NEW YORK INSTITUTE OF TECHNOLOGY
SCHOOL OF HEALTH PROFESSIONS

THE PHYSICAL THERAPY
STUDENT HANDBOOK

Department of Physical Therapy
500 Building, Room 501
Old Westbury, NY 11568-8000
516-686-7696

Revised April 2016
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The Practice of Physical Therapy

NYIT Physical Therapy Faculty

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Disclaimer: The Department of Physical Therapy Student handbook outlines policies pertaining to the Physical Therapy Major. The contents, information, policies, requirements of students herein this handbook may change related to additional accreditation criteria, added student requirements and or changes in Physical Therapy department policies and procedures. Such changes would be effective immediately upon student notice and would be required of all physical therapy students enrolled in the major. Students will be held accountable to meet current requirements regardless of date of admission to the Physical Therapy Program. Students are advised to visit the Physical Therapy Website: www.nyit.edu/physical_therapy for current information regarding the Physical Therapy program.
WELCOME CLASS OF 2019

Welcome to your first year of the New York Institute of Technology Doctor of Physical Therapy program. Over the next few years, you will be presented with the tools, skills, and knowledge-base needed to become a well-educated and well-rounded health care professional.

Becoming a physical therapist is a tough challenge, testing your academic and personal limits. But you will see as you begin to clinically practice and receive feedback from your patients, how much your education is worth.

Learning, as we know, is a lifelong process. Not only are you being taught the coursework you will need to succeed, but you will also learn about yourself, including ways to acknowledge your strengths, and how to define your limitations and the role they play in your life.

This student handbook supplements the New York Institute of Technology (NYIT) graduate catalogue, the NYIT Student Handbook, and the NYIT Student Code of Conduct and serves as an introduction to important information needed in order to succeed throughout this graduate program. It contains information about the faculty, the practice of physical therapy, the academic program and policies, professional development, professional associations, and student services. In short, it is a reference tool to be consulted during the course of your studies.

This handbook is designed to help you. As we proceed, information will be updated. As always, please feel free to discuss any issues or concerns you may have with any Physical Therapy faculty member or with your advisor.

We, as educators, mentors, leaders, and eventual colleagues, welcome the challenge to teach, mold, lead, and share with you, the graduating class of 2019. Our highest priority is your success.

Sincerely,

The NYIT Physical Therapy Faculty
THE PRACTICE OF PHYSICAL THERAPY


Definition of Physical Therapy
Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. Physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Restore, maintain, and promote not only optimal physical function but also optimal wellness and fitness and optimal quality of life as it relates to movement and health.
- Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation; in prevention, health maintenance, and programs that promote health, wellness, and fitness; and in professional and community organizations. They also play important roles both in developing standards for physical therapist practice and in developing health care policy to ensure availability, accessibility, and optimal delivery of physical therapy services.

Practice Settings
Physical therapists practice in a broad range of inpatient, outpatient, and community-based settings, including:

- Hospitals
- Outpatient clinics or offices
- Rehabilitation facilities
- Homes
- Sub-acute facilities
- Fitness centers and sports training facilities
- Industrial, workplace, or occupational environments
- Skilled nursing or extended care facilities

- Schools
- Hospices
- Corporate or industrial health centers
- Education or research centers
- Athletic facilities
NYIT PHYSICAL THERAPY FACULTY

Karen Friel, PT, DHS
Professor and Chair
Department of Physical Therapy
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Old Westbury, New York 11568-8000
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Email kfriel@nyit.edu

BS in Psychology, SUNY Stony Brook University
BS in Physical Therapy, SUNY Stony Brook University
MHS in Sports Physical Therapy, University of Indianapolis
DHS in Physical Therapy, University of Indianapolis

Clinical experience in acute care, rehab, orthopedics, home care, and pediatrics.

Cheryl Hall, PT, DHSc, MBA, PCS, ACCE
Assistant Professor and Academic Coordinator of Clinical Education
Department of Physical Therapy
516 686 7670
Fax 516 686 7699
chall@nyit.edu

BA in Liberal Arts, SUNY Stony Brook
BS in Physical Therapy, SUNY Health Science Center at Brooklyn
MBA, NYIT
DHSc in Physical Therapy, Nova Southeastern

Clinical experience in pediatrics as a certified clinical specialist.
Rosemary Gallagher, PT, DPT, GCS
Assistant Professor and Admissions Coordinator
Department of Physical Therapy
516 686 7932
Fax 516 686 7699
Rgalla01@nyit.edu

BS, Physical Education, Colorado State University
BS, Physical Therapy, SUNY Stony Brook
DPT, SUNY Stony Brook

Clinical experience in outpatient, acute, sub-acute and long-term care, APTA credentialed clinical instructor. Certified geriatric clinical specialist

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Peter Douris, PT, DPT, EdD
Professor
Department of Physical Therapy
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BS in Physical Education, Hunter College
MS in Physical Therapy, Columbia University
EdD in Applied Physiology, Columbia University
DPT, New York Institute of Technology

