IV	_____	_____	_____
Physical Therapy Practice V	_____	_____	_____
Physical Therapy Practice VI	_____	_____	_____
Professional Seminar I	_____	_____	_____
Professional Seminar II	_____	_____	_____
Professional Seminar III	_____	_____	_____
Professional Seminar IV	_____	_____	_____
Professional Seminar V	_____	_____	_____
Professional Seminar VI	_____	_____	_____
Professional Seminar VII	_____	_____	_____

Professional Read/Write	_____	_____	_____
Critical Inquiry	_____	_____	_____
Applied Critical Inquiry	_____	_____	_____
Ind. Study/Research I	_____	_____	_____
Ind. Study/Research II	_____	_____	_____
Ind. Study/Research III	_____	_____	_____
Ind. Study/Research IV	_____	_____	_____
Introductory Clinic Experience	_____	_____	_____
Clinical Education I	_____	_____	_____
Clinical Education II	_____	_____	_____
Clinical Education III	_____	_____	_____
Clinical Education IV	_____	_____	_____

Date Confirmed Grade Initials

**Cumulative Portfolio
Assessment**

Culminating Exam

Psychomotor Skills Log

Date Confirmed Initials of Committee Chair

Independent Study/Independent Research

Committee Membership

Signature Form Submitted

Proposal Approved

IRB Approval (if applicable)

Progress Note 1

Progress Note 2

Oral Defense

Final Written Report

Deposited

APPEALS/GRIEVANCE POLICY AND PROCEDURES

Grade Appeals Process

The Physical Therapy Program follows the University's Student Grade Appeals policy found in the FGCU Division of Student Services Student Guidebook.

Program Dismissal Appeals Process

The student appeals, in writing, to the Department Appeals and Grievance Committee of the Physical Therapy and Human Performance Faculty Council for reconsideration of program dismissal by a deadline date specified in the student's dismissal letter. The student is given a deadline date of twenty-one days from the date of the dismissal letter to appeal the decision. Failure to follow this timeline forfeits the student's right to appeal.

The student is required to include the following items in the appeal request:

- Reason(s) for the appeal
- Justification for reconsideration
- Supporting documentation

Upon receipt of the appeal, the following steps are taken:

1. The student's transcript, portfolio, and appeal material are reviewed by the Department Student Appeals and Grievance Committee within twenty-one days of receipt of the appeal.
2. The Department Appeals and Grievance Committee Chair provides a recommendation to the Department Chair. The Department Chair reviews the recommendation and makes a decision on the appeal within one week of the Student Appeals and Grievance Committee meeting.
3. The Department Chair sends a certified, restricted-delivery letter within three working days of the Student Appeals and Grievance Committee meeting informing the student of the decision.

If the student is not satisfied with the outcome of the review by the Department Appeals and Grievance Committee, the student may appeal to the College of Health Professions Appeals Committee following established University guidelines.

Students are also referred to the following university policy for information regarding the right to grieve decisions related to access to courses and credit granted toward degree through the Student Ombudsman.

Policy: 4.006 – Student Course and Credits Grievance Policy

http://www.fgcu.edu/generalcounsel/files/policies/4_006_Student_Grievances_05_19_09.pdf

Student Grievance Procedure **(per University Student Guidebook)**

General – The intent of this rule is to provide a procedure whereby student grievances are processed promptly and resolved fairly. Students shall be given adequate opportunity to bring complaints to the attention of the University with the assurance that the proper University officials will promptly investigate the facts of the case and evaluate these facts in an objective manner.

- a. Student problems should be resolved, whenever possible, before the filing of a formal written grievance and open communication is encouraged so that resort to formal grievance procedures will not be necessary. Informal resolution of grievances may be continued throughout the process.
- b. Time limits contained in this rule may be extended by mutual agreement of the parties. Upon failure by the University or its representatives to provide a decision within the time limits provided in this rule or any extension thereof, the grievant may appeal to the next appropriate step. Upon failure of the grievant or counsel to file an appeal, or take prescribed action, within the time limits provided in this rule, the grievance shall be deemed to have been resolved at the prior step.

2. Exclusions – Grievances pertaining to the following matters shall not be processed under this rule:

- a. Disciplinary actions taken under FGCU Student Code of Conduct
- b. Traffic and Parking Violations
- c. The professional judgment exercised by an instructor in assigning a grade
- d. Professional judgment of licensed practitioners in the health related professions.

3. Definitions -

- a. "Day" means a calendar day, unless expressly stated otherwise. If a time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day.
- b. "Grievance" means a dispute or request for redress of the interpretation or application of any law, University rule or policy that adversely impacts the Grievant's substantial interest.
- c. "Grievant" means any enrolled or admitted student who presents a grievance under this rule.
- d. "Respondent" means the FGCU faculty or staff member who is alleged to have caused the grievance by identifiable acts of omission or commission.
- e. "Party" means either the grievant or the respondent.
- f. "Counsel" means an attorney or lay advisor.
- g. "Resolution" means an action by or on the behalf of the University that is satisfactory to the student.

4. Informal Resolution of Student Grievances.

- a. It is the University policy to encourage the informal resolution of grievances directly between the student and the respondent. If this cannot be accomplished, the student is encouraged to continue informal resolution presenting the problem orally through appropriate administrative channels up to, but not including, the Office of the Vice President in whose area the respondent is employed.
- b. Upon request, the University Ombudsperson will inform the student as to the administrative channels to be followed in an attempt to secure informal resolution.

5. Formal Resolution of Grievances.

- a. If informal resolution attempts do not succeed, the student may present the grievance in writing. The grievance shall contain a statement of the facts and circumstances giving rise to the grievance that identifies relevant dates and witnesses, specifies the law, rule or policy alleged to have been violated and describes how the grievant's substantial interests are adversely impacted. This written grievance shall be mailed or delivered to the University Ombudsperson no later than thirty (30) days following the

date on which the alleged act or omission causing the grievance occurred; or not later than thirty (30) days from the date the student acquired knowledge, or could be reasonably expected to have acquired knowledge, of the alleged act or omission unless the time limit has been extended by mutual agreement.

- b. Upon receipt of a formal student grievance, the University Ombudsperson will review the grievance to determine whether or not action under this rule is appropriate or is excluded under the provisions of subsection (2) above. If action under this rule is appropriate, the University Ombudsperson will notify the student of receipt of the grievance and of the name of the respondent's Vice President who will handle the procedures outlined herein; simultaneously the Ombudsperson will notify the respondent and deliver the written grievance to the Vice President in whose area the respondent is employed. The Ombudsperson will inform the student that proceedings under this rule are not appropriate if such is the case. Regardless of the disposition, such notice will be mailed to the student within fifteen (15) days after the Ombudsperson's receipt of the written grievance.
 1. Within 15 days of receipt of notification of the grievance, the respondent (or in case of absence of the respondent's supervisor) shall prepare a written response to the allegation(s) made by the student and shall furnish copies of this response to the grievant, and to the appropriate Vice President.
- d. Upon receipt of the grievance and the respondent's reply thereto, the Ombudsperson shall review the matter and conduct an inquiry, if necessary. The Ombudsperson shall forward a recommendation to the Vice President after review of the grievance, the Ombudsperson's recommendation, associated documents and any discussions necessary to determine the facts, the Vice President or designee shall render a decision within thirty (30) days. This decision shall be forwarded in writing to the grievant and the respondent. The decision of the Vice President is final.

Specific Authority 1001.74(4) FS. Law implemented 1001.74(10), 1002.21(6) FS. History—New 1-17-99, Amended,

GRADING PHILOSOPHY AND POLICY

Philosophy

The Department of Physical Therapy and Human Performance grading philosophy is consistent with and builds upon the Department's mission, goals, and student learning outcomes. Assessment of student performance is frequent and ongoing, employing multiple and varied methods of assessment. Employing multiple methods of assessment allows students to demonstrate knowledge and competency in a variety of ways. Lab examinations and skill competency assessments are considered satisfactory at the specific mastery level (refer to individual course syllabi). Full-time Clinical Internships are graded on a Satisfactory/Unsatisfactory basis. The Professional Behaviors Plan clearly delineates expectations for professional behaviors and attitudes and is included in assessment of student performance in all coursework.

Additional Policies

- Students are advised to refer to specific course syllabi for course requirements and grading policies.
- Students are responsible for requesting, in writing, an incomplete (I) two weeks prior to the end of the semester in which the course is taken. Requests must be submitted to the course faculty, who act on the request within 72 hours of receipt. The maximum amount of time to complete coursework to remove a grade of I is one year from the end date of the semester for which the grade was assigned or graduation, whichever comes first. However, an instructor may restrict the amount of time given to the student to complete the coursework. Failure to complete the coursework within the specified period of time will result in a grade of "F" or "U". A student requesting an incomplete must be passing the course at the time of the request.
- If no grading policy is listed on an individual course syllabus, the grading scale reverts back to the University grading system.
- Students are advised to refer to the Retention and Progression Standards section of this guidebook for additional information regarding academic standards and policies.

GRADING SCALE:

The following grading scale will be used unless otherwise specified in the course syllabus:

A	=	90-100%
B+	=	87-89%
B	=	80-86%
C+	=	77-79%
C	=	70-76%
D+	=	67-69%
D	=	60-66%
E	=	below 60%

ACADEMIC INTEGRITY

Students at Florida Gulf Coast University have the responsibility to practice academic honesty. To engage in activities such as cheating, plagiarism, knowingly furnishing false research data, and being in unauthorized areas after hours will subject a student to penalties as outlined in the University Student Guidebook and could result in dismissal from the Physical Therapy Program. Faculty reserve the right to use anti-plagiarism software to analyze papers and other written works. For clarification of what constitutes academic dishonesty, see the University Student Guidebook.

STUDENT CONDUCT

As part of Program accreditation, it is expected that faculty and students are responsible for preserving the privacy, dignity and safety of all people, including patients/clients, patients'/clients' families or caregivers, students, faculty, and support staff who are involved in the classroom, laboratory, clinical, research, and administrative activities of the program. In an effort to preserve the safety of physical therapy/other University students and the community-at-large, as well as adhere to the Florida Physical Therapy Practice Act and the APTA Code of Ethics, students ***are not*** permitted to independently render therapeutic intervention for any diagnosed or undiagnosed pathological condition or dysfunction. Therapeutic intervention is acceptable only in learning situations such as the laboratory classroom setting or clinic setting, where the appropriate supervision is provided. Independent laboratory practice is designed for the

practicing of psychomotor skills and reinforcement of didactic material using only enrolled Physical Therapy Students as subjects. Persons who are not enrolled in the Physical Therapy Program are not allowed in the laboratory during independent laboratory practice. Independent laboratory practice is not designed as a venue to render treatment for pathological conditions. Doing so is in direct violation of expected student conduct and will result in probationary status and possible dismissal from the program. Students should also refer to individual course syllabi and Professional Behaviors Plan for additional expectations.

MEDIA RECORDING PERMISSION REQUIREMENT

Students must have a faculty member's permission to audiotape, videotape, photograph, or otherwise record any portion of a class, lab, or clinical education experience. Classes and laboratory experiences may include material that is restricted in its use to those specific educational settings and conditions. There may also be intellectual property or copyright issues with faculty-developed materials. In addition, visitors and patients may participate in our classes and labs who have not given their consent for taping, recording, or sharing of taped segments. It is a program requirement that such permission will be given by the faculty member before any recording occurs. Once such a recording has been permitted by the faculty member, it is intended solely for that specific educational purpose. Unless you have secured additional permission, sharing the recordings outside of the classroom or posting these recordings on internet sites is not permitted. Failure to comply with these expectations will be considered a violation of professional behaviors expectations, and may result in a formal, remedial Professional Behaviors Plan or other significant consequences.

STUDENT EMPLOYMENT

The faculty acknowledge that living expenses and costs associated with graduate school are considerable. However, the Physical Therapy Program is a rigorous program of full-time study. Although we try to take advantage of self-directed learning and distributive learning technology, your time commitment to class, laboratory, discussion, clinical demonstration, and clinical internships are significant. Additionally, because of the academic rigor of a physical therapy program, your time commitment to out-of-class study time is also significant. Therefore, the faculty ***strongly recommend***:

- 1) that you carefully weigh your options of personal savings, scholarships and loans as a source of financial support,
- 2) that you try to minimize the number of employment hours that you commit yourself to, and the faculty recommend no more than 10-15 hours,
- 3) if you work, seek employment that minimizes weekday commitments and has a lot of flexibility in the schedule,

- 4) if you work during the week, carefully look at the scheduled class, laboratory, discussion, clinical demonstration, and clinical internship commitments, and not schedule work close to those times. Be flexible in case the program's schedule has to be changed,
- 5) that you keep in mind that during three semesters you will be in a clinical internship that requires attendance full-time (usually 8:00-5:00 M-F, but may require weekend and/or evening hours), and,
- 6) that you realize that attendance is required in class, laboratory, discussion, clinical demonstration, and clinical internship sessions, all of which have to be a priority over a possible work schedule.

ATTENDANCE, STUDENT ILLNESS AND ABSENCE

An expectation of professional practice is that students arrive on time and attend all practice and classroom experiences until the practice and classroom experiences are completed. Responsibility and accountability for meeting course obligations is a fundamental component of professionalism.

- Students must refer to individual course syllabi for specific requirements or policies related to illness or absence.
- Students determine if their illness adversely impacts upon clients or their own well-being and consult with course faculty prior to classroom or practice experience absence. Course faculty or clinical supervisor may ask a student to leave a classroom or practice setting if the student's illness adversely impacts the well-being of students, patients or clients.
- When a pattern of absences is noted by faculty, students are required to consult with course faculty and/or their program faculty advisor for counseling. A pattern of absences may result in a student being placed on probation or dismissed from the physical therapy program, due to failure to meet professional behaviors criteria.
- Students retain accountability for meeting course requirements.
- Students are cautioned that excessive absences lead to unsuccessful completion of course requirements and may result in dismissal from the program.
- Final Exams are often scheduled outside normal semester dates. Any absence from scheduled exams or final exams must be pre-approved by course faculty. If approval is not obtained a student may be dismissed from the Physical Therapy program for failure to meet professional behaviors criteria.
- Travel scheduled between semester breaks must be scheduled to take place after final exams are completed. Failure to comply with this guideline may result in dismissal from the Physical Therapy program.
- Arrangements made for travel during finals week, without written faculty approval, will have to be rescheduled. Any financial impact resulting from re-scheduling, will be the sole responsibility of the student.

DRUG/ALCOHOL POLICY

No student is to report to class or any university activity while under the influence of illegal drugs or alcohol. Violation of these policies by a student will be reason for evaluation/treatment for drug/alcohol use disorder and/or for disciplinary action up to and including expulsion, and/or referral for prosecution consistent with local, state, and federal law. Refer to the FGCU Student Code of Conduct found in the FGCU Student Guidebook for university policies.

Students are responsible for reviewing and complying with the individual drug/alcohol policies of the affiliate site to which they are assigned.

SERVICE LEARNING COMMITMENT

Service to the community-at-large is an important and desirous behavior of a professional. As students prepare academically for their professional careers, the faculty of the Department of Physical Therapy and Human Performance encourage each student to choose a service interest and begin practicing this most benevolent behavior while in the process of acquiring knowledge and skills in this program. Assistance in choosing a service benefactor is available on the Eagles Connect website at <http://www.fgcu.edu/connect/>.