Clinical experience in acute care, rehab, home care, and private practice.
Eric Greenberg, PT, DPT, SCS, CSCS
Assistant Professor
Department of Physical Therapy
516-686-7696
Fax 516-686-7699
Email: egreenbe@nyit.edu

BS-Health Sciences, University of Florida
DPT-Stony Brook University

Clinical experiences in pediatric orthopedics ad sports injuries, running injuries, musculoskeletal injuries. Certified sports clinical specialist, Certified strength and conditioning specialist

Mark Gugliotti, PT, DPT, OCS
Assistant Professor
Department of Physical Therapy
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Fax 516-686-7699
Email mgugliot@nyit.edu

BS-Exercise Physiology, University of Connecticut
BS-Physiotherapy, Hogeschool Enschede-The Netherlands
MS-Orthopedic Physical Therapy, Touro College
DPT, Touro College

Clinical experience in outpatient orthopedics, administration, spinal therapy. Certified orthopedic manual therapist

John Handrakis, PT, DPT, EdD
Associate Professor
Department of Physical Therapy
516 686 7669
Fax 516 686 7699
Email: jhandrak@nyit.edu

BS, General Sciences, Fordham University
Certificate in PT, Columbia University
MS Exercise Physiology, LIU Brooklyn
EdD, Teacher’s College, Columbia University

Clinical experience in home care, orthopedics, cardiopulmonary, rehabilitation
Teresa Ingenito, PT, DPT  
Assistant Professor  
Department of Physical Therapy  
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Email: tingenit@nyit.edu

BS in Rehab Counseling, Springfield College  
BS/ MS Physical Therapy, Long Island University  
DPT Arcadia University

Clinical experience in cardiopulmonary medicine, out-patient orthopedics, manual therapy, acute care, cardiac and pulmonary rehab.

Veronica Southard, PT, DHSc, GCS  
Associate Professor  
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BS in Physical Therapy, Hunter College  
MS in Physical Therapy, Long Island University  
DHSc University of St. Augustine, Efficacy of balance and falls

Clinical experience in acute care, rehab, nursing home, home care, and private practice.  
Director of long term and rehab facilities. Certified Geriatric Clinical Specialist
William Werner, PT, EdD  
Associate Professor  
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Fax 516 686 7699  
Email wwerner@nyit.edu

BS in Physical Therapy, Quinnipiac College  
MA in Motor Learning, Columbia University  
EdM in Motor Learning, Columbia University  
EdD Columbia University

Clinical experience in pediatrics, acute care, orthopedics, home care and adult rehab with neurological patients, administration, biomechanics
THE MISSION OF NEW YORK INSTITUTE OF TECHNOLOGY

The Mission of New York Institute of Technology is threefold:

1. To provide career-oriented, professional education
2. To offer access to opportunity for all qualified students
3. To support applications-oriented research that benefits the larger world

The Mission of NYIT School of Health Professions is:
To offer suitably qualified students, access to career-oriented academic programs that produce skilled, technologically innovative scientists, researchers and professionals.

The Mission Statement of the Physical Therapist Professional Education prepared by the American Physical Therapy Association (APTA) is as follows:

The mission of physical therapist professional education is to graduate knowledgeable, self-assured, adaptable, reflective, and service-oriented practitioners who, by virtue of critical thinking, lifelong learning and ethical values, render independent judgments concerning patient or client needs; promote the health of the client; enhance the professional, contextual, and collaborative foundations for practice. These practitioners contribute to society and the profession through practice, teaching, administration, and the application of new knowledge.

The Mission Statement of the NYIT Physical Therapy Program in combination with the above statement, from the APTA, and in keeping with the general Mission of NYIT and the Mission of the School of Health Professions is as follows:

To offer suitably qualified applicants a Physical Therapy program that prepares skilled, knowledgeable, adaptable, culturally sensitive, technologically innovative clinicians, scientist and researchers.
GOALS AND OBJECTIVES OF THE PHYSICAL THERAPY PROGRAM

1. Recruit and support students of all cultures and backgrounds who wish to pursue a career in physical therapy and whose academic record and experiential hours indicate competency and a motivational commitment to learning.
   
a. Expand the number, quality, and diversity of the applicant pool through:
   (i) our website, (ii) dissemination of information on scholarship opportunities, (iii) faculty involvement in community and professional organizations and (iv) publicizing the reputation of our graduates

b. Provide advisement to prospective students

c. Establish and maintain admissions criteria at a level to optimize success in graduate education

2. Create an academic environment that will prepare graduates to meet program outcomes.
   
a. Provide a curriculum that reflects current evidence-based physical therapy practice, research and accreditation standards to optimize passing of the licensing exam and employment post-graduation.

b. Maintain a curriculum that will ensure all graduates are meeting the defined student learning outcomes

c. Maintain policies and procedures that promote success and are applied equally to all students and faculty.

d. Provide adequate resources to meet student, faculty, programmatic and research needs

e. Provide clinical education experiences that expose the students to the breadth and depth of contemporary physical therapy practice

f. Provide experiences (case studies, assignments, simulated patient care, field encounters) that facilitate the development of critical thought processes.

3. Develop a cadre of clinically and academically diverse core faculty who can meet the criteria of high quality teaching, significant scholarly output and
valuable service to the college and professional community. Maintain a cadre of adjuncts with excellent clinical experience and proven teaching effectiveness.

a. Stay abreast of changes in physical therapy practice and education through faculty attendance at professional presentations, lectures and conferences.
b. Monitor pedagogical innovations through the professional literature
c. Incorporate educational innovations through the department’s curriculum review committee, including implementing technology-based methods in the delivery of the curriculum
d. Facilitate research through collaboration and mentorship using the expertise of the institution and scientific community
e. Provide professional resources and mentorship to core and adjunct faculty for academic and professional growth

4. Recognize the importance of our clinical partners and professional community in the delivery of the curriculum. Maintain our strong connection to the professional community through professional development activities

a. Provide educational opportunities for the greater physical therapy community.
b. Conduct continuing professional education courses.
c. Offer an annual seminar for Clinical Education Faculty.
d. Provide graduate credit allowance for clinical education faculty.
Program Level Learning Outcomes

By the completion of the Physical Therapy Program, including the academic and clinical phases, the graduate will be able to:

1. Determine the physical therapy needs of a patient or client through examination and evaluation
   - Recognize normal structure and function of the health organization from conception to death
   - Select appropriate methods to assess the function, dysfunction or abnormality
   - Perform (modify if necessary) and record the results of necessary examination procedures to assess the function of appropriate systems including: neurological, musculoskeletal, cardiovascular, pulmonary and integumentary
   - Interpret the results of examination procedures
   - Determine initially and on a continuing basis the nature and extent of the patient’s need for intervention and the potential of the patient to respond to specific forms of intervention

2. Develop and implement a plan of care to meet the individual’s physical therapy needs
   - Utilize critical thinking and discriminating judgments to integrate scientific theory with the results of patient evaluation to establish realistic long and short term goals, which correlate to each other, and to consider economic and social influences (within the community, family, and patient) that may affect the outcome of the plan
   - Select the most appropriate procedures available in terms of clinical outcomes cost effectiveness, and potential for achieving long- and short-term goals
   - Reassess the plan of action in relation to the patient’s response and modify as necessary

3. Demonstrate integration of the foundational sciences as they relate to physical
therapy practice.

- Determine the time, type and intensity of the procedure to be used
- Recognize areas in which structure and function are abnormal
- Effectively perform treatment procedures in a manner appropriate to the patient’s status
- Apply the basic foundational knowledge to address the needs of increasingly complex patient scenarios

4. Communicate appropriately and effectively with patients and families, colleagues, and the public

- Consistently use effective written, oral and nonverbal communication skills
- Provide psych-social support for patients and their families
- Function as an effective member of the health care team or other working group
- Recognize and respect individual, cultural, socioeconomic, and religious differences in people
- Recognize and understand one’s own personal reaction to illness and disability

5. Adhere to safe, ethical, and legal practice

- Recognize and understand the priority of safety in dealing with another individual’s physical and mental well-being
- Accept responsibility for one’s own action and their consequences
- Make decisions within the scope of practice as a physical therapist
- Practice physical therapy in a variety of settings with the goal being to promote optimal health and to maximize the highest level of function

6. Apply sound administrative principles to the management of physical therapy practice

- Recognize the impact of external agencies or departments on the management of physical therapy service and respond to those agencies or
departments with appropriate actions

- Plan a physical therapy service in any setting
- Appreciate the importance of good management practice to the daily operation of a physical therapy service

7. Apply basic educational strategies of teaching within the scope of physical therapy

- Develop clear, concise and appropriate learning objectives for patient education, in-service, and continuing education activities
- Evaluate the effectiveness of learning experiences
- Engage in teaching and mentoring in clinical, community and classroom settings

8. Implement and integrate research methods adherent to the standards of evidence-based practice

- Critically analyze new concepts and findings provided by others
- Use the scientific method to resolve simple problems related to the practice of physical therapy
- Accept the value if research in physical therapy
- Create, analyze, carry through and disseminate an IRB-approved or exempt research study

9. Participate in health and wellness community-based initiatives across the lifespan

- Effectively participate in the community in a manner that reflects an acceptance of the role of the physical therapist in the health care system
- Demonstrate a sense of responsibility in regards to contemporary health issues as they impact physical therapy services
- Create a community-based health initiative

10. Accept that being a professional is a continuing process and assume responsibility for professional and personal growth and development

- Assume the responsibility for one’s own learning and continued
professional growth and development

- Perform in a manner which reflects an acceptance of the value of professional behavior
- Appreciate the importance of various professional organizations