PROFESSIONAL CODE OF ETHICS

As part of their participation in a professional program, students are expected to follow the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist . The Code of Ethics provides guidelines by which physical therapists may determine the propriety of their conduct. It is also intended to guide the professional development of physical therapist students. The Code applies to all physical therapists. The Code is subject to changes as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public. The Code of Ethics is subject to monitoring and timely revision by the Ethics and Judicial Committee of the Association.

Please refer to A copy of this document is printed annually in the January issue of Physical Therapy and is found on the APTA Web Page (<http://www.apta.org>)

Please refer to Appendix III for the current copy of this document.

COURSE SCHEDULING

The Department of Physical Therapy and Human Performance follows the College policy which states “the College of Health Professions reserves the right to cancel, postpone, or reschedule any course, course section, practice or internship experience.”

For students who work while attending graduate school, when planning your work schedule around classes, keep in mind that many of the courses within the physical therapy curriculum require cooperative group work and synchronous laboratory/field practice experiences. Students must commit to full-time clinical internships and residency during certain portions of the program. Refer to the Department of Physical Therapy and Human Performance Clinical Education Handbook for further details about clinical education.

MEDICAL TERMINOLOGY REQUIREMENT

The faculty of the Department of Physical Therapy and Human Performance expect all students to demonstrate the ability to understand and use medical terminology throughout the curriculum. Students must gain competency in medical terminology through the use of self-paced workbooks or other media. This requirement must be met during the first semester of the program, during Professional Development Seminar I. Failure to meet this requirement will result in a failing grade and placement on academic probation at which time, all conditions of academic probation apply.

INDEPENDENT STUDY/INDEPENDENT RESEARCH

Independent inquiry is a critical component of the education of health professionals and a unique aspect of graduate education. The Physical Therapy Program requires that every student have the experience of designing, implementing, and evaluating an independent inquiry project. This provides the opportunity for the student to explore a distinct and focused learning experience to enhance practice application.

Please refer to Appendix II for the complete Independent Study/Independent Research Guidelines.

WRITING STYLE GUIDELINES

Writing style guidelines are available from the American Psychological Association (APA) and the American Medical Association (AMA) (see citations below). Individual course faculty determine writing style guidelines for course assignments. Please refer to each course syllabus for further information.

American Medical Association manual of style : a guide for authors and editors (11th ed.). (2009) Baltimore, MD : Williams & Wilkins.

Publication Manual of the American Psychological Association (6^h ed). (2009)

IMMUNIZATION REQUIREMENTS

Students are required to maintain up-to-date immunizations. An official record of these immunizations must be provided to the Department of Physical Therapy and Human Performance prior to October 1, 2011. Immunization records must be kept current. Proof of updated immunizations must be provided to the Department, for a student to participate in any PT Practice course and/or Clinical Experience courses. A copy of the Department of Physical Therapy and Human Performance Immunization requirements is located in Appendix V.

HEALTH INSURANCE

It is strongly recommended that all students entering the program maintain personal health insurance while enrolled at Florida Gulf Coast University. Students should be aware that some affiliated clinical sites may require such coverage .

Florida Gulf Coast University provides information on student health insurance and can be accessed at:

<http://studentservices.fgcu.edu/HealthServices/insurance.html>

The American Physical Therapy Association provides information on student health/accidence insurance and can be accessed at:

<http://www.apta.org/Benefits/Insurance/Student/>

LIABILITY INSURANCE INFORMATION

All students must purchase professional liability insurance ²prior to October 1 of the year students enter the program. Proof of policy renewal is required annually and professional liability insurance must be maintained until graduation. Failure to comply with liability insurance requirement may lead to dismissal from the Physical Therapy program.

Students must provide proof of Liability to the Department Secretary.

A student should communicate to the course faculty, program chair or ACCE any incident or situation in which a student is involved that potentially holds the student or university liable or at risk.

Suggested Liability Insurance provider:

Healthcare Providers Service Organization (HPSO)

1-800-982-9491 or www.hpso.com

\$29.80/year as of printing date

Coverage: 1 million/6 million

² Students must have a minimum of 1 million/3 million coverage, as stated in the FGCU Clinical Affiliation Agreement

HEALTHCARE PROVIDER AED, CPR AND FIRST AID

Students are required to complete AED, CPR and First Aid courses for adult and child prior to participation in any practice courses or clinical practice courses. Copies of signed proof of instruction in AED, CPR and First Aid must be provided to the Department of Physical Therapy and Human Performance prior to October 1 of the year students enter the program. Certifications must stay current in all areas while students are enrolled in the Physical Therapy Program. Failure to comply with AED, CPR and First Aid requirements may lead to dismissal from the Physical Therapy program.

CRIMINAL BACKGROUND CHECKS PROCESSES AND PROCEDURES

All Students admitted to the Doctor of Physical Therapy Program are required to undergo a Level 2 criminal background check. Background checks are completed at the students' expense. Students are required to undergo the background review prior to October 1 of the first fall semester.

Rationale: Health professions students and health professionals often treat patients who are considered to be vulnerable. In order to protect these vulnerable patients, criminal background checks are being required by the University as well as many health care institutions. It is important for students to realize that a criminal record may prohibit them from sitting for the licensure exam if they have certain misdemeanors and felonies on their records. In addition, if it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program. Students who refuse to submit to a background check or do not pass the background check review may be dismissed from the program. Additionally, certain clinical sites may require additional specific background reviews and/or drug screens prior to the student commencing a clinical education experience.

FGCU has an agreement with Certifiedbackground (www.certifiedbackground.com) to perform all students' criminal background checks. This company's background check will consist of the following components:

- Florida Statewide Criminal Records (FDLE)
- Level 2 (National- FBI) criminal background check through Live Scan Digital Fingerprint
- Social Security Verification
- Residency History
- Nationwide Sexual Offender & Predator Registry
- Unlimited Out of State County Criminal Records
- Nationwide Healthcare fraud and Abuse Scan
 - Medicare & Medicaid Sanctioned, Excluded individuals
 - Office of Research Integrity (ORI)
 - Office of Regulatory Affairs (ORA)
 - State Exclusion List
 - FDA debarment Check
 - Office of Inspector General (OIG)-List of Excluded Individuals/Entities
 - General services Administration (GSA) – Excluded Parties List

- U.S. Patriot Act
 - Terrorism Sanction Regulations
 - Office of Foreign asset Control (OFAC)
 - List of Specially Designated Nationals (SDN)
 - U.S. Treasury
 - Department of State Trade Control (DTC) Debarred Parties

Rights: Students have the right to review the information reported by CertifiedBackground for accuracy and completeness and to request that the agency verify that the background information provided is accurate. Prior to making a final determination that will adversely affect the student, CertifiedBackground will provide the student with access to the background check report and inform the students of his/her rights via email. Students are responsible for providing accurate contact information to CertifiedBackground. Students are responsible for the consequence of CertifiedBackground being unable to contact the student.

Process:

1. This guidebook serves as the student notification of the requirement for criminal background review.
2. The student reviews the criminal background review process and procedures and signs the signature page at the end of this document, acknowledging his/her responsibility for the release of the criminal background review results to affiliated clinical sites.
3. Students must submit to a criminal background review by October 1 of the first fall semester. Failure to undergo the initial criminal background check by October 1st may result in administrative withdrawal from all courses in the program of study. Withdrawal from the program courses could seriously jeopardize the student's ability to complete the program requirements and graduate on schedule.
4.
 - a. Student visits www.certifiedbackground.com and clicks on "students"
 - b. Student will enter the package code on his/her instruction card (provided by Dr. Jacqueline van Duijn at student orientation)
 - c. Student will provide the necessary information (i.e. name, date of birth, etc.) to complete the background check and to set up their profile.
 - d. Student will indicate any additional names or addresses used in the past 7 years
 - e. Student will choose link to schedule their finger printing, provide your address, most convenient lab , and set time of appointment.

- f. Student will select a method of payment (CertifiedBackground accepts Visa, MasterCard and Money orders). The cost of the criminal background package is \$113
- g. Sign CBG release form(s).
- h. Students will receive a confirmation email with your password to review results, available within 2-3 days.
- i. To allow others to review your background check, direct them to the CBG site. They will need to enter your password in the “view background check” field and provide the last 4 digits of your SSN.
- j. You may obtain a free copy of A Summary of Your Rights under the Fair Credit Reporting Act by visiting www.ftc.gov/bcp/combine/pubs/credit/fcrasummary.pdf

5. Certain findings in a background check could preclude participation in clinical education at certain affiliated clinical sites and may also preclude the acceptance of the individual as a candidate for licensure as a physical therapist in any state. If it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program.

Guiding principles for review of negative criminal background review results

In reviewing background check reports, the following factors may be considered:

- the nature and seriousness of the offense or event,
- the circumstances surrounding the offense or event,
- the relationship between the offense or event and the duties to be performed as part of the educational process,
- the age of the person when the offense or event occurred,
- whether the offense or event was an isolated or repeated occurrence,
- the length of time since the offense or event,
- past employment and history of academic or disciplinary misconduct,
- evidence of successful rehabilitation, and
- the accuracy of the information provided by the student.

The safety of program faculty, staff, students, and patients and the educational interests of the student are considered. In reviewing background check review reports and supplementary materials, advice may be obtained from university council, university police, and other appropriate advisors.

6. If the report contains negative findings and the authorized program individual (s) determine that the student is denied continuance in the program, the student will be notified in writing by the program director and the Department Chair. Any

financial losses incurred due to negative criminal background findings resulting in dismissal from the program and university are the responsibility of the student.

7. If dismissal from the program is warranted, a student may appeal that decision in accordance with the university's grievance procedure for academic matters found within the Student Guidebook at studentservices.fgcu.edu/judicialaffairs/new.html. If the student appeal is granted, the student must be aware that successful completion of the program cannot be guaranteed due to the potential lack of available clinical sites, based on the negative criminal background findings. Furthermore, the negative findings may limit the acceptance of the individual as a candidate for licensure as a physical therapist in any state. It is the responsibility of the student to contact the appropriate state licensing board.

8. Once the initial background check is completed, additional background checks will only be performed when the student self reports a violation or when the clinical affiliated site requires a more recent or more extensive background check. Further background checks are also at the expense of the student. Each student must report within seven calendar days to the program director, ACCE, and the Department Chair, any arrests and/or criminal charges or convictions filed subsequent to the completion to the most recent criminal background review. The process delineated in #5 above will be initiated.

9. Failure to report arrests and/or criminal charges or convictions in the required timeframe or falsification of information in self-reporting, including omission of relevant information may result in immediate dismissal from the program.

10. If dismissal from the program is warranted, the student may appeal that decision as detailed in #7.

Taken in part from the University of Miami and the USC DPT Programs

PRACTICE ATTIRE

All students are expected to present themselves in well-groomed, professional attire and manner. This not only includes wearing the attire listed in the following policy, but keeping clothes in good condition (unwrinkled, not overly worn/faded). Presenting a clean, crisp appearance at all times promotes an appearance of credibility, responsibility, and authority, consistent with a doctoring profession.

Faculty will counsel students regarding their professional attire and manner when necessary. Failure to comply with expected practice attire will result in probationary status and may lead to dismissal from the Physical Therapy program due to violation of professional behavior criteria. A student who does not adhere to the dress code may be asked to leave the learning event

(classroom, lab, clinic) by the clinical or academic faculty member. It is up to the faculty member of record (ACCE or course faculty) to decide if a student is to be dismissed from a course for repeated non-adherence to this program policy. Student should refer to individual course syllabus for required attire for presentations, laboratory, and practice settings.

Anatomy Lab sessions

1. Disposable or white lab coats.
2. Non-canvas, closed toed shoes

Lab Sessions

1. Gym-style shorts and t-shirts (provided to students at the beginning of their respective program)
2. Sweats/long practice wear can be worn over shorts/t-shirts for comfort.
3. Sports Bra (or bikini top for upper back/neck/shoulder labs) (Women)
4. Sneakers
5. Jewelry limited to items that will not cause injury to self or others.
6. No body piercings except for the ear (limited to two per ear).
7. Nails must be kept short

Exam Sessions

1. Movement Science Palpation Exams
Lab attire must be worn to all lab practical exams or the student will not be permitted to participate in the examination
2. PT Practice Exams
Professional attire must be worn to all PT Practice Exams or the student will not be permitted to participate in the examination – See “Community-Based Labs/Experiences for details on professional attire.

Community-Based Labs/Experiences/Special guests

1. Polo Shirts* – solid color, long or short sleeve with FGCU logo.
2. Solid colored dress khaki pants (no cargo pants, capris, jeans, or shorts)
3. Non-canvas, lace up, rubber soled, closed toe shoes (unless otherwise directed)
4. Jewelry limited to items that will not cause injury to self or others.
5. FGCU Name tag.
6. Watch with a second hand.
7. No sweatshirts/sweaters are to be worn over the practice attire while in a clinic.
8. Long, dangling earrings or large hoop earrings are not allowed.
9. Hair should be pulled back if it will potentially dangle when leaning over.

10. A well groomed personal appearance should be maintained at all times.
11. Artificial fingernails are not approved.
12. No body piercings except for the ear (limited to two per ear).
13. Visible tattoos must be covered.

Clinical Experience/Residency:

Attire is determined by the community facility policy and clinical instructor/community supervisor. Student attire must be consistent with the physical therapists at the clinical facility. Students are responsible for requesting the dress code policy from a clinical site prior to the first day of clinic.

In all clinical facilities:

1. Long, dangling earrings or large loop earrings are not allowed.
2. Hair should be pulled back if it will potentially dangle when leaning over.
3. A well groomed personal appearance should be maintained at all times.
4. Artificial fingernails are not approved.
5. No body piercings except for the ear (limited to two per ear).
6. Visible tattoos must be covered.
7. Watch with a second hand.
8. FGCU student name tag (or name tag provided by facility).

Failure to comply with the practice attire guidelines and requirements may result in dismissal from the Physical Therapy program.

**Suggested suppliers (previously used by Faculty and students):

- Lands End Business Outfitters, <http://www.landsend.com>. Logo # 0552710W.
- The Name Game, 9280 College Parkway, Fort Myers, (239) 489-2880 – Embroidery Only (bring your own shirt). Logo on File

REQUIRED EQUIPMENT

1. PT Evaluation Kit (further details provided in Intro to PT Practice)
2. Wrist watch - digital or watch with second hand
3. Black ink pen
4. Laboratory jacket (provided in Lab)
5. Additional equipment as required by course faculty

Failure to comply with required equipment guidelines may result in dismissal from the Physical Therapy program.

LAB POLICIES

Lab Policy & Biosafety manuals are reviewed and discussed in Movement Science Foundations I (PHT5109C). The Practice Center Policies are discussed on the first day of class in Physical Therapy Practice I. A copy of these documents is located **in Appendix VI**. These policies are designed to allow safe

utilization of the laboratories and Practice Center. Students are expected to adhere to the policies at all times in order to minimize the risk of injury to self and others. However, realizing that accidents may occur regardless of precautionary measures, any injury that takes place during a laboratory exercise must be reported to the instructor in charge and recorded on the Florida Gulf Coast University Student Health Services Occurrence Report Form. This form is available through the instructor in charge of the laboratory in which the injury occurs. Laboratory procedures must be followed and 911 called for any injury that is potentially serious.