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<tr>
<th>DPT COURSES</th>
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<tbody>
<tr>
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<td>PHTH 602 EBP</td>
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<td>PHTH 605 Kinesiology</td>
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<td>PHTH 607 Neuroscience</td>
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<td>PHTH 610 Biomechanics</td>
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<td>PHTH 615 Modalities</td>
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<td>PHTH 620 Massage</td>
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<tr>
<td>PHTH 626 PT Practice I</td>
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<td>PHTH 630 Motor Learning</td>
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<td>PHTH 635 Rehabilitation/ADL</td>
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<td>PHTH 640 Admin/Delivery of HC</td>
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<tr>
<td>PHTH 645 Seminar in PT I</td>
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<td>PHTH 650 PT Practice II</td>
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<tr>
<td>PHTH 655 Prosthetics and Orthotics</td>
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<td>PHTH 660 Exercise Physiology</td>
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<td>PHTH 665 Pathophysiology</td>
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<td>PHTH 674 Clin Ed I</td>
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<td>PHTH 675 PT Practice III</td>
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<td>PHTH 680 Medicine for PT</td>
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<td>PHTH 685 Evaluation/Diagnosis</td>
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<td>PHTH 690 Research in PT I</td>
<td>8,10</td>
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<tr>
<td>PHTH 695 Manual Therapy I</td>
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<tr>
<td>PHTH 701 PT Practice IV</td>
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<td>PHTH 710 Research in PT II</td>
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<td>PHTH 715 Pharmacology for PT</td>
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Introduction
The New York Institute of Technology Physical Therapy Department is committed to the admission and matriculation of all qualified students and does not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, national origin, or disability. Regarding disabled individuals, the College will not discriminate against such individuals who are otherwise qualified, but the College will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what we have determined are reasonable expectations from physical therapy students in performing common and important functions, keeping in mind the safety and welfare of the patients for whom our graduates will care. These standards do not reflect what may be required for employment of the graduate physical therapist.

Technical Standards
A physical therapist must have the knowledge and skills to function in a broad variety of clinical settings and to render a wide spectrum of therapeutic interventions. In order to perform the activities required of a professional, a physical therapy student must be able to learn, integrate, analyze and synthesize data quickly, accurately and consistently. This is the process of critical thinking.
**OBSERVATION**

All physical therapy students must have sufficient vision to be able to observe classroom lab demonstrations and exercises. In the clinical setting, they must be able to observe a patient accurately at a distance and nearby. It is essential to have adequate visual capabilities to assess the change or abnormalities of the musculoskeletal or integumentary systems.

**COMMUNICATION**

All Physical Therapy students should have the ability to clearly speak, hear, and observe in order to elicit and gather information, describe the findings and understand any non-verbal behavior. They must be able to communicate effectively and sensitively with fellow students, faculty, patients, and other health care providers. This includes the ability to read and communicate, both verbally and in writing, in English, using appropriate grammar and vocabulary.

**SENSORY/MOTOR**

All Physical Therapy students need enhanced tactile abilities and must have sufficient motor function and muscular strength to execute those movements required in the evaluation and treatment of patients. This may include, but is not limited to:
- Able to safely handle and lift patients, guard patients during ambulation and perform therapeutic procedures, such as joint mobilization.
- Able to adjust and position equipment and patients, which involves stooping to floor level and reaching overhead
- Able to assist and/or resist patients, or to provide emergence care, which may involve prolong sitting, standing, kneeing, or walking
- Able to manipulate gauges, dials, small nuts/bolts, and or tools located on equipment or within the Physical Therapy department
- Able to palpate, auscultate, percuss or perform other evaluatory skills in order to obtain information

**BEHAVIORAL AND SOCIAL ATTRIBUTES**

Physical Therapy students must possess the emotional health required for full utilization of their intellectual abilities, and the development of mature, sensitive and effective relationships with others, especially with patients. This is also includes the ability to apply knowledge of principles, indications and contraindications for Physical Therapy treatment interventions. Physical Therapy education requires the ability to adapt to change, including treating people of diverse cultures, economic status, age or those with emotional difficulties. This requires flexibility, and a spirit of cooperation as well as being well motivated.
Physical Therapy students utilize touch during the evaluation and treatment procedures and must be able to touch others in a sensitive professional manner, as well as tolerate being touched as part of the learning process.

Professional behavior is expected as well as attributes such as integrity, honesty, compassion, and strong interpersonal skills.

**Clinical Education**

All Physical Therapy students will participate in a total of thirty-six weeks of clinical education located in a variety of settings. This requires eight to twelve hour days not including transportation time, for eight –twelve weeks at a time. This is a full-time commitment. The student must make themself available during the hours determined by the coordinator of clinical education. These hours will not be adjusted for the schedule of the student. Students are discouraged from working elsewhere as the clinical experience is demanding in time in the clinic setting and independent learning outside of the clinic. There will be specific clinical education objectives that must be met with each completed experience. Students are not permitted to affiliate at a location or affiliated location where they have worked as a volunteer, an aide or an assistant. All final clinical placement decisions are made by the ACCE, in conjunction with the Chair.

See the Clinical Education Manual for further information.
PHYSICAL THERAPY ADVISORY BOARD

The NYIT Physical Therapy Advisory Board was created to assist, advise, and support the ongoing development of the physical therapy program. It provides a means of communication between the academic and the clinical worlds. The Advisory Board serves as a vehicle for ideas and concerns within the ever-changing health care system. The Board consists of practicing physical therapists from all types of specializations and levels of patient care and administration, as well as professionals from other disciplines.

The Advisory Board meets once per academic year. Discussion provides feedback on the curriculum and the student program. The Board members are invited and serve without monetary compensation. Their recommendations and input are highly valued and appreciated.

2016/17 Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Position</th>
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<tbody>
<tr>
<td>John Petrizzo</td>
<td>Alumnus</td>
<td>Outside faculty</td>
</tr>
<tr>
<td>Jill Horbacewicz</td>
<td>Academician</td>
<td></td>
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<tr>
<td>Marc Campolo</td>
<td>Academician</td>
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<tr>
<td>Joel Norman</td>
<td>Alumnus</td>
<td>Associated faculty</td>
</tr>
<tr>
<td>Andras Fulop</td>
<td>Alumnus</td>
<td>Director residency/Adjunct</td>
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<tr>
<td>Adam Discepolo</td>
<td>Alumnus</td>
<td>CCCE</td>
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<tr>
<td>Shou-An Liu</td>
<td>Alumnus</td>
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<tr>
<td>Benjamin Futterman, MD</td>
<td>Associated faculty</td>
<td></td>
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<tr>
<td>Susan Neville</td>
<td>Nursing Chair NYIT</td>
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<tr>
<td>Zehra Ahmed</td>
<td>PA Chair NYIT</td>
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<tr>
<td>Razan Hamed</td>
<td>OT Chair NYIT</td>
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<tr>
<td>James Macaluso</td>
<td>CI</td>
<td>Associated faculty</td>
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<tr>
<td>Kyle Hewson</td>
<td>Academician</td>
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</tbody>
</table>
The New York Institute of Technology Physical Therapy Program achieved the status of a developing program with the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) in May 1996. Candidacy for Accreditation was then granted in July 1998. NYIT was granted full initial accreditation in November 2000 which was reaffirmed in April 2006 until June 2016.

Accreditation of an academic program with CAPTE is a long and rigorous process that occurs over several years. Listed below are the significant dates of the NYIT PT program:

July 1995  NYIT Letter of Intent to CAPTE acknowledged
Sept. 1996  First class admitted (class of 2000)
Dec. 1996  Declaration of Intent sent to CAPTE
Dec. 1997  Declaration of Intent read and sent back to NYIT
Spring 1998  Declaration of Intent revised and sent to CAPTE
May 1998  On-site candidacy evaluation
July 1998  Granted Candidate for Accreditation by CAPTE
Sept. 1998  First class began professional phase
June 2000  Self-Study sent to CAPTE
Sept. 11-13, 2000  Full on-site accreditation visit
November 2000  Initial accreditation granted for 5 years
December 2000  First class graduated
September 2005  Onsite Accreditation visit
April 2006  Reaffirmed accreditation for 10 years
October 2015  Onsite accreditation visit

The Commission on Accreditation in Physical Therapy Education at the American Physical Therapy Association is located at 1111 N. Fairfax Street, Alexandria, VA 22314.
ACADEMIC CRITERIA/STANDARDS

I. Academic Criteria

The following criteria must be maintained throughout the NYIT Physical Therapy Program:

1. Maintain a 3.0 Grade Point Average each semester including the summer session.

2. Have no grade lower than a C in any course. If this occurs, it is up to the discretion of the Physical Therapy Chair and Faculty to decide what steps to take next. Your professional behaviors and your other semester grades will be considered in the decision-making process. If at any time you fail two courses, you will be dismissed from the PT program without the possibility for re-entry. The NYIT Physical Therapy Academic Review Committee will assist in situations as needed.

3. Complete each clinical education component of the PT program with a grade of “pass”. If you fail a clinical education experience, you will meet with the PT Faculty and/or the PT Academic Review Committee. A decision will be made if you should continue in the PT program, and if so, what type of clinical education, length of the clinical education, and specific goals that must be met during the repeated clinical education. If there is an available time period and PT clinical facility, you will redo the clinical education as planned. If there is no clinical facility available or classes will be starting, it is up to the discretion of the Physical Therapy Chair and Faculty to allow you to start the next year of graduate coursework. You are responsible to pay tuition for the additional clinical education.