TRANSPORTATION/FIELD EXPERIENCES

It is the responsibility of the student to provide his/her own transportation to and from community practice labs, clinical internship sites, or other field-based experiences. Costs that the student may incur during field experiences are the responsibility of the student.

CLINICAL EDUCATION INTERNSHIPS

Each student is provided access to the Physical Therapy Clinical Education files on the PT Master Clinic Angel webpage prior to the first clinical experience. Clinical affiliates are also provided access to the link on the FGCU Physical Therapy Program website to review clinical education related information. Other information is available throughout the program. Students who have questions regarding Clinical Education may contact the Academic Coordinator of Clinical Education.

LICENSURE EXAMINATION

Once a student satisfies all graduation requirements and is granted a diploma, he/she must pass the National Physical Therapist Examination (NPTE) to become a licensed physical therapist. General information regarding licensure is provided during the program. Since state licensure requirements vary from state to state, it is the responsibility of the student to contact a particular state's professional licensure department to obtain complete information regarding the licensure examination and additional requirements for licensure in that state. Licensure and regulation boards can be contacted for additional information.

The Dept of Health/Medical Quality Assurance – State licensure for Florida.
<http://www.doh.state.fl.us/mqa/>

The Federation of State Boards of Physical Therapy – Administers the National Board Exam. www.fsbpt.org

- Practice exam and assessment tool available for purchase – <http://www.fsbpt.org/exams/peat.asp>
- Test content outline – <http://www.fsbpt.org/exams/content.asp>

STUDENT SERVICES

There are a variety of student services available through the university's Division of Student Affairs. Refer to the FGCU Student Guidebook for information about these services.

The department will also maintain files regarding scholarship and employment opportunities directly related to physical therapy. These files can be obtained by contacting the department.

ACCESS TO TECHNOLOGY

Students in the Doctor of Physical Therapy Program are required to have laptop computers. Laptops are a valuable resource for students in all aspects of their educational experience in the Physical Therapy Program. The FGCU bookstore has many laptop computers available for purchase. Available financial aid can be utilized for the purchase of laptop computers through the FGCU Bookstore. Students may choose to purchase laptop computers through any vendor desired after disbursement of financial aid.

Laptop Computer Requirements:

- Microsoft Office (Latest Version)
- Wireless (WIFI) connectivity
- Firefox and Internet Explorer (Latest version)

Students must have access to the following technologies:

- Telephone
- Internet accessibility
- e-mail account (Eagle Mail account)

Academic and Event Technology Services or the FGCU Help Desk can provide advice regarding appropriate equipment purchases. Please contact the Help Desk at 590-1188 or visit the Academic and Event Technology Services web site at <http://itech.fgcu.edu>

Failure to comply with technology requirements and guidelines may result in dismissal from the Physical Therapy program.

STATEMENT ON DIVERSITY

FLORIDA GULF COAST UNIVERSITY is formally committed to nondiscrimination on such grounds as noted in its policies, procedures and practices including gender equity in sports. All of us in the university community must be conscious of our responsibility to abide by the laws, regulations and

principles of equality of opportunity. Further, as a community, we will work to ensure equity and fairness, for all students, faculty, staff, visitors and vendors. We are committed to these principles for we are convinced they are essential for a distinguished university.

Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the University's vision, mission and guiding principles. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives. Florida Gulf Coast University will continue to pursue its aspirations by fostering a welcoming environment through diversity and inclusion.

Please refer to: **FGCU-PR1.003** (Non-Discrimination and Anti-Harassment Complaint Policy and Procedure)

STUDENTS WITH DISABILITIES

The faculty of the Department of Physical Therapy and Human Performance Program are committed to making reasonable accommodations for students with disabilities. Faculty and students can seek support through the University Office of Adaptive Services that offers multiple services including the Adaptive Learning Lab. Additional information can be found on the Adaptive Services website at <http://studentservices.fgcu.edu/Adaptive/index.html>.

THE UNIVERSITY POLICY ON ACCOMMODATION FOR PERSONS WITH A DISABILITY

Florida Gulf Coast University (FGCU) is committed to equal opportunity and access for persons with disabilities. The University will comply with all provisions of state and federal laws in this regard and will provide, upon request, reasonable accommodations to qualified persons with a disability. This includes complying with the American with Disabilities Act Amendments Act of 2008 (ADA) which covers qualified individuals with a disability and provides for the use of reasonable accommodations and access. (Policy#: 1.008, Approved: 04/30/2010)

HUMAN IMMUNODEFICIENCY VIRUS POLICY

It is the policy of the University to balance the education and employment rights of students and university employees with Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS) with the rights of other

students and university employees to an environment in which they are protected from contracting the disease. In the belief that education will prevent the spread of the HIV/AIDS, and help the public to respond in a reasoned manner, the SUS is committed to providing the university communities and communities at large with education on the nature and transmission of the disease and rights of HIV/AIDS victims.

Persons who know or suspect they are sero-positive are expected to seek expert medical advice and are obligated, ethically and legally, to conduct themselves responsibly for the protection of others.

The University has designated HIV/AIDS counselors who are available to the university community. For additional information, contact Counseling and Student Health Services.

STUDENT/PROFESSIONAL ORGANIZATIONS

As part of Professional Development I, students are required to be members of and be involved in student and/or professional organizations during their time in the physical therapy program. Involvement in these organizations helps to develop qualities and skills that coursework alone cannot. Faculty distribute information that is received by the department related to the APTA, Florida Physical Therapy Association (FPTA) and the Southwest District of the FPTA. Required attendance at professional meetings may be part of a course grade – refer to course syllabi for further details.

Each class of students has the opportunity to elect members to the Physical Therapy Student Organization. Information regarding formal university student organizations is available through the University Division of Student Affairs, Office of Student Activities.

APTA Web site: www.apta.org

FPTA Web site: www.fpta.org

FLORIDA GULF COAST UNIVERSITY
PHOTO-MEDIA RELEASE FORM

Date: _____

Person: _____
(Please print name)

Parent or guardian (if person is a minor): _____
(Please print name)

I hereby consent to the taking, publication and/or broadcast of photographs, videotapes and audiotapes being taken at or for Florida Gulf Coast University with full knowledge that these productions may appear on television, radio, or in print. I hereby waive all rights to claims for payment or royalties in connection with the use, publication, or exhibition of the above-mentioned photos or tapes.

I hereby authorize the release of information concerning the classes or programs that bring me to Florida Gulf Coast University.

I release Florida Gulf Coast University, its staff and faculty from any responsibility or recourse in the taking of photographs, videotapes or audiotapes.

(Signature)

If a minor or unable to sign:

(Signature)

(Relationship)

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN
PERFORMANCE
SIGNATURE PAGE**

I hereby acknowledge receipt of the following items and understand that it is my responsibility to review these documents:

_____ (Physical Therapy Program Guidebook) Department of Physical Therapy and Human Performance Student Guidebook, 2011-2014, including all appendices (123 pages)

_____ I hereby authorize the criminal background check review results to be released to appropriate university officials and affiliated clinical sites.

_____ I understand and acknowledge that the policies contained in this guidebook may be amended or appended during my time in the program

I understand that if I have any questions related to information contained in these documents, it is my responsibility to seek clarification from my program faculty advisor.

Student Name (printed)

Student Signature

Date

A copy of this signed form must be placed in the student's department advising file.

APPENDIX I

Student _____

Evaluator _____

Date _____

Course _____

Semester _____

**PROFESSIONAL BEHAVIORS PLAN
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE
FLORIDA GULF COAST UNIVERSITY**

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>1. Commitment to Learning The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</p>	<ul style="list-style-type: none"> • Identifies problems • Formulates appropriate questions • Identifies and locates appropriate resources • Demonstrates a positive attitude (motivation) toward learning • Offers own thoughts and ideas • Identifies need for further information 	<ul style="list-style-type: none"> • Prioritizes information needs • Analyzes and subdivides large questions into components • Seek out professional literature • Sets personal and professional goals • Identifies own learning needs based on previous experiences • Plans and presents an in-service, or research or case studies • Welcomes and/or seeks new learning opportunities 	<ul style="list-style-type: none"> • Applies new information and re-evaluates performance • Accepts that there may be more than one answer to a problem • Recognizes the need to and understands limit of application to professional practice • Researches and studies areas where knowledge base is lacking
<p>Student Level (circle appropriate level)</p>			<p>Comments</p>
<p>Emerging Beginning Developing Entry</p>			

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form **Revision 7/18/01 LJ**

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>2. Interpersonal Skills The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.</p>	<ul style="list-style-type: none"> • maintains professional demeanor in all clinical /<i>educational</i> interactions • Demonstrates interest in patients/<i>others</i> as individuals • Respects cultural and personal differences of others; is non-judgmental about patients’/<i>others</i> lifestyles • Communicates with others in a respectful, confident manner • Respects personal space of patients and others • Maintains confidentiality in all clinical/<i>colleague</i> interactions • Demonstrates acceptance of limited knowledge and experience 	<ul style="list-style-type: none"> • Recognizes impact of non-verbal communication and modifies accordingly • Assumes responsibility for own actions • Motivates others to achieve • Establishes trust • Seeks to gain knowledge and input from others • Respects role of support staff 	<ul style="list-style-type: none"> • Listens to patient /<i>others</i> but reflects back to original concern • Works effectively with challenging patients/<i>colleagues</i> • Responds effectively to unexpected experiences • Talks about difficult issues with sensitivity and objectivity • Delegates to others as needed • Approaches others to discuss differences in opinion • Accommodates differences in learning styles
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form Revision 7/18/01 LJ

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>3. Communication Skills The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression • Writes legibly • Recognizes impact of non-verbal communications: maintains eye contact, listens actively • Maintains eye contact 	<ul style="list-style-type: none"> • Utilizes non-verbal communications to augment verbal message • Restates, reflects and clarifies message • Collects necessary information from the patient/<i>peer/faculty</i> interview/ 	<ul style="list-style-type: none"> • Modifies communication (verbal and written) to meet the needs of different audiences • Presents verbal or written message with logical organization and sequencing • Maintains open and constructive communication • Utilizes communication technology effectively • Dictates clearly and concisely
<p>Student Level (circle appropriate level) Emerging Beginning Developing Entry</p>		<p>Comments</p>	
<p>4. Effective Use of Time and Resources The ability to obtain the maximum benefit from a minimum investment of time and resources.</p>	<ul style="list-style-type: none"> • Focuses on tasks at hand without dwelling on past mistakes • Recognizes own resource limitations • Uses existing resources effectively • Uses unscheduled time effectively • Completes assignments in timely fashion 	<ul style="list-style-type: none"> • Sets up own schedule • Coordinates schedule with others • Demonstrates flexibility • Plans ahead 	<ul style="list-style-type: none"> • Sets priorities and recognizes as needed • Considers patient's goals in context of patient, clinic, and third party resources • has ability to say "No" • Performs multiple tasks simultaneously and delegates when appropriate • Uses schedule time with each patient colleague efficiently
<p>Student Level (circle appropriate level) Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form Revision 7/18/01 LJ

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>5. Use of Constructive Feedback The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</p>	<ul style="list-style-type: none"> • Demonstrates active listening skills • Actively seeks feedback and help • Demonstrates a positive attitude toward feedback • Critiques own performance • Maintains two-way communication 	<ul style="list-style-type: none"> • Assesses own performance accurately • Utilizes feedback when establishing pre-professional goals • Provides constructive and timely feedback when establishing pre-professional goals • Develops plan of action in response to feedback 	<ul style="list-style-type: none"> • Seeks feedback from clients • Modifies feedback given to clients according to their learning styles • Reconciles differences with sensitivity • Considers multiple approaches when responding to feedback
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	
<p>6. Problem-Solving The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>	<ul style="list-style-type: none"> • Recognizes problems • States problems clearly • Describes known solutions to problem • Identifies resources needed to develop solutions • Begins to examine multiple solutions to problems 	<ul style="list-style-type: none"> • Prioritizes problems • Identifies contributors to problem • Considers consequences of possible solutions • Consults with others to clarify problem 	<ul style="list-style-type: none"> • Implements solutions • Reassesses solutions • Evaluates outcomes • Updates solutions to problems based on current research • Accepts responsibility for implementing solutions
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form Revision 7/18/01 LJ

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
7. Professionalism The ability to exhibit appropriate professional conduct and to represent the profession effectively.	<ul style="list-style-type: none"> • Abides by APTA Code of Ethics • Demonstrates awareness of state licensure regulations • Abides by facility/<i>university</i> policies and procedures • Projects professional image • Attends professional meeting • Demonstrates honesty, compassion, courage and continuous regard for all 	<ul style="list-style-type: none"> • Identifies positive professional role models • Discusses societal expectations of the profession • Acts on moral commitment • Involves other health care professionals in decision-making • Seeks informed consent from patients/colleagues 	<ul style="list-style-type: none"> • Demonstrates accountability for professional decisions • Treats patients within scope of expertise • Discusses role of physical therapy in health care • Keeps patient as priority
Student Level (circle appropriate level) Emerging Beginning Developing Entry			Comments
8. Responsibility The ability to fulfill commitments and to be accountable for actions and outcomes.	<ul style="list-style-type: none"> • Demonstrates dependability • Demonstrates punctuality • Follows through on commitments • Recognizes own limits 	<ul style="list-style-type: none"> • Accepts responsibility for actions and outcomes • Provides safe and secure environment for patients • Offers and accepts help • Completes projects without prompting 	<ul style="list-style-type: none"> • Directs patients to other health care professionals when needed • Delegates as needed • Encourages patient accountability
Student Level (circle appropriate level) Emerging Beginning Developing Entry			Comments

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form Revision 7/18/01 LJ

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>9. Critical Thinking The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</p>	<ul style="list-style-type: none"> • Raises relevant questions • Considers all available information • States the result of scientific literature • Recognizes “holes” in knowledge base • Articulates ideas 	<ul style="list-style-type: none"> • Feels challenged to examine ideas • Understands scientific method • Formulates new ideas • Seeks alternative method • Formulates alternative hypotheses • Critiques hypotheses and ideas 	<ul style="list-style-type: none"> • Exhibits openness to contradictory ideas • Assesses issues raised by contradictory ideas • Justifies solutions selected • Determines effectiveness of applied solutions
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>			<p>Comments</p>

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form Revision 7/18/01 LJ

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>10. Stress Management The ability to identify sources of stress and to develop effective coping behaviors.</p>	<ul style="list-style-type: none"> • Recognizes own stressors or problems • Recognizes distress or problems in others • Seeks assistance as needed • Maintains professional demeanor in all situations 	<ul style="list-style-type: none"> • Maintains balance between professional and personal life • Demonstrates effective affective responses in all situations • Accepts constructive feedback • Establishes outlets to cope with stressors 	<ul style="list-style-type: none"> • Prioritizes multiple commitments • Responds calmly to urgent situations • Tolerates inconsistencies in health-care/<i>university</i> environment
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>			<p>Comments</p>

Students not yet performing at the Beginning Level are considered to be in the **Emerging Level**.

*Students must perform at **Beginning Level** in all criteria at the end of two semesters of full time study or 29 semester hours of part-time study.