II. Academic Grading System

The following grading system will be used throughout the Physical Therapy Program:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TERM AVERAGE</th>
<th>QUALITY POINTS PER CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>
III. **Comprehensive Exam**
A comprehensive examination will be given at the start of each academic year on material covered to date in the professional phase of the program. This exam is designed to keep your knowledge current and aid retention as you near graduation. You will receive information during the summer months of the exact date of administration of the exam in September.

IV. **Exams/Assignments**
This is a doctoral level program. As such, all assignments must be completed on time and need to demonstrate a seriousness of purpose as evidenced by careful preparation and professional presentation. All required papers or assignments must be typed using 12-point font, unless specified otherwise. If any other font is used without permission from your professor, your work will be returned to you and you may then lose points if the paper is considered late. **All papers must be free of typographical, spelling, and/or grammatical errors. You are advised to make an extra copy of all written assignments for your own protection and records.** If a required assignment, such as an oral presentation or a written paper, is completed after the assigned deadline, you will have a certain percentage deducted from your grade. NYIT participates in a program called “TurnItIn”, which scans papers for plagiarism. All submitted work is subject to review through this system. If papers are found to be plagiarized in any manner, a grade of zero will be assigned for that project, the student must appear before the Academic Review Committee and may be subject to dismissal from the program without the possibility for re-entry. All instances of plagiarism will be reported to the Office of Student Affairs. Ignorance is not an excuse.

Examinations provide a benchmark for yourself and your professor in terms of measuring progress toward educational goals. This will help you prepare for the National Physical Therapy Licensing Examination. Faculty members reserve the privilege of keeping all exams or returning them to students for review only. You may be placed in an assigned seat during an examination as per the discretion of the proctor or the professor. You are expected to do your own work at all times and to follow standards for documentation and citation of the work of others. Cheating and/or plagiarism are grave matters in the professional phase and will lead to disciplinary action and possible dismissal. Any action taken will be determined on the basis of the facts and seriousness of each individual case. ALL cases of academic dishonesty, even the first, will be reported and kept on file, both within the PT Department and Student Affairs. (Refer to NYIT Student Code of Conduct and the PT Department Honor Code).

V. **Practical Exams**
If your class contains a laboratory component, a practical examination will be administered. An 80% or above is considered passing for each practical exam.
If there are two or more parts of the exam, and if you receive below 80% on any one of the parts, it is up to the discretion of the professor to decide what you must retake. The course instructor will schedule the retake. You will be allowed up to two retakes.

You retake only the portion or section that you have failed, i.e. Screening Exam. When taking a retake, you are required to take the failed question over again, which would involve the same body part or modality. This is to let the professor know that you are proficient in the previously failed area. You then would randomly choose a new question. Your retake will be a pass/fail and if you pass, you will receive a 75% grade. If you need a second retake and pass it, a grade of 70% will be factored in for that portion of the practical. If you do not pass the second retake, a failure will be given for the course. Even if the rest of your grades for that particular course are at least a "C", you will not pass the course without passing the practical component. If you do a dangerous maneuver that will endanger your fellow classmate, you will receive an automatic failure for that practical exam.

VI. Readiness to Attend Clinic
To obtain faculty opinion and approval on readiness to attend clinical education experiences, all students are filtered through the “Light” system. Students receive a “green” light if faculty feel confident that the student is ready for the rigors of a clinical setting. Typically, these students have not failed an exam or practical and have had no behavioral or professional issues.

Students that received a “yellow” light have experienced some situation where the faculty feel they should be monitored more closely. The criteria for a “yellow” light include but are not limited to the following:

- A previous ARC
- Professional behaviors issues expressed by any of the faculty
- Repeat practical exam the year prior to the clinical
- Being placed on academic probation
- Poor performance on the comprehensive examination
- Difficulty in a prior clinical education experience

Any student falling into the “yellow” light category will be required to check in with the DCE each week through SKYPE or phone call while in clinic.

Students receiving a “red” light would not be eligible to attend clinic. This serious designation is reserved for those students who have not passed a course in the year prior to the clinical or have been evaluated as failing a recent background check or drug screening or some other very serious situation. At that point, the Dean would be informed with appropriate action to follow.
VII. Grade Appeal
Students may appeal an assigned grade by following the process outlined on the NYIT SHP website. Please be aware that the criteria required to file an appeal are quite specific, and that timeline for filing is quite short. http://www.nyit.edu/files/uploads/00/health_professions/HealthGradeAppeal_SHP.pdf

VIII. Physical Therapy Academic Review Committee
The Physical Therapy Academic Review Committee provides assistance to the Physical Therapy program in dealing with student, academic, clinical, and disciplinary problems, makes recommendations, and provides guidance to the PT Chair and faculty regarding these matters. This committee may consist of physical therapy clinicians, NYIT faculty and staff, and the Physical Therapy faculty. The decision of the ARC is final.

IX. Academic Probation
A student will be placed on academic probation if any one of the following circumstances occurs:
1. Grade point average for any one semester falls below 3.0
2. Cumulative grade point average falls below 3.0

X. Academic Dismissal/Failure
A student may be dismissed from the Physical Therapy Program if any of the following occur:
1. A cumulative GPA falls below 2.3 at the end of the first semester (i.e. Anatomy and Kinesiology)**
2. A cumulative grade point average falls below 3.0 at the end of the third (spring) semester of the first year.
3. After the first year, a cumulative GPA that falls below a 3.0 for two consecutive semesters.
4. A grade of F is earned in a course. If this occurs at any time during or after the first fall semester, students may be given the option to repeat the course the following year, provided they were not already on probation. If the student was already on probation, they may not return to the program the following year. Other factors will be considered in the decision as to whether a student may return.
5. A second F is earned at any time throughout the curriculum.

**If a student is dismissed because of failure to meet the minimum standards in the Anatomy and Kinesiology courses, the student will need to formally reapply through PTCAS for entry into the program the following year.

XI. Non-Academic Dismissal/Failure
Students may be dismissed from the program for the following non-academic reasons:
• Academic dishonesty/plagiarism
• Behavior endangering others’ safety or well being
• Disrespectful behavior towards faculty, staff, students, and others
• Unprofessional conduct as defined by the professional behaviors
• Unexcused absences/lateness

XII. Withdrawal
Application for voluntary withdrawal from the Physical Therapy program must be submitted to the Physical Therapy Chairperson in writing, with a copy to the Dean of Health Professions. Withdrawals are permitted only for students who have no academic or disciplinary proceedings, or financial obligations to NYIT. Letters of “Good Standing” will be written only for students who meet the above criteria.

XIII. Leave of Absence
A student requesting a leave of absence must do so in writing, addressed to the Physical Therapy Chairperson, with a copy to the Dean of the School of Health Professions. In the case of a medical leave of absence, a letter from a physician must accompany the request describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. The Physical Therapy Chairperson, upon consultation with the Dean, will recommend whether or not the leave is to be granted and conditions under which the student may return to school.

Before a student may be re-instated, a written request for re-instatement must be submitted to the Physical Therapy Chairperson. If a medical leave of absence was granted, a letter from a physician stating that the student has recovered from the disability for which the leave was granted must accompany the re-instatement request.

A leave may not be granted for more than a total of 12 months. Extension of a leave is NOT automatic. The student must request such an extension in writing. At the discretion of the Physical Therapy Chairperson, a physical examination may be required before a student is allowed to return from an extended leave.

XIV. Re-applying to the Physical Therapy Program
Students who have withdrawn, failed to return from a leave of absence at the designated time, or need to repeat a course with a grade that is lower than a C may be considered for readmission provided:
1. They left in good standing, (financially as per Bursar).
2. They were not already on academic probation
3. Space is available in the professional courses of the requested year.
4. Submitted their request to return in writing to the Chair by Feb 1st of the academic year prior to the desired restart date for a summer/fall semester start
and by September 15 for a spring semester restart date. Students wishing to apply for readmission must include:
• A letter requesting consideration for readmission and outlining remediation activities performed since leaving the DPT program
• A minimum of two letters of recommendation which must address why the student should be allowed to reenter the program.

XV. Graduation Requirements
Students are recommended for graduation upon satisfactory completion of all academic and clinical education requirements. The student is responsible to make sure all credits from other colleges have been transferred in and placed in the NYIT computer system. The following is required:
1. Achieve a minimum of a 3.0 grade point average
2. File a completed application for graduation with the Student Enrollment Center
3. Obtain Bursar account clearance

DEPARTMENT POLICIES

I. Confidentiality
Your student materials, grades, records, and files are considered to be privileged and confidential information. They are stored and locked when not in use in file cabinets within the Physical Therapy Department or in password-protected online storage. They are only accessible to Physical Therapy faculty and clerical staff. No information from your record is given either verbally or in writing without your written consent. Only information generated by NYIT may be released.

II. Safety Issues
Throughout your academic and clinical education, you will be oriented to the issue of safety not only regarding the patients, but also for yourself as you practice and eventually work as a PT. The following will be addressed:
• Patients’ Bill of Rights
• Safe and proper handling, lifting, and transferring techniques of patients
• Safety issues involved in treatment techniques, including indications and contraindications, especially regarding electrical modalities
• Confidentiality of patient information, medical records, statements made during work
• OSHA and handling of blood borne pathogens
• Proper use of body mechanics
• Safety concerns during a practical examination or during a clinical affiliation experience may be grounds for failure.
III. Dress Code
Students need to understand that professionalism begins at the first impression. It is expected that all students will dress professionally. Points will be deducted for unprofessional attire, hygiene or behavior, and a student may be called in for an ARC. Excessive piercings and visible body art are not considered professional or acceptable.
The following are NOT allowed when in a lecture class:
- Ripped jeans
- Hats or hoodies
- Ripped clothing
- Pajama clothing
- Slippers
- Flannel pants
- Inappropriate graphic tee-shirts
- Low cut blouses
- Sweat pants
- Sweat shirts
- Athletic shorts

Stomach and torso should be appropriately covered. The PT faculty reserve the right to deem an article of clothing not included on this list as inappropriate, and bar the student from class.