Students must perform at **Developing Level in all criteria in order to participate in the first full time clinical experience.

***Students must perform at **Entry Level** in the academic setting before beginning Clinical Residency.

Italics indicate additions by Department of Physical Therapy Faculty Council

Form Revision 7/18/01 LJ

APPENDIX II

Florida Gulf Coast University
Department of Physical Therapy and Human Performance
Physical Therapy Program

Independent Study/Independent Research Guidelines

I. Purpose:

Independent inquiry is a critical component of the education of health professionals and a unique aspect of graduate education. The Physical Therapy Program requires that every student have the experience of designing, implementing, and evaluating an independent scholarly inquiry project. This provides the opportunity for the student to explore a distinct and focused learning experience to enhance practice.

II. Inquiry Options:

Students identify an initial area of interest and choose either the independent research or independent study option. Students are given the option to conduct a line of inquiry through the Independent Study sequence (PHT6906, PHT6907, PHT7908, PHT7909) or through completing an Independent Research study (PHT6971, PHT6972, PHT7973, PHT7974). Options are discussed in detail in PHT6607 Application of Physical Therapy Principles - Applied Critical Inquiry offered in the third semester (first Summer semester) of the graduate curriculum. Students must submit an initial proposal of their inquiry during PHT 6607. It is at this time that students decide whether they want to pursue an Independent Study or Independent Research. See "Course Progression" section of this document for details of the development of an independent study or independent research study.

The general differences between the independent research and the independent study option are summarized in the following table:

TABLE 1

	Independent Research	Independent Study
Purpose	Generation of new knowledge and/or augmentation of previous knowledge	Broadening, reorganization, application, analysis, synthesis of extant knowledge
Process	Follows an established process of inquiry in its totality (e.g. scientific method, phenomenology)	Follows all or part of an established process of inquiry or development (e.g. coursework, review of literature, instructional development, clinical decision protocols, etc.)
Intent	Aimed at providing an experience in the conduct of research	Aimed at solving an immediate practical or clinical problem; or meeting an educational or administrative need in a service or academic setting.
Product	A near-publishable quality comprehensive scholarly written report of the process and results of the inquiry including but not limited to Introduction, Review of Literature, Methods, Results, Discussion, Conclusions, Recommendations, and References using APA or AMA format.	A near-publishable quality case report that shows clear application of the knowledge gained through the independent study using APA or AMA format. The written report includes the following components, as appropriate: Introduction, Rationale/Purpose, Review of Literature/Background, Case Description, Outcomes, Discussion, Conclusion, Evaluation, Recommendations, References, other material as appropriate.
Credit Hours	10 credit hour minimum	10 credit hour minimum

Under the conditions described immediately below, two or more students may request that they conduct a group study or a single student may request that he or she conduct a follow-up study. Group studies involve two or more students in the same program cohort group. Follow-up studies involve students in different cohort groups in which a study is extended past the graduation of one or more students in the study. The following are the guidelines for these projects:

Group or Follow-up Independent Research Studies

1. General criteria- follows the exact same criteria as provided in the Student Guidebook for individual Independent Research Studies, and course syllabi for Independent Research Course Series.
2. Criteria for consideration of group studies
 - a. Studies that incorporate a large sample of individuals
 - b. Studies that can include a wide variety of locations for data collection
 - c. Studies that deal with 2 or more research questions, or multiple independent variables
 - d. Department Faculty Approval
3. Criteria for consideration of follow-up projects
 - a. Studies that increase the sample of individuals
 - b. Studies that add to the variety of locations for data collection
 - c. Department Faculty Approval
4. During PHT 6607, Applied Critical Inquiry, students may request that they conduct a group or follow-up project.
5. After Agreement Letter/ Contract- Once approved by the department faculty and a committee is assigned, students must develop, agree to, and gain department approval of the contract, describing the roles of each. The committee and students will meet to discuss the list of tasks to be completed by the students. The contract may include the following additional items:
 - a. Task List/ Time Log Form
 - i. Students will list activities, identify who is in charge of sending drafts, turning in the IRB application, phone calls, traveling for data collection, etc.
 - ii. Students will agree to keep a time log as part of their contract. The log will be a formal account of activities and time devoted to each. The committee chair, members, or any faculty council representative may review and/or call for a meeting at any time if any discrepancies are noted.
 - b. Assignments of Student Editor in Charge –In group studies both/all students will write equally in all sections of both the proposal and final paper; however, one

- student will be asked to be the final editor for each of the sections. In follow-up studies each student will write a separate proposal and final paper.
- c. Peer Performance Review Form-Students will fill out a peer review form every semester while they work on the independent research study together.
 - d. Schedule of Semester Meetings- The chair and committee members will call for an individual meeting with each student and a group meeting with all students to discuss peer review forms, once every semester.
 - e. Expense Report- A detailed list of all expenses incurred during the research process, and the student responsible for payments. This should also be shared equally.

III. Course Progression:

Students must complete the requirements for each course within the sequence. Students must meet the stated objectives for each course of the sequence and gain approval of the committee to progress to the following course. If a student is unsuccessful in completing the course objectives, the student will receive a “Z” grade and he/she must re-register for that course until course requirements are met (including payment of tuition). Students may repeat each course two times in the four-course sequence; however, students are only allowed to extend their original Program of Study by no more than 3 semesters. Students must maintain concurrent registration in the sequence during the entire independent inquiry process, unless directed otherwise by the committee chair. In special cases, students may receive permission from their committee to register for the next course in the sequence while completing the requirements of the prerequisite course. Each committee member and the Faculty Council must grant approval for any special exemption. Please refer to “Committee Selection” section of this document for information about the role and membership of committees.

The following is an overview of the required progression if a student selects an Independent Study:

PHT 6906 – Independent Study I

In the initial phase, the student identifies an area for intensive focus and identifies an independent study committee to oversee the project (refer to the “Committee Selection” section of this document for details). With the assistance of the committee, the student designs a learning experience proposal that is approved by the student’s committee. It is the responsibility of the student to call meetings with the committee and to submit drafts of all written materials on a timely basis. The student’s proposal must be accepted by the committee prior to the student implementing any aspect of his/her independent study. The student must have an approved oral defense and final, approved written proposal to receive an “S” in this course. See section V of this document for details and deadlines for the written proposal and oral defense.

PHT 6907 and PHT 7908 – Independent Study II and III

The student is responsible for implementing the approved learning experience plan under the supervision of his/her committee. If human or animal subjects are to be used, students must secure appropriate approvals or waivers from the IRB (Refer to <http://www.fgcu.edu/ORSP/Compliance.html#IRB>). Ongoing and consistent contact with the student's committee is required. Successful completion of each course requires the approval of the committee. The student must submit a written progress report each semester and meet with the committee to discuss whether appropriate progress has been made. *Written progress reports must be submitted by the last day of classes (prior to finals week) in the semester in which the student is registered for IS II and III.*

PHT 7909 – Independent Study IV

The student is responsible for completing the activities/objectives outlined in the approved proposal. The student must write a final paper (case report) and present a poster synthesizing knowledge gained during the learning experience. The committee works closely with the student on developing these culminating materials. A student must submit an outline of his/her paper to the committee for approval prior to writing the paper. The committee determines whether the student successfully completes this course based on satisfactory completion of the final scholarly paper, the poster presentation, an oral defense, and all activities outlined in the student's learning experience plan. To receive a grade of "S", the student must provide the department with a professionally hard-bound copy of the approved final paper (see binding guidelines).

The following is the required progression if a student selects an Independent Research Study:**PHT 6971 – Independent Research I**

In this initial phase, the student is required to identify a research study committee that guides him/her through the process of developing a proposal (refer to the "Committee Selection" section of this document for details). Ongoing and consistent contact with the research study committee is required. The student will produce a written proposal as well as participate in an oral defense. It is the responsibility of the student to call meetings with the committee and to submit drafts of all written materials on a timely basis. The student's proposal must be approved by the committee prior to the student implementing any aspect of his/her research study. The student must have an approved oral defense and written proposal to receive an "S" in this course. See section V of this document for details and deadlines for the written proposal and oral defense.

PHT 6972 and PHT 7973 – Independent Research II and III

The minimum completion requirement for Independent Research II is that the student, under the supervision of the research study committee, earns appropriate university and facility approvals (Refer to <http://www.fgcu.edu/ORSP/Compliance.html#IRB>). Once the appropriate approvals have been obtained, the student begins to collect and analyze his/her data. Ongoing contact with the student's research study committee is required. The committee must approve that satisfactory progress toward data collection is made through the student's submission of a progress report each semester. *Written progress reports must be submitted by the last day of classes (prior to finals week) in the semester in which the student is registered for Independent Research II and III.*

PHT 6973 – Independent Research IV

The student has completed data collection and completes the analysis phase of the thesis process. With the approval of the Thesis Committee, the student develops and completes the conclusion and discussion sections of the research study and satisfactorily passes the oral defense phase. The research study culminates in the final, approved and deposited research paper and a poster presentation of the project. Ongoing contact with the student's committee is required throughout this phase. To receive a grade of "S", the student must provide the department with 1 hard-bound copy of the approved final paper (see binding guidelines). The student must follow all university binding submission policies for thesis, including additional copies for the university. Student must submit the IRB Continuation Request Form to request the discontinuation of the study or the removal of the student as the Principal Investigator. If a student requests to be removed from the study, an amendment to IRB Protocol Form must be completed and a new Principal Investigator (typically the committee chair or another student) must be designated.

IV. Supervisory Committee selection:

A. Committee Chairperson:

As a class activity in PHT 6607, Applied Critical Inquiry, the student requests a committee chair from the Department of Physical Therapy and Human Performance faculty. The Department Chair makes the committee assignments based on faculty workload and interests. The student's first choice may not always be approved.

The role of the committee chair is to serve as the student's advocate, monitor student progress, serve as a resource and represent the department/college/university on the committee. The responsibilities of the committee chair:

- assisting the student in organizing the committee and approving committee membership
- supervising the planning of the student's independent study/independent research; approval of the final proposal

- meeting with the student periodically to monitor the student’s progress
- assisting the student in leading periodic committee meetings
- supervising the preparation of formal documents and presentations
- advising students of university, college or department policies and procedures related to independent study/thesis
- determining grades for each segment (course) within the sequence, and submit the grades to the Department Chair
- all other duties of the committee members

B. Committee members:

The committee is one of the key components of the student’s positive experience and successful completion of the Independent study/ independent research. Students should carefully consider committee membership and request members based on their particular expertise, professional characteristics and/or linkage to resources. After requesting the committee chair, students request a minimum of 1 additional member to serve on the committee. For Independent Research, this member must be a member of the Physical Therapy and Human Performance Faculty (adjunct faculty can only be used as a third member of the committee) The Department Chair makes the committee assignments based on faculty workload and interests.

The committee members support the student through his/her independent inquiry project. They add clinical or academic expertise and guidance, and act as a check-and-balance system for the process. The responsibilities of committee members:

- Participate in planning of independent study/independent research, approval of final proposal
- Meet periodically with committee to review student progress and make recommendations to student/committee chair.
- Act as resources for the project – e.g. information sharing, access to clients, reviewing draft materials, mentoring, and student evaluation.
- Monitor student’s ongoing review of current literature on the topic
- Participate in student evaluation and grading
- Participate in final defense/presentation

C. Student's Responsibility to the Committee:

It is the responsibility of the student to maintain consistent and ongoing communication with his/her committee. Meetings are called and organized by the student and all deadlines are the responsibility of the student to meet. Students are expected to give faculty prior notification that documents will be sent for review. Faculty have high work demands at various times in the semester. Although faculty respect the need for timely review and return of documents to the student, students must respect the time commitments of faculty. Students should expect that review of documents will require a minimum of a two-week period during the regular semester, and a substantially longer period during finals and semester breaks.

D. Changes to committee membership:

Occasionally, a committee member is unable to fulfill his/her commitment due to personal or professional conflicts. Students must discuss potential membership changes with his/her committee chair. Changes in committee membership may occur only by following the process for original membership outlined above.

V. Proposal Phase :

Written Proposal

The student, with assistance of his/her committee, develops a written proposal for inquiry. This proposal must meet the approval of the student's committee. It is presented in APA or AMA form and style. The style selection is made collaboratively by the student and the committee based on the style required by journal(s) to which the paper might be submitted for publication. The student disseminates only one version of the proposal at a time with the date of each draft clearly indicated on the title page.

A. Proposal for Independent Study:

1. Introduction: Briefly introduce the area of inquiry
2. Purpose for inquiry - In this brief section, the student outlines in broad terms what they hope to accomplish through the study
3. Literature review/Background – Why is it important for a student physical therapist, as well as anyone in the physical therapy field, to pursue this area of study? Summarizes the literature that supports the justification for this line of inquiry. Provides a beginning sketch of what is known about this topic. Does the PT literature discuss this topic much?
4. Activities - Discuss each activity, clearly addressing the following four areas: a) Name of activity and description; b) Learning outcomes (measurable learning outcomes for each of the three domains – cognitive, affective, psychomotor); c)

5. How learning will be evaluated; d) Projected date of completion. This section must include a preliminary plan for the selection of a case that can be used for the case report
6. Resources – What will the student need to complete the study – financial, equipment, etc
7. Budget including proposed source of funds
8. Timeline – By semester, detailing each task/activity of the study. (Be sure to include all activities required to successfully complete each course and their respective fixed deadlines)
9. Summary table of activities

B. Proposal for Independent Research:

1. Introduction/Research question
2. Literature review – Relevant literature justifying the need for this study
3. Methods – this includes proposed access to subjects, the sampling plan, research design, and proposed methods of data collection
4. Plan for data analysis – Detail the plan for data analysis
5. Timeline – By semester, detailing each step of the study
6. Resource and Equipment needs
7. Budget and feasibility including proposed source of funds

THE FIRST DRAFT OF THE WRITTEN PROPOSAL MUST BE SUBMITTED BY OCTOBER 1ST OF THE SECOND FALL SEMESTER OF THE PROGRAM IN ORDER TO DEFEND THE PROPOSAL BEFORE THE END OF THE FALL SEMESTER.

A STUDENT WHO DOES NOT REACH THIS DEADLINE IS NOT GUARANTEED TO CONTINUE ON THE NORMAL PROGRESSION TIMELINE FOR THE INDEPENDENT STUDY/INDEPENDENT RESEARCH COURSE SERIES, AND GRADUATION MAY BE DELAYED.

Oral Defense Of Proposal

Once the committee determines the written proposal has been revised adequately, the committee chair directs the student to schedule an oral defense with his/her committee. All committee members must be able to attend.

For an independent research study, the student orally presents the purpose, research question(s), hypothesis (if appropriate), related literature, research methods, and planned data analysis of the proposed study. For an independent study, the student orally presents the purpose, significance/justification, supportive literature, and planned activities/objectives/timeline for the project.

Committee members then ask questions of the student and provide written feedback on the written proposal. A determination is made at the end of the defense meeting whether the student has passed the defense and written proposal phase. A proposal defense form is completed and signed by all committee members. The original form is maintained in the student's department files.

VI. Progress Notes:

Progress reports must be submitted by the last day of the semester (prior to finals week). Progress on each of the student's approved activities (or steps of the research study) must be reported using the "Summary Table of Activities" form found in this document. Progress from semester to semester can be added to the last column of this table and noted by semester/year. By submitting progress reports using the same document each semester, the committee can best monitor a student's progression through the study.

VII. Review Boards:

A. Institutional Review Board (IRB):

"It is the policy of Florida Gulf Coast University to safeguard the rights and welfare of human subjects in research and other activities. Safeguarding the rights and welfare of human subjects in research is the responsibility of the Primary Investigator. Any project involving human subjects at FGCU is subject to review and approval by the "IRB" (The Institutional Review Board for the Protection of Human Subjects in Research and Research Related Activities at Florida Gulf Coast University Policy and Procedures Manual, 1999).

Students who plan to involve human subjects in an independent study or Independent Research project must submit the required forms and supporting materials to the IRB for approval. No data collection or involvement with human subjects can occur until this approval is gained. If students plan to conduct their inquiry in a facility other than the FGCU campus, they are responsible for securing the appropriate approvals for human subject involvement. This may include submitting documentation to an institutional IRB in addition to the IRB of FGCU. If there is no formal approval process at the facility at which you are conducting your independent inquiry, a letter of approval from the head administrator of the facility (or his/her designee) is required. The full policy and required forms are found on the Office of Research and Sponsored Programs website (<http://www.fgcu.edu/orsp/compliance.html>). The committee chairperson can obtain a copy of these materials for the student.

At the conclusion of the research project, a student must submit the IRB Continuation Request Form to request the discontinuation of the study or the removal of the student as the Principal Investigator. If a student requests to be removed from the study, an amendment to IRB Protocol Form must be completed

and a new Principal Investigator (typically the committee chair or another student) must be designated.

B. Animal Care and Use Committee:

“Florida Gulf Coast University (FGCU) has the legal and ethical responsibility for safeguarding the welfare of animal subjects that our students and faculty involve in research and education. FGCU expects all individuals working with animals to meet or exceed all applicable laws and regulations and, in addition, to act with the highest standards of care and consideration. The goal of FGCU is to meet educational and research outcomes and objectives while minimizing the impacts on the animals with which we interact. ” (FGCU Policy on Animal Care and Use in Education and Research, 2009).

Students who plan to involve animal subjects in an independent study or Independent Research project must submit the required forms and supporting materials to the IRB for approval. If students plan to conduct their inquiry in a facility other than the FGCU campus, they are responsible for securing the appropriate approvals for animal subject involvement. This may include submitting documentation to an institutional animal use board in addition to the Animal Care and Use committee of FGCU. If there is no formal approval process at the facility at which you are conducting your independent inquiry, a letter of approval from the head administrator of the facility (or his/her designee) is required. No data collection or involvement with animal subjects can occur until this approval is gained. The full policy and required forms are found on the Office of Research and Sponsored Programs website (<http://www.fgcu.edu/orsp/compliance.html>). The committee chairperson can obtain a copy of these materials for the student.

VIII. Statistical Software

Computer resources are available to students for the analysis of quantitative and qualitative data. Support is available through the computer labs on campus. However, it is expected that the student learn to use the software with minimal assistance from faculty and staff.

IX. Plagiarism -- ACADEMIC DISHONESTY/CHEATING POLICY

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the "Student Code of Conduct" in the FGCU Student Guidebook (<http://studentservices.fgcu.edu/judicialaffairs/conduct.html>), and in Department of Physical Therapy and Human Performance's Physical Therapy Student Guidebook. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. Please note that the University and Department of Physical Therapy and Human Performance now utilize anti-plagiarism

software. Students agree that all required papers may be subject to submission for textual similarity review using anti-plagiarism software for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. This software service has an extensive database of published and unpublished works including journals, website documents, student papers, internet-generated papers, and other documents. Plagiarism is not tolerated in this course. Students engaged in plagiarizing, cheating in any manner, or who fail to submit work that is original to the course will be subject to a severe grade penalty including an “F” in the course. Grade penalties applied for this reason are required to be reported to Student Affairs. One cheating offense may result in dismissal. Students who lack confidence in their writing abilities should seek assistance from the “Writing Center.”

X. Grading:

Formative and summative evaluation will be conducted throughout the inquiry sequence. The grading scale for all Independent Study and Independent Research courses is S/U/Z. Each member of the committee must endorse student’s progression to the next course. If a student does not make adequate progress in the inquiry sequence according to the established curriculum, the student receives a “Z” grade for that course in the Independent Study or Independent Research sequence and must re-register for the applicable course the subsequent semester. “I” grades are only issued when the student has reached most of the requirements of the course, and are only issued at the discretion of the committee chair (e.g. multiple drafts of a paper have been submitted, the paper is nearly ready but the final version has not been approved). See Section III: “Course Progression” for requirements of each course.

XI. Final Scholarly Paper and Oral Defense:

Final Scholarly Paper:

Students must work closely with their committee chair on the submission and revision of the final scholarly paper. It is the committee that negotiates the format and content of this paper. An outline for the paper must be approved by the committee prior to the student writing the paper. Regular communication with the student’s committee is expected throughout the study, and particularly when the student is about to submit a draft of a document.

Scholarly Paper (Independent Research or Independent Study): The scholarly paper must be comprehensive and follow APA or AMA guidelines. The level of writing is expected to be near-publishable quality. In general:

a. Independent Research:

The independent research paper should follow the style commonly seen in a peer reviewed, research journal such as the Physical Therapy journal. The paper, however, will be much longer in length (typically 30-50 pages) and contain a much more thorough literature review than is typically seen in a journal article. A student must work with his/her committee on format and the use of tables, diagrams, etc.

b. Independent study:

The final paper required of a student completing an independent study is a case report. Guidelines for writing a case report can be found in the APTA document: *Guidelines for the Submission of Case Reports to Physical Therapy*, or the booklet titled: *Writing Case Reports: A How-to Manual for Clinicians*. The paper should reflect the learning that took place during the IS (the committee should be able to see that the student met the objectives outlined in the proposal). The paper is to be written as if it were to be submitted for publication, and it must be written in APA or AMA style. The committee will provide the student with further guidance on the scholarly paper (case report) as well as negotiate the topic/outline of the paper prior to writing. The student must disseminate one version of the paper at a time and have the date of each draft clearly indicated on the title page. *There is a 50 page limit on all final scholarly papers for Independent Studies. This page limit includes all exhibits, tables, and reference pages. The student must gain approval from this/her committee to exceed this limit prior to submitting an initial draft.* The student should refer to Table 1 in this document for components of the final paper.

Students should expect that review of documents will require a minimum of a two-week period during the regular semester, and a substantially longer period during finals and semester breaks.

Final Oral Defense:

To secure final approval of the Independent Research or Independent Study, the student must satisfactorily defend the project. To do this, the student and the committee chair schedule a public oral defense. A student must have approval from the committee chair prior to scheduling of an oral defense. The student, with assistance from the department secretary, is responsible for scheduling the room and obtaining any necessary audiovisual equipment for the oral defense. The student prepares a notice of defense, upon approval of committee chair. A sample of this notice is available through the department. Notice of the defense is posted at least one week prior to the scheduled defense, following university posting policy. A current draft of the written paper (independent research or independent study) must be submitted to each committee member at least **two weeks before the scheduled defense**. This draft must be approved by the committee chair as “ready for oral defense.” All photocopying must be done by the student at his/her own expense.

Final Scholarly Paper and Approvals: After a successful oral defense, the student receives edited copies of the scholarly paper from his/her committee for final editorial changes. The student has a **maximum of two weeks** to make the requested changes and submit the final scholarly paper to the committee chair for approval. The committee chair must review the final paper and provide signatures of approval within three weeks of receiving the final paper. The appropriate form (“Report of the Final Oral Defense and Independent Research Report for the Doctoral Degree” or “Report of the Final Oral Defense and the Independent Study Report for the Doctoral Degree”) is completed by the committee chair and signed by all committee members. Students completing an independent research study are responsible for following all university guidelines for thesis submission. See appendix as well as consult the university website for the most current information regarding university thesis guidelines.

STUDENTS ARE HIGHLY ENCOURAGED TO DEFEND THEIR INDEPENDENT RESEARCH/INDEPENDENT STUDY BEFORE THE END OF THE THIRD FALL SEMESTER. IN CASE STUDENTS HAVE TAKEN ONE OF THE COURSES IN THE SEQUENCE MORE THAN ONCE AND THE DEFENSE WILL BE SCHEDULED IN THE THIRD SPRING SEMESTER, THE FIRST DRAFT OF THE FINAL PAPER MUST BE SUBMITTED BY DECEMBER 1st OF THE THIRD FALL SEMESTER OF THE PROGRAM IN ORDER TO DEFEND THE THESIS/INDEPENDENT STUDY BY MARCH 1st. STUDENTS MUST DEFEND THEIR STUDY BY MARCH 1 FOR A MAY GRADUATION.

ANY STUDENT WHO DOES NOT REACH THESE DEADLINES IS NOT GUARANTEED TO CONTINUE THE NORMAL PROGRESSION TIMELINE FOR THE INDEPENDENT STUDY/INDEPENDENT RESEARCH COURSE SERIES, AND GRADUATION MAY BE DELAYED.

Poster session: All students must create and present a poster as part of Independent Study/Independent Research IV. A poster session is scheduled once a year in the spring semester during FGCU Research Day. The student must apply for Research Day by the published deadline, and must submit the poster under the competition category. Notification of this event is sent to the student in early Spring.

The student develops a poster presentation, outlining the work of his/her independent inquiry scholarly project. All students must follow the guidelines published for Research Day participants. Posters must be created from presentation software (e.g. PowerPoint slide). Professional services are available on the web for assistance with poster creation. Professional services will be required to print your poster on poster size paper

(e.g. Kinkos, other online print companies). An electronic version of the poster must be approved by the committee chair prior to printing no later than 3 weeks prior to the scheduled date of the Research Day. Additional media may be used during the presentation such as models, photographs, reference literature, or a copy of your study's abstract. These additional items can be placed on the table to which you are assigned. Resources to assist you in poster design are available in the library. All students are required to enter their posters into the competition category.

University and community members will be invited to this event. Students will discuss their work with attendees and must remain at their poster during the full scheduled time.

Please refer to the Poster guidelines in this document and the Office of Research and Sponsored Program website for details regarding poster presentation requirements (<http://www.fgcu.edu/orsp/compliance.html>).

XII. Binding Guidelines:

Independent Study:

Final approved copies of Independent Study scholarly paper should be professionally hard bound. The spine of each book should include the title of the document and the student's last name and year of completion. All bound copies must include a title page and approval page per the department guidelines. A sample Independent Study title page and approval page is provided in this document.

Independent Research:

FGCU Thesis Binding Guidelines are found in this document and are available on the university website. Until these guidelines are updated, the scholarly paper for students completing independent research must follow the FGCU Thesis Binding Guidelines.

- All students (Independent Research and Independent Study) **MUST** have their final approved scholarly papers bound by the University library (see library website for thesis binding request form).

Permanent Copy: Students are responsible for submitting a professionally hard-bound scholarly paper and soft bound copies as noted below, to receive a passing grade for Independent Study/Independent Research IV.

Independent Study:

- 1 professionally bound hard copy to the Department;
- 1 professionally soft bound copy* to **EACH** committee member

Independent Research:

- 1 professionally bound hard copy to the Department
- 2 bound copies to the FGCU Library per university policy for thesis binding. (See university guidelines).
- 1 professional soft bound copy* to **EACH** committee member

* Please see the department secretary for examples of required binding for committee copies

XIII. University Requirements for Thesis (Independent Research):

University thesis guidelines are found in this document. As notified, faculty will notify students as further policies and procedures are developed by the University. However, it is the responsibility of the student to verify with the Library that the most current thesis guidelines are being followed.

XIV. Forms/Samples:

For Independent Research and Independent Studies:

- **Proposal Approval Form**
- **Final Defense Approval Form**
- **Poster Guidelines**
- **Sample Table of Contents**
- **Sample Acknowledgements Page**

Independent Study

- **Sample Title Page**
- **Summary Table of Activities**
- **Sample approval form**

Independent Research

- **University Thesis Binding Request Form**

Thesis/IS Guidelines
Adopted: 8/2004
Revised: 8/2011

- **University Thesis/Dissertation Guidelines**
- **University Thesis Approval Form (sample)**
 - **University Thesis Title Page (sample)**

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY and HUMAN PERFORMANCE**

Thesis/Independent Study Proposal Defense

PROJECT TOPIC: _____

THESIS: _____ INDEPENDENT STUDY _____

Student Name: _____

The above named Project has been reviewed by the Supervisory Committee and a representative of the Department of Physical Therapy and Human Performance. The reviewers find the Project acceptable for implementation as described in the Proposal.

Written Proposal:

_____ Approved

_____ Approved with revisions

Oral Proposal:

_____ Approved

Supervisory Committee

Chair: _____

Member: _____

Member: _____

Faculty Council Representative: _____

Approval Date: _____

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY and HUMAN PERFORMANCE**

Independent Research/Independent Study Final Defense

Project Title: _____

INDEPENDENT RESEARCH _____ INDEPENDENT STUDY _____

Student Name: _____

The above named Project has been reviewed by the Supervisory Committee of the Department of Physical Therapy and Human Performance Faculty Council as needed. The reviewers find the Project acceptable based on the oral defense and the final scholarly paper***.

Scholarly Paper/Independent Research Paper:

Oral Defense:

_____ Approved

_____ Approved

_____ Approved with revisions

Supervisory Committee

Chair: _____

Member: _____

Member: _____

Approval Date: _____

***A final grade of "S" is not submitted for Independent Study IV/Independent Research IV until all remaining course responsibilities are completed. Completion of all course requirements is confirmed by the Chair of the Supervisory Committee.

**Florida Gulf Coast University
Department of Physical Therapy**

Tips for Poster Construction

The Purpose of a poster:

- to summarize your study, highlighting key ideas
- to organize your thoughts and communicate them to others
- to use graphics/photos to illustrate study outcomes or main points

Planning your poster:

- always check the required specifications of the conference/organization for which you submitted the poster (dimensions, design elements, restrictions) – find out if the posters will be posted on a board or will stand on a table top. This will make a difference between creating a flat poster versus a three-sided poster that can stand on its own on a table.
- Purchase a little *extra* backing board, just in case a mistake is made.
- Lay out your poster elements on the floor or a bed to see what the completed poster will look like *before* gluing.

Design elements:

Font style:

- choose Serif fonts such as: Times or Courier for main text (fonts with “feet”)
- can use a different font for short titles and headings: might choose a Sans Serif font such are: Arial or Microsoft Sans Serif (fonts without “feet”).
- Don't use too many different fonts – limit to two types.

Font size:

Use the following as a rule of thumb:

Textual Element	Reading Distance (m)	Type Size (mm) (width of each letter)	Bold or normal
Main Title	3-4	30-45	Bold
Authors and affiliations	3-4	25-30	Bold
Main Headings	2-3	10 (equal to approx. 36 pt)	Bold
Subheadings	1-2	5 (equal to approx. 24 pt)	Normal or Bold
Main text	1-2	5 (equal to approx. 24 pt)	Normal

Layout:

Generally professional posters are laid out in a three-column format. The reader reads the main title that reads left to right across the top of the poster and then begins reading the blocks of text on the poster. Typically, short summary blocks are presented to have the reader begin on the left side, progressing down the poster. Then the reader moves to the center column of text blocks, and finally the right side of the poster moving from top to bottom.