Students must dress appropriately for all lab sessions with access to the appropriate body part(s) being covered in that lab.

IV. Recording of Lectures
Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording does not constitute transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments, without the WRITTEN permission of the instructor.

Recordings, course materials and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any reason other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law. Violation of these laws may subject a student to disciplinary action under the University’s Standards of Conduct.

Exceptions to this rule: It is not a violation of this policy for a student deemed by the Office of Disability Services (ODS) to be entitled to educational accommodations, to exercise any rights protected under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990,
including needed recording or adaptations of classroom lectures or materials for personal research and study. If you have a condition or a disability which necessitates recordings of a class, please contact the ODS for further help and assistance. The restrictions on third party web and commercial distribution listed above still apply.

V. Attendance/Lateness
You are expected to attend all classes while you are in the professional phase of school.
THERE ARE NO ABSENCES PERMITTED. Attendance for all class sessions is 100% mandatory unless otherwise stated in the syllabus. If there is an emergency, it is your responsibility to contact your professor or advisor via email or telephone PRIOR TO THE START OF THE CLASS. You are then required to show your professor and/or advisor proof of your absence, (a physician’s note.) Athletic or work conflicts are NOT a valid excuse for missing class. This subject is not to be taken lightly. If you are absent from an examination, it is at the discretion of the professor, if and when, the make-up is given. You are also expected to be in class on time. Lateness or absenteeism will result in a percentage taken off of your final grade and can lead to grounds for dismissal. Tardiness or leaving class early will be reflected on your professional development form and a plan of action will be written.

VI. Academic Honesty
Academic integrity is of the utmost importance. Students will be asked to sign an honor code attesting to the fact that they understand the importance of academic integrity as it contributes to professional growth. Plagiarism and instances of academic dishonesty of any kind will not be tolerated. ALL instances of academic dishonesty, even the first episode, will be reported to the Office of Student Affairs, and handled accordingly. (See Appendix for copy of Honor Code)
STUDENT SERVICES AND RESPONSIBILITIES

I. College ID Cards
You are issued ID cards from the Security Department that is needed in order to use the library and computer facilities, and gain access the PT lab. All Health Professions majors will need to show the ID card in order to use the NYITCOM Medical Library. You must carry your ID card on campus at all times.

II. Advisement/Office Hours
You will be given the name of your faculty advisor in June of your first professional year. This faculty member will remain your advisor throughout the professional phase. They are available for you during their office hours and also by appointment. You will have block registration for each year in the professional phase. This form will be distributed to you. You are required to make an appointment with your faculty advisor annually to discuss your professional development self-assessment form and your academic performance.

III. Laboratory Responsibilities
The laboratory courses provide a venue in which to practice clinical skills. You are expected to practice with each other in a professional manner, by providing comfort, dignity, and respect. You are to take care of the equipment, participate in the cleanup, and respect the equipment and materials in terms of safety, maintenance, and cost. You may only use equipment that has been previously covered in the classroom lecture and lab. You are responsible for reporting any equipment in need of repair to a PT faculty member. No one other than NYIT students are allowed in the Lab. There will be time after class set aside for practicing.

IV. Laboratory Consent
All PT students will be working closely with each other in the laboratory component of the curriculum. The lab work will include the following: stretching, moving, transferring, lifting, playing, mobilizing, and massaging. By signing the technical standards, you provide written consent to actively participate in these lab classes. If you have a physically limited or painful area, it is your responsibility to tell your lab partner or professor prior to doing the lab component related to that area or part.

V. Course/Faculty Evaluations
You are given the opportunity to provide on-going feedback of your course work and on the faculty. At the end of the each semester, NYIT administers an evaluation on faculty teaching. Careful thought should go into these
evaluations to ensure data accuracy. As these provide valuable information on faculty performance, your careful assessment is appreciated.

VI. Physical Therapy Books and Journals
There are numerous medical and health professions books and journals located in the NYITCOM Medical Library. Some are very specific to the Physical Therapy field, while others are for more general use. Your ID card is necessary for admittance. Recommended course books will be placed on reserve. The hours for Wisser Memorial Library and NYITCOM Medical Library are located online at www.nyit.edu

VII. Licensure
Following completion of all academic and clinical requirements, you are eligible to apply for the National Physical Therapy Licensing Examination that is written by the Federation of State Boards of Physical Therapy. More information will be provided to you during your last year of the professional phase.

VIII. Health Insurance
You are required to have your own health insurance coverage. This is especially essential as you start your clinical education. Proof of this coverage must be given to Dr. Cheryl Hall prior to the start of fall classes each academic year. All full-time NYIT students are automatically insured for medical expense incurred as a result of accidental bodily injury. In addition, the college offers sickness insurance plan that provides partial payments of related doctor and hospital bills; the