Use brief bullet-points to summarize your information whenever possible. If you summarize your information in short paragraphs, the texts should be single-spaced, using lines that are between 20 and 60 characters each.

Be comfortable with “blank space”. It makes the poster less overwhelming and easier to follow. Strategically placed blank space gives the eye a break and lets the reader transition to the next block of text or graph/picture.

Overall rule of thumb – Less is more! Only include the information that “tells the story”. Your poster should be able to speak for itself without your explanation.

Use of tables/graphical elements:

All tables, graphs, and/or pictures should be clearly labeled.

If multiple tables or graphs are used, number each and be sure to reference the number of the table/graph. In your text, refer to the table/graph by its number (e.g. Table 1) when you are discussing the information found in that table/graph. This would also apply to any other type of graphical element that you use (pictures, drawings, etc).

You could also put a brief caption under a graphical element to explain what it depicts. Use a different font size/style so it stands out from your main text.

Keep your graphs/tables simple. Over use of different colors for each column/row or heavy vertical/horizontal lines make it difficult for the reader’s eyes to keep moving. Often, a total absence of gridlines in a chart/table make the reader focus more on the numbers/words found in the table.

Bar charts and pie charts often are the most effective way to communicate information/data. Each section should be differentiated by a distinctly different color.

Color:

You have to consider the color of your mounting board, headers and main text. You may choose to double up on your mounting board to use two colors behind the white paper on which your text is printed.

Colors such as yellow-green and red are more aggressive and eye-catching, and make objects appear closer to the reader; violet, blue and green evoke a more relaxed response and tend to make the object recede.

The use of color can be overdone when creating a professional look. Use a couple of colors, but don't over do it.

Colors opposite each other on a color wheel are complimentary

- Green---Red
- Purple---Yellow
- Blue---Orange/Orange-yellow

Be consistent: keep headings the same color, main text the same color, borders or mounting board the same color(s).

Highlighting specific words can be effective to point out major points or findings.

Construction Tips:

Make your poster durable so it can be transported and set up without being damaged.

Laminating your text blocks can help with durability, but can sometimes decrease the readability.

Be sure to purchase plenty of straight pins or tacks if you need to assemble your poster on a bulletin board display. If your poster is pre-constructed on a three-sided board, be sure to bring tape/glue to do last minute repairs.

So, how have you done? Evaluate your poster by asking the following questions:

- Is it the right size and shape for the display board?
- Is the title easily seen in a crowded room?
- Is your name and FGCU Department of Physical Therapy easily seen?
- Does it have visual impact?
- Is it pleasing to the eye?
- Is the poster easily navigated? Does it draw your eye to the right places and in the right order?
- Is the text easy to read?
- Is the message that you are trying to convey clear and succinct?
- Does it have an air of credibility and professionalism?

If you have answered “YES” to all of these questions, you are ready to go.....

Additional thoughts:

On the day that you present your poster, dress professionally and be sure that your poster is set up during the time that is assigned by the poster session host.

If you are doing a tabletop display, bring plenty of copies of your study's abstract and any other handouts that you would like to provide.

Be ready to provide a minute or two explanation of your project/research, then answer participant's questions. Practice so you explain things thoroughly enough, but are not talking too much. Let the poster do the "talking".

A Helpful Book:

Gosling, P.J. (1999). *Scientist's Guide to Poster Presentations*. Kluwer Academic. New York, NY.

Some Helpful Websites:

<http://writing.colostate.edu/references/speaking/poster/com2c1.cfm>

http://www.kumc.edu/SAH/OTEd/jradel/Poster_Presentations/PstrStart.html

<http://writingcenter.gmu.edu/resources/natscienceposter/>

SAMPLE TABLE OF CONTENTS

ABSTRACT	4
INTRODUCTION.....	5
PAIN THEORIES	8
Descart	8
Specificity Theory.....	9
Intensive Theory	9
Pattern Theory	9
Summation Theory.....	10
Sensory Interaction Theory	10
Gate Control Theory	11
TYPES OF PAIN.....	12
Acute Pain	13
Chronic Pain	15
Neuropathic Pain	17
Visceral Pain.....	18

Sample

Acknowledgements

I would like to thank several people for assisting in the development and final completion of this scholarly paper. Firstly, to a wonderful and knowledgeable committee, specifically Professor Arb Itrary, Dr. Shawl Wego, and Dr. Overt Hehill, who provided me with great insight and inspiration as I began to narrow the focus of my Independent Study, and with finalizing this paper, I thank you! Also, I would like to thank Peety Program for his participation as an outside reader for this independent study proposal and oral defense. A significant amount of gratitude goes to my fellow classmates, especially , Sharon Alaff, who have served as motivating factors for me throughout the past two years and while completing this paper. To Coach Mike Yourvoice, Twin Stages High School, and their football team, thank you for providing me the opportunity to observe your weight training class and to share my knowledge with several of the student athletes. Finally, the greatest amount of appreciation and thanks goes to Mark YerkaInder for always being there for me, and putting up with me as I underwent this great study, and developed this paper. I cannot thank you enough for providing me with the love and support I needed to reach for the stars!

SAMPLE TITLE PAGE

When you create the title page for your final scholarly papers/theses, there is specific language that must be included. Below is the agreed upon format for you to include. Note that everything is centered:

Title

Name

Submitted in partial fulfillment of the requirements for the degree of

**Doctor of Science in Physical Therapy in the College of Health
Professions**

Florida Gulf Coast University

Date

SUMMARY TABLE OF ACTIVITIES

Activity	How Learning Will Be Assessed	Projected Due Date	Progress to Date

- * Columns 1-3 must be completed at the time of proposal.**
- * Column 4 will be completed for end-of-semester progress reporting.**

APPROVAL SHEET

This thesis [dissertation] is submitted in partial fulfillment of
the requirements for the degree of
Doctor of Physical Therapy

William Q. Student

Approved: May 2005

Ira M. Smart, Ph.D.
Committee Chair / Advisor

Bart S. Brilliant, Ph.D.

Susan S. Bright, Ph.D.

Martin T. Intelligent, Ph.D.

Owen T. Outside, Ph.D.
University of Florida
Gainesville, Florida



THESIS BINDING REQUEST FORM

Date _____

Instructions: Student submits two copies of the master's thesis to the library for binding: one for the university archives and one for the circulating collection. Students may bind as many additional personal copies as they wish. All binding costs are borne by the student.

1. Complete Parts I and II of this form and sign at the bottom.
2. Submit this form to FGCU Library Business Services (Administrative Office in Library Room 122).
3. Library Business Services will enter charges into the student's account and sign the approval line in Part III.
4. Bring the form to the FGCU Cashier to pay binding charges.
5. Cashier signs appropriate approval line in Part III of form and provides receipt to student.
6. Student returns signed form, cashier's receipt, and copies of the thesis to Library Collections & Technical Services (Library Room 133) for binding.

Part I - Student Information

_____|_____|_____|_____|_____|_____|_____|_____|
Student Identification Number

_____|_____|_____|_____|_____|_____|_____|_____|
 Last Name First Middle Email Address

_____|_____|_____|_____|_____|_____|_____|_____|
 Street Address City State Zip

Part II – Thesis Information

Title	# To bind	Amount per copy	Total Amount
		\$20.00	

Part III – Approvals

Signature	Name (typed or printed)	Department	Date
_____	_____	Library Business Svcs.	_____
_____	_____	Cashier's Office	_____
_____	_____	Collections &Tech. Svcs.	_____

_____|_____|_____|_____|_____|_____|_____|_____| _____
 Student Signature Date

Florida Gulf Coast University Thesis/Dissertation Guidelines

1. Title Page

- The title page will include:
 - The author's full legal name.
 - The full title of the thesis/dissertation.
 - The name of the university and administrative unit.
 - The year in which the thesis was approved.
- The title page should be structured as shown in the attached sample.

2. Approval Page

- The approval or signature page should be structured as shown in the attached model and must include:
 - Name and signature of the student.
 - Name and signature of each committee member.

3. Paper

- All copies will be printed on acid free paper.
- Paper with punched holes is unacceptable.
- The two library copies should be composed of bonded, 24-lb. weight paper.

4. Margins

- Leave 1½" margin at left for binding. Margins on the top, right, and bottom will be, at least, 1".
- All material to be included in the bound copies (including appendices) must fit within the margins.

5. Text

- Text is to be on one side of each sheet only (binding should be on the left side of the printed pages).
- Text is to be double-spaced and in a standard, 12-point font.
- Page numbers must appear in the upper right, at least 0.5" from the top and right edge of the paper. The numbers should be of the same font size as the text.

6. Graphics (e.g., maps, photographs, spreadsheets, etc.), accompanying materials (e.g., a CD, diskette, microform, etc.), and over-/under-sized materials

- If such materials are integral to the thesis/dissertation, they must accompany each bound copy.
- Such materials will be submitted in a format that complies with all other thesis/dissertation binding requirements.
- Photographs and other illustrative materials will be printed directly on the page.
- Other items may be:
 - Placed in a pocket with the bound thesis/dissertation
 - Folded, if the oversized material cannot be reduced without impairing its legibility.
- Be sure to make the necessary allowances for binding on the left: folded materials should not come closer than ½" at the edge of the regular pages so that the folds will not be cut when the binder trims the manuscript. Folded pages must be prepared on paper durable enough to withstand deterioration.

7. Copies of the Thesis / Dissertation

- Library Services must hold two bound copies of the thesis/dissertation along with applicable accompanying materials for each. One copy is for the general, circulating collection and the other for archival purposes.
- Additional bound copies must be provided to: the student's principal advisor and the administrative unit housing the graduate program.
- An uneditable electronic copy of the entire document must be submitted to the administrative unit housing the graduate program.

8. Multiple Volumes

- Each subsequent volume will include a title page that duplicates the title page of the first volume.
- Each volume will be identified as Volume I, II, etc.
- The page numbering follows consecutively from one volume to another.

9. Binding

- Students must complete the "Thesis Binding Request Form" available at the Library at the time of submission of the thesis for binding.
- The student is responsible for binding fees.
- The Library will send the thesis/dissertation to the bindery.
- It is recommended that copies be submitted in 8½" x 11" boxes to prevent damage while being shipped to the bindery.

10. Copyright

- Information on copyright registration is available from the U.S. Copyright Office (<http://www.copyright.gov/>).
- The student is responsible for any fees associated with securing a copyright.
- The student is also responsible for inserting the copyright notice on an un-numbered page immediately preceding the title page.

Sample title page: Florida Gulf Coast University Thesis

PRIMARY PRODUCTION IN CYPRESS-DOMINATED WETLAND,
SOUTHWEST FLORIDA

A Thesis

Presented to

The Faculty of the College of Arts and Sciences

Florida Gulf Coast University

In Partial Fulfillment

Of the Requirement for the Degree of

Doctor of Physical Therapy

By

Anne E. Student

2005

APPENDIX III

Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]



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.

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 (eg, 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.

APPENDIX IV

IMMUNIZATION/CERTIFICATION REQUIREMENTS

Doctor of Physical Therapy Program

Immunizations, Screening tests and Vaccines listed below are required prior to October 1, 2011. The Doctor of Physical Therapy Program requires additional immunizations beyond University Requirements. Official documentation (medical records) must be provided for all immunizations (*see note regarding HepB series requirements*) listed below and **must** be provided by October 1, 2011.

A. University required immunizations (upon submission of FGCU application):

- Positive Rubella (German Measles) Titer Test **OR** Immunization
- Positive Rubeola (Measles) Titer Test **OR** Immunization

B. Human Performance Program required immunizations and screening tests:

- Positive Varicella (Chicken Pox, Herpes Zoster) Titer Test **OR** Immunization
 - Previous occurrence of Chicken Pox is not sufficient, a titer is required to prove immunity
- Current Tetanus booster (must be "Td" within 10 years)
 - *Must remain current while enrolled in Human Performance Program*
- Mantoux TB screening test within 1 year of application and yearly thereafter
 - *Must remain current while enrolled in Human Performance Program*
 - *A positive Mantoux TB test result must be followed up with a chest x-ray and/or verification of inactive status*
- Hepatitis B (HB) Vaccine (series of 3 immunizations at 0, 1, and 6 months) **AND** positive titer results
 - *The series of 3 immunizations must be completed at 0, 1 and 6 months*
 - *A positive titer following the immunizations is required in addition to the series of 3 vaccines*
 - *A student signed waiver for the Hepatitis B Vaccine series is also accepted by the Department of Physical Therapy and Human Performance but may exclude you from working at certain Clinical Sites due to requirements of individual sites.*

C. Certifications and other requirements:

- CPR/AED & First Aid
 - *CPR/AED and First Aid courses will be scheduled for students within 2-3 weeks of entering the Physical Therapy Program. There is a cost of \$30.00 for the CPR/AED course and \$10.00 for the First Aid course (cost of courses noted is current and subject to change without notice). If you do not complete these courses, or already have certifications, you will be required to seek and obtain certification on your own. No additional courses will be offered at FGCU. Courses must be completed by 10/1/11 and certification must remain current throughout the Physical Therapy Program.*
- Liability Insurance
 - *All students must maintain constant and continuous coverage for professional liability while enrolled in the program. Additional information will be provided at orientation.*
- Background Check
 - *Information on completing the background check will be provided at orientation.*

It is important that you retain a copy of all information submitted to the Department of Physical Therapy and Human Performance for your personal records and for future use in the Physical Therapy Program.

APPENDIX V

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE**

BIOSAFETY AND INFECTIOUS AGENTS CONTROL PLAN

PURPOSE:

This policy establishes minimum requirements for the handling, storage and disposal of biohazardous materials used in the teaching laboratories located in Griffin Hall, It is applicable to all faculty/staff and students with direct or potential access to biohazardous materials in the facility.

Biohazardous materials include blood and all of its components, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, amniotic fluid, saliva, urine and any body fluid contaminated with blood, unfixed tissue and feces. Additionally, all biological materials, e.g. biological controls, reagents and human tissue even if certified as free from HIV and Hepatitis B virus, are to be treated as biohazards.

POLICY:

Laboratory safety is reviewed on the first day of the laboratory session of each laboratory course. It is the responsibility of the Department to present and review this policy with students prior to the commencement of laboratory activities. It is also the responsibility of the individual using the laboratory to review and adhere to this policy during laboratory sessions. **(Refer to the Environmental Health and Safety Policy regarding Employee training: <http://admin.fgcu.edu/ehs/manual.htm>)**

SAFETY, PERSONAL HYGIENE, PROTECTIVE CLOTHING AND EQUIPMENT

- Eating, drinking, smoking, applying cosmetics, changing contact lenses is strictly prohibited in the laboratories.
- Food or drink is not kept in refrigerators, freezers, shelves, and cabinets or on countertops or benchtops where blood or other potentially infectious materials may be placed or stored.
- Disposable latex and non-latex gloves are provided at all laboratory sessions and shall be worn when contact with infectious materials, mucous membranes and non-intact skin is anticipated and always when performing vascular access procedures such as phlebotomy and skin punctures. These gloves must be replaced when they become contaminated, torn or punctured.

- Masks, eye protection, face and bench shields are provided and are worn whenever there is a potential for generating splashes and aerosols of infectious material that may contaminate the eye, nose or mouth.
- Laboratory jackets are provided by students and must be worn when working with infectious material. These are not worn outside of the laboratory.
- All students, faculty and visitors remove their protective clothing and equipment and wash their hands before leaving the laboratory. Under no circumstances should protective clothing be worn to the cafeteria, lounge or vending area.
- Personal items and any books or papers not being used in the laboratory session must be removed to the desk area prior to working with biological specimens.
- Work surfaces are disinfected after each laboratory session and whenever a potentially infectious material is spilled. Commercial disinfectants or 10% bleach solution are provided for this purpose. Cover the contaminated surface with the disinfectant and let sit or air dry for at least 10 minutes.
- Contaminated broken glassware must never be picked up by hand. Mechanical devices such as a brush and dustpan, tongs or forceps will be used and fragments placed in puncture resistant sharps container in the laboratory.
- Immediately following use, needles are disposed of in appropriate puncture resistant sharps container. Needles are not reused.
- Contaminated needles and other sharps are not recapped and only removed from the syringe or needle holder using a mechanical device that would facilitate a one-handed technique.
- During use, contaminated sharps containers are maintained in an upright position. Containers are sealed prior to their removal or replacement in order to prevent spillage of their contents during storage or shipment, and discarded in closable, puncture resistant, leakproof containers.
- Immediately following use, contaminated supplies are placed in the appropriate receptacles. Disposable supplies are placed in leakproof containers in the laboratory and reusable supplies are placed in the labeled, puncture resistant, leakproof containers provided, for decontamination.
- All contaminated disposable waste is placed in durable leakproof boxes. These boxes are stored in room 267 Whitaker Hall. Contaminated disposable waste from the Practice Center and Anatomy Lab in Ben Hill Griffin Hall is transported to and placed in the boxes located in Whitaker Hall room 267, per the Environmental Health and Safety Policy on Management and Disposal of Biohazardous Waste
<http://admin.fgcu.edu/ehs/manual.htm>.

COMMUNICATION OF HAZARDS

The entrance(s) to areas where biological materials are used and stored are posted with orange signs stating "Biohazard" and showing the biohazard symbol in black. Biohazard warning labels are posted on all refrigerators, freezers and containers used to store or transport biological material and on all equipment that may be potentially contaminated with biohazardous or infectious materials (e.g. centrifuges, incubators, biosafety cabinets, vortexes, telephones, keyboards, etc.).

- Laboratory safety is reviewed on the first day of the laboratory session of each laboratory course. It is the responsibility of the Department to present and review this policy with students prior to the use of the laboratory. It is also the responsibility of the individual using the laboratory to review and adhere to this policy during laboratory sessions.

STORAGE OF BIOLOGICAL MATERIALS

- Biological materials are stored in designated freezers, refrigerators and cabinets in the laboratories and preparatory room. The contents of these units are clearly indicated by posted signs and labels on their doors.
- No food or drinks are stored in these units.

SPILLS

- Small spills of contaminated or biological materials are covered with disinfectant-soaked paper towels for 10- 15 minutes before being cleaned up. Blood spills should be covered with a 10% bleach solution for 15 minutes and then cleaned up. The contaminated paper towels are then disposed of in the biohazardous waste containers. Please insure when working with any type of spill protective personal equipment (Gloves) should be worn at all times.
- Spill kits, located in room 210 Griffin Hall should be used for larger chemical spills. Special care must be taken when broken glassware is present. Contaminated, broken glassware must never be picked up by hand. Mechanical devices such as a brush and dustpan, tongs or forceps, kept in the preparatory room of the laboratory, should be used. Fragments are placed in puncture resistant containers for broken glassware after decontamination.
- When cleaning up spills, the appropriate personal protective equipment must be used.
- Hand washing follows the clean up procedure.

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE**

ACCIDENTAL EXPOSURE TO BLOOD AND BODY FLUID PROCEDURE

INTRODUCTION:

Blood and certain body fluids are considered potentially infectious for Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV) and other blood borne pathogens. Universal Precautions must therefore be consistently used for all clinical specimens in the above-mentioned category. Therefore, whenever contact with blood and other body fluids is anticipated, appropriate barriers such as gloves, gowns, masks and eyewear must be worn to prevent exposure of the skin and mucous membranes.

PURPOSE:

To provide immediate response for the treatment of accidents in the student laboratory resulting in percutaneous (needlestick/sharp object) injury, non-intact skin exposure or mucous membrane exposure to blood and or body fluids.

Immediate post-exposure procedure:

- Percutaneous/parenteral exposure (needlestick/sharp object) injury:
 - Briefly induce bleeding from the wound
 - Wash the wound for 10 minutes with soap and water or a disinfectant with known activity against HIV (10% iodine solution or chlorine compounds).
 - Remove any foreign materials that may be embedded in the wound.

- Cutaneous/non-intact skin exposure (blood/body fluid contact with broken skin):
 - Wash with soap and running water
 - Disinfect with a 10% iodine or chlorine solution.

- Mucous membrane exposure (blood/body fluid contact with eyes, mouth, nasal membranes):
 - Irrigate with copious amounts of tap water, sterile saline or sterile water for 10 -15 minutes. This is done at the eye wash station in laboratory or sink in the Practice Center.

Following these procedures, secure the offending sample for future testing and report immediately to Student Health Services for assessment of the injury.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

Following exposure and immediate treatment, the faculty/staff must complete and submit the **ACCIDENTAL EXPOSURE FORM** to the office of Human Resources. Students should report to Student Health Services immediately and notify the department Chair of the exposure. Forms are located at <http://admin.fgcu.edu/ehs/expd.htm>. This form must be completed within 24 hours of exposure with documentation of the following:

- Date and time of the exposure.
- Procedure being performed when the incident occurred.
- A brief account of the incident.

Exposure is defined as a parenteral (e.g., needlestick or cut) or mucous membrane (e.g., splash to the eyes, nose or mouth) exposure to blood or body fluids, or cutaneous exposure involving large amounts of blood especially if the skin is cut, chapped, abraded or affected with dermatitis.

Following an accidental exposure as defined above, a sample of the source will be saved and coded for possible testing, anonymously.

University procedures governing employee/student accidental exposure surveillance are outlined in the Environmental Health & Safety Policy.
<http://admin.fgcu.edu/ehs/manual.htm>

**FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE
CHEMICAL HYGIENE PLAN**

The following general rules apply to all laboratory work with chemicals.

ACCIDENTS AND SPILLS

- Eye contact: Promptly flush eyes with tepid water for 15 minutes, and seek medical attention.
- Skin contact: Promptly flush the affected area with water and remove any contaminated clothing. **Report to Student Health Services for evaluation of the affected area.**
- Clean-up: Promptly clean up spills using appropriate apparel and equipment and proper disposal. Refer to the applicable Material Safety Data Sheet (MSDS) for specific clean-up recommendations located in Griffin Hall room 210, Whitaker Hall room 239 and Academic Building 3 room 219.

AVOIDANCE OF EXPOSURE

- Unnecessary exposure to chemicals by any route must be avoided at all costs.
- Chemicals used in the student laboratories are compatible with the quality of the ventilation system used in the laboratory.
- Eating, smoking, drinking or applying cosmetics is strictly prohibited in areas where laboratory chemicals are present.
- Damaged glassware must never be used. Equipment must be used for its designed purpose only.
- Always wash areas of exposed skin before leaving the laboratory.
- Never engage in horseplay, practical jokes or any behavior that may startle, confuse or distract others at work.
- Appropriate eye protection must be worn by all present, including visitors, when chemicals are being handled.
- Appropriate gloves are worn when the potential for contact with toxic materials exists. These gloves must be inspected before each use, washed before removal and replaced when needed.

- Laboratory coats must be removed immediately when significantly contaminated. Long hair and loose clothing should always be confined. Leather shoes should be worn to laboratory sessions, avoid open toed shoes.
- The work areas are kept clean and uncluttered with chemicals and equipment. Tubes and containers are properly labeled.
- Fume hoods are used for operations which may result in the release of toxic chemical vapors or dust. Adequate hood performance should be verified before use, the hood should be kept closed during the experiment except when adjustments within the hood are being made. Fume hoods are left "on" when toxic substances are stored in them.
- Students, faculty and staff are aware of the location of safety showers, eyewash stations, first-aid equipment and exits. Prominent signs will indicate the location of safety equipment.

CHEMICAL STORAGE AND WASTE DISPOSAL

- Toxic substances are stored in compliance with FGCU's policy as outlined in the Environmental Health & Safety Policy and Procedure Manual, <http://admin.fgcu.edu/ehs/manual.htm>. Material Safety Data Sheets for chemicals are located in Griffin Hall Room 210 and Academic 3 room 219, and Whitaker Hall room 239.
- Amounts of chemicals stored are as small as practical.
- NEVER dispose of concentrated acid or base, highly malodorous, lachrymatory substances, or any substances which might interfere with the biological activity of wastewater treatment plants, create a fire/explosion or corrosion hazards down the drain. Such chemicals will be disposed of in accordance with FGCU's policies as outlined in the Environmental Health and Safety Policy and Procedures Manual, <http://admin.fgcu.edu/ehs/manual.htm>

Adopted 5/00

Revised 8/02

Updated 7/03

**Florida Gulf Coast University
College of Health Professions**

**Operational Procedures for the Human Performance
& Rehabilitation Laboratories**

Purpose:

This policy establishes minimal requirements for use and operation of The Human Performance & Rehabilitation Laboratories that are located in Ben Hill Griffin III Hall (BHG) Room 170 and 172 and is applicable to all faculty and students with direct or potential access to The Human Performance & Rehabilitation Laboratories and their equipment. Henceforth in this document, the Human Performance & Rehabilitation Laboratories will be referred to as the “Labs”.

**Room Reservations and Scheduling/Access
Housekeeping & Equipment Maintenance
Equipment Loan
Biohazard Disposal
Practice Parameters
Emergency & Safety Procedures**

Room Reservations and Scheduling/Access:

Use of The Human Performance & Rehabilitation Labs is scheduled through the Dept of Physical Therapy and Human Performance (PT/HP) Secretary. The Human Performance & Rehabilitation Labs are for the sole use of PT/HP faculty and students. Priority for scheduling shall be given to the PT/HP department.

For additional time needed in the practice center or for scheduling of non-course activities, faculty should contact the department secretary. In the event that this individual is unavailable, a read-only copy of the semester schedule is available on the share drive at: FGCU-Coral\root\Private\aaahp\physical therapy.

When scheduling the room, the faculty must indicate the Human Performance lab or the Rehabilitation lab (BHG 170 or 172)

Access to the room is by reservation only. Physical Therapy and Human Performance Faculty and Staff needing access to the room have been issued keys to facilitate entry into the room.

Housekeeping & Equipment Maintenance:

All equipment and work surfaces will be cleaned according to manufacturer instructions and following University Policy outlined in the Environmental Health and Safety Manual located at

<http://www.fgcu.edu/EHS/LaboratorySafety.html>

To ensure compliance with FDA and OSHA guidelines, the Department of Physical Therapy and Human Performance at Florida Gulf Coast University has established these minimum requirements for the safety of faculty/students/staff (See www.fda.gov or www.osha.gov for guidelines).

This policy establishes minimum requirements for the safe use of electrical equipment owned by the Department of Physical Therapy and Human Performance and utilized for the practice and instruction of physical therapy, human performance, or athletic training in the teaching labs located on and off the campus of Florida Gulf Coast University. It is applicable to all faculty/staff and students with direct or potential access to electrical equipment in the facility.

Policy

All equipment utilized by faculty/staff/students shall be inspected and cleaned in accordance with manufacturer's guidelines, prior to and following use and on a monthly basis. Guidelines and instructions for maintenance and cleaning are kept on file in the Department of Physical Therapy and Human Performance. Cleaning and maintenance documentation is on file in the Department of Physical Therapy and Human Performance.

All electrical equipment utilized for the practice and instruction of students and located in the teaching classrooms/labs will be inspected for safety and certified on a yearly basis by a Certified Electrical Technician. Each item shall have a sticker with date of inspection. Documentation of inspection shall be kept on file in the Department of Physical Therapy and Human Performance.

All equipment is stored in the appropriate cabinet or closet at the end of each class session. All cabinet and closet doors must be closed and locked at the end of each class session. Any equipment that is damaged should be tagged as such and reported to department faculty. At the end of each session, faculty and/or faculty assistants are responsible for ensuring that equipment is cleaned, disinfected, and stored in the appropriate location(s).

Gloves and disinfectant are provided in the Human Performance & Rehabilitation Labs. Faculty will notify the department secretary when supplies need to be replenished.

Absolutely no eating or drinking is allowed in the labs. Food and drink will not be kept in refrigerators/freezers, on shelves, in cabinets or on countertops. The countertops will be kept free of debris.

Stacking stools have been provided. Stools may be stacked to allow open space for laboratory activities. Mat tables are attached to each wall and when not in use should be folded up with chain lock in place for safety. Mat tables will only be used for demonstration/practice; they are not to be used as “chairs”. At the end of each class session, stools should be placed in the appropriate areas to ease the transition for the next class; all surfaces and equipment should be disinfected using available supplies.

Linens:

Linens for use in the practice center are provided in the linen cart located in the. A contract is negotiated annually for laundering.

Equipment Loan:

Equipment from PT/HP may be available for use by students with prior permission from the appropriate faculty. All equipment borrowed for use in locations other than the Human Performance & Rehabilitation Labs will need to be checked with the Department secretary.

Biohazard Disposal:

Policy and procedures outlined by the Environmental Health and Safety Committee regarding the handling of Biohazardous materials and Exposure will be followed. See <http://admin.fgcu.edu/ehs/exposure.htm>

Biohazardous waste is removed from the Human Performance & Rehabilitation Labs in Ben Hill Griffin III Hall at the end of the class session and placed in the durable leak-proof boxes and placed in BHGIII Room 210.

Practice Parameters:

- Students are **NOT** allowed in the Human Performance & Rehabilitation Labs without an advising faculty member physically on campus and available by phone.
- Student are responsible to make prior arrangements with faculty member for direct and indirect supervision for lab practice (open lab).
- Students are not permitted to practice invasive procedures or skills on other persons that would require a licensed or properly credentialed designee without direct supervision of an appropriately licensed professional.

Emergency & Safety Procedures:

Emergency Contact #: 1911 (on campus)

First aid supplies are available in the Human Performance & Rehabilitation Labs.

See the University Health and Safety Policy located at <http://www.fgcu.edu/EHS/FirstAid.html> for Emergency and First Aid Procedures.

APPENDIX VI



ADD/DROP FORM

Fall 20__ Spring 20__ Summer 20__ Session __

Please have your Eagle/Photo ID in hand to complete your request.

Full name: _____ UIN: 814 _____
(Last, first, middle)

Telephone: _____ Email: _____@eagle.fgcu.edu

Student Athlete? (Select one) Yes No If yes, please specify sport: _____

Do you receive VA Benefits or Bright Futures? (Select one) Yes No If yes, please specify: _____

If semester hours exceed 18, Overload Approval is required.

Total Max Hours Approved _____ Advisor Signature _____

Course Information

ADD	DROP	CRN (5 digits)	Course Prefix & Number	Course Title	Reason for Dropping

Advisor/Faculty Signature _____

Dean/Associate Dean Signature _____

Athletic Advisor Signature _____

Financial Aid Signature _____

First Year Advisor Signature _____

International Services Signature _____

- Bright Futures recipients will now be required to repay any funds received from Bright Futures program for each course dropped.
- Students with Federal Direct Loans, dropping below half-time status, must complete an exit interview at: http://www.nsls.ed.gov/nsls_SA/
- Graduation Candidates MUST obtain signature approval from the appropriate Academic Advisor.
- Student-Athletes MUST obtain signature approval from the appropriate Athletic Advisor.
- Veteran Beneficiaries MUST notify the certifying official of your change in schedule. Dropped courses may affect benefit level.
- AR (Accounts Receivable) Hold will prevent you from dropping any courses.
- International Students (F-1 or J-1 Status) MUST obtain signature approval from International Services to drop courses.

By signing this form, you have read and agreed to the policies above:

Student Signature

Date

For Office Use Only

Processed by: _____

Processed on: _____



Keep This Page for Your Records APPLICATION TO GRADUATE General Information

- ❖ **Application deadline dates will be adhered to. Please refer to the Academic Calendar for specific dates. Please SUBMIT your application to your advisor.**
- ❖ **Students submitting their application to graduate after the deadline date may forfeit their right to graduate in the term for which they apply.**
- ❖ **Contact your advisor to schedule a meeting to review your graduation application and for further instructions on processing your application.**
- ❖ **Final degree certification is not complete until grades are posted and the close of term process is complete.**
- ❖ **If you wish to return to FGCU to seek another degree, a new application must be filed with Undergraduate/Graduate Admissions after graduation.**

PLEASE READ CAREFULLY

GRADE FORGIVENESS - An application for grade forgiveness **must be filed no later than the graduation application deadline date as stated in the Academic Calendar for the semester the student applies for graduation.** Students are encouraged to apply for grade forgiveness upon completion of the repeat course.

“I” GRADES AND TRANSFER WORK. – All Incomplete grades must be completed prior to graduation. A student taking an incomplete grade in any course during the semester in which they have applied to graduate will be denied graduation. **Students taking courses at another institution during the semester in which they have applied to graduate may have their graduation delayed or denied if the transfer course work is not received in a timely manner.** Grade changes and transfer work will not be posted to the transcript if received after the degree statement has been posted to the transcript.

NAME CHANGE- Submit an official Change of Name Form with substantiating documents attached to the application to graduate if the name you wish printed on your diploma is different from our records.

DIPLOMA - Your diploma and one official copy of your FGCU academic transcript indicating the degree earned will be mailed to you approximately six-eight weeks after the graduation date and should be mailed to a permanent address to avoid loss. Diplomas will not be mailed to overseas addresses. **Should a diploma mailing address change occur, you must notify the Office of the Registrar.** A replacement diploma will cost \$10.00.

FINANCIAL OBLIGATIONS/LOANS- All debt to the university must be cleared prior to graduation or your diploma will be held upon request of the Cashier or Office of Financial Aid and Scholarship.

TRANSCRIPTS - Your transcript with the degree statement will be available approximately three-six weeks after graduation. You will receive one complimentary transcript with your diploma. There is a \$10.00 per copy fee for each additional transcript and/or diploma requested.

IF YOU ARE DENIED GRADUATION – **A new application to graduate must be submitted by the appropriate deadline date in the term for which your degree requirements will be met. Please refer to the Academic Calendar for specific dates.**

PRIVACY – Your name will not appear in the Commencement Program or newspaper if you have completed a “Request to Prevent Disclosure of Directory Information.” You must notify the Office of the Registrar in writing by the fourth week of the term if you wish to be publicly recognized.



APPLICATION TO GRADUATE

UNIVERSITY IDENTIFICATION NUMBER
(NOT SOCIAL SECURITY NUMBER)

Date Submitted

Student Name: Please Print -- Your Diploma will be issued with your name as it appears in our records at FGCU. A name change form with substantiating documents must be completed and attached if this name is different than on our records.

--	--	--	--

First Name

Middle OR Maiden

--	--	--	--

Last Name

College: (circle one) Arts and Sciences Business Health Professions Education Professional Studies

Degree: (circle one)

BA - Bachelor of Art BS - Bachelor of Science BSN - Bachelor of Science Nursing BSW – Bachelor of Social Work

MA - Master of Art MAT - Master of Arts in Teaching MBA - Master in Business Administration

MEd - Master of Education MPA - Master of Public Administration MS - Master of Science

MSN - Master of Science Nursing MSW - Master of Social Work EdS- Educational Specialist

DPT- Doctor of Physical Therapy

Term (Indicate appropriate year): Fall _____ Spring _____ Summer _____

Major 1: _____ **Major 2:** _____

Concentration: _____ **Minor(s):** _____

Current Mailing Address: If different from address of record on file with University, please submit Address change form to the Office of the Registrar. Housing addresses are not considered current mailing addresses.

Street _____ City _____ State _____ ZIP _____

Mail Diploma to: (if address is different from above) Please Note: Diplomas will not be mailed to an overseas address.

Street _____ City _____ State _____ ZIP _____

Student's Signature

Phone

E-mail

For official use only:

Application entered in Banner _____

Decision: (Circle appropriate) Accept Deny _____ Catalog Yr. _____

College Authorized Signature/Date

Remarks: _____

Posted to Banner: By: _____ **Date** _____ **GPA** _____ **Honors** _____



Graduate Tuition Waiver Application

Students seeking support must be admitted as degree-seeking students for the semesters for which the awards are sought. **Non-degree seeking students are NOT eligible.**

Note: Supplemental application materials may be required by your degree program or department. Please consult your program/department contact for additional requirements. Applications without complete supplemental materials may not be given full consideration.

**Submit applications to the Office of Graduate Studies, FGCU, 10501 FGCU Boulevard S., Ft. Myers, FL, 33965.
Phone (239) 590-7988 FAX (239) 590-7843**

Type of support for which you are applying³:

- Out-of-state Tuition Waiver (exclusive of Additional Fees)
 In-state Tuition Waiver (exclusive of Additional Fees)

Graduate Student Residency Status

- In-state Out-of-State

Are you a graduate assistant? Yes No Would you like to be considered for assistantships? Yes No
 Have you applied for a tuition waiver from another department/college _____ If so, where _____

Graduate tuition waivers cover *only* the graduate matriculation (tuition) fee for in-state or out-of-state students, depending on the residency of the student. **NON-FLORIDA residents:** please note that colleges have little to no funding for out-of-state waivers. Please consult with your college to determine if they award out-of-state waivers.

The following is the 2011 – 2012 academic year values of tuition waivers:

- In-state waivers \$269.08 per credit hour** (Out-state \$817.72 per credit hour as available)

Number of credit hours AND term for which you are requesting a waiver: (Also indicate subsequent terms and credit hours you intend to request a waiver. *A new application is required for each term.*)

Semester	Year	Credit Hours	Admitted		Admit Term
			Yes	No	
Fall	___	_____			
Spring	___	_____			
Summer	___	_____			

Name _____ University ID# _____

Email address _____ Phone Number _____

Mailing Address _____

City _____ State _____ Zip _____

Degree / Concentration you are seeking: _____

¹ Waivers cover the per credit hour matriculation fees and not the additional fees (e.g., for athletics, id cards, etc.).

² Note that the number of waivers and assistantships available are limited and awards are made on a competitive basis.

³ For complete details concerning tuition/fees go to: <http://www.fgcu.edu/Cashiers/tuition-and-fees.html>

I certify that the information given in this tuition waiver application is complete and accurate, and I understand that to make false statements within this application may result in denial of tuition waiver or invalidation of approved tuition waiver.

Applicant's Signature

Date

	Award Approved <input type="checkbox"/>	Award Denied <input type="checkbox"/>		
<i>Academic Department sponsoring award</i>			<i>Signature of College Member with Allocation Authority</i>	<i>Date</i>
			Current Semester Hours Approved:	

Revised July 2010



ADDRESS AND/OR NAME CHANGE*

Last Name

First

M.I.

University Identification Number (UIN)

PLEASE CHANGE MY ADDRESS(ES) - COMPLETE IF APPLICABLE, SIGN BELOW

Permanent mailing address cannot be updated to a campus housing address

NEW MAILING ADDRESS:

Street

Check if graduating this term

City

State

Zip code

()

Telephone Number

*Diploma Address

(If different from mailing address)

NEW EMERGENCY CONTACT:

Same as above

Name of Person to Contact in Case of Emergency - Relationship

Street

City

State

Zip Code

()

Telephone Number

PLEASE CHANGE MY NAME AS FOLLOWS: COMPLETE IF APPLICABLE, SIGN BELOW

FROM:

Legal Name

Last

First

Middle Initial

TO:

Legal Name

Last

First

Middle Initial

Reason for Change (check appropriate box(es):

Marriage – (attach copy of marriage documentation/driver license/social security card)

Legal Name Change - (Attach copy of court order/ driver license/social security card)

Divorce – (Attach copy of divorce decree/ driver license/social security card) Other, Explain _____

NOTE: The documents indicated above must be attached to process request.

Student's Signature is required to process this request(s)

Student's Signature _____ Date _____

*Note: If you are employed by FGCU, Please make sure to contact Human Resources with Address/Name Changes

Form may be mailed or faxed with valid photo ID to:

Office of the Registrar
10501 FGCU Blvd. S.
Fort Myers, FL. 33965-6565
(239) 590-7980/Toll Free (888) 373-2040/Fax (239) 590-7983
Rev. 03/2008

For Official Use Only:

Entered into Banner - Initial and Date

APPENDIX VII

**Department of Physical Therapy and Human Performance
Physical Therapy Program**

Policy on Mandatory Preparation for NPTE

The faculty strive to prepare students for success on the National Physical Therapy Examination (NPTE) upon graduation. However, success on the NPTE is ultimately the responsibility of the student, requiring diligent preparation during his/her education at FGCU, and upon graduation. Although preparation through the use of practice exams cannot guarantee success on the NPTE, the faculty believe that early and continuous exposure to practice exams similar in style and content to the NPTE allows students the opportunity for self-evaluation of knowledge strengths/weaknesses, and reinforcement of learning.

To encourage adequate preparation and practice, all students will sit for practice exams during the following courses:

PT Practice II
PT Practice IV
PDS VII

Using the *Practice Exam and Assessment Tool (PEAT)* and the *PTEXAM: Online Advantage*, students will gain practice in taking a full-length board exam. The Federation of State Boards of Physical Therapy (FSBPT) offers the PEAT and provides the test taker sub-section scoring information as well as rationale for the answers to each question. Students can take the exam twice during a thirty day period for a set fee. Students will independently order PEAT and be responsible for all costs related for meeting this requirement. Information on PEAT can be found at www.fsbpt.org. *PTEXAM: Online Advantage* is offered by Scorebuilders and provides the test-taker with sub-section scoring information, a comparison to all individuals who have taken the practice exam, as well as rationale for the answers to each question. Information on PTEXAM: Online Advantage can be found at <http://www.scorebuilders.com/products.html>.

Students are responsible for all costs associates with these practice examinations.

Students must earn the following minimum scores by the end of the semester in which the course is offered:

<u>Course</u>	<u>Minimum score</u>	<u>Exam</u>
PT Practice II	30%	PEAT
PT Practice IV	50%	PT Exam
PDS VII	70%**	PEAT

** A score of 70% on the practice test in the last semester of the program meets the criteria for graduation. However, a score in the range of 70-80% is considered low and the faculty judge individuals with scores in this range to be at risk for not successfully passing the NPTE on the first attempt.

Students will be allowed to take the specified exam twice during each semester. Students must submit proof of their score to the Department Secretary by the last day of finals week during PT Practice II and IV and to Course Faculty and the Department Secretary by the date specified on the syllabi during PDS VII.

Students who do not achieve the minimal grade during the designated course will receive an “I” grade for the course. Students must discuss with his/her advisor a plan to remediate the unsuccessful exam attempts during the first week of the next semester and satisfy the minimal pass score within that semester to receive a successful grade in the course and progress in the curriculum. The “I” will convert to an “F” if the requirement is not satisfied and the course will need to be repeated during the next time the course is offered.

A student who fails to sit for the required practice exam during any of the courses listed or does not submit proof of his/her scores to the appropriate parties in the time frame noted, will receive a grade of “I” for that course. The student will not be permitted to enroll in or will be administratively dropped from the next PT Practice course in the series until this requirement has been met. This may result in the student being unable to progress in the program and delay completion of the program of study. The student’s faculty advisor will be notified of the student’s failure to comply with this requirement and the student may be placed on Professional Behaviors Probation.

APPENDIX VIII

Important Notice for Initial Licensure Applicants:

Pursuant to [Section 456.0635, Florida Statutes](#), you are being notified that effective July 1, 2009, health care boards or the department shall refuse to renew a license, certificate or registration, issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been:

1. Convicted or plead guilty or nolo contendere, regardless of adjudication, to a felony violation of: chapters [409](#), [817](#), or [893](#), Florida Statutes; or [21 U.S.C. ss. 801-970](#) or [42 U.S.C. ss 1395-1396](#), unless the sentence and any probation or pleas ended more than 15 years prior to the application.
2. Terminated for cause from Florida Medicaid Program (unless the applicant has been in good standing for the most recent 5 years).
3. Terminated for cause by any other State Medicaid Program or the Medicare Program (unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent 5 years).

The Department is in the process of developing business procedures to fully implement the provisions of this law. Please continue to use the applications, as they currently appear online, until rules are adopted that will allow the department to replace these applications with updated versions.

Bill Parizek, Strategic Planning Services (SPS)
 Division of Medical Quality Assurance (MQA) Florida Department of Health
 ph: 850-245-4702 (SC 205-4702)
 fax:850-414-8209
 Email: william_parizek@doh.state.fl.us

 Mission: Promote, protect and improve the health of all people in Florida.
 Vision: A healthier future for the people of Florida.
 Purpose: To protect the public through health care licensure, enforcement and information.
 Focus: To be the nation's leader in quality health care regulation.

APPENDIX IX

Florida Gulf Coast University
Department of Physical Therapy and Human Performance

Injury Prevention and Reporting Policy

Purpose:

This policy establishes guidelines for the prevention of injuries during educational activities and provides guidelines for the reporting of any injuries or adverse reactions that occur as a result of student involvement in educational activities.

Policy:

Students in the programs of the Department of Physical Therapy and Human Performance are routinely involved in practicing the performance of examination, evaluation and intervention skill/techniques on other students in order to gain proficiency. Faculty will routinely demonstrate skills/techniques by using students as demonstration models. In order to prevent injury resulting from these activities, students shall disclose any health conditions that potentially could interfere with or be aggravated by the participation in these activities. It is the student's responsibility to provide this disclosure to the course faculty prior to the participation in these activities.

In the unlikely event that an adverse response or an injury occurs, the student will immediately notify the course faculty prior to the end of the class and submit the University Incident Report for Non-Employees to the Chair of the department of Physical Therapy and Human Performance within 24 hours of the occurrence. It is the student's responsibility to retrieve this Incident Report form from: http://www.fgcu.edu/EHS/Files/Incident_report.pdf. The department Chair will route the Incident Report form according to university procedure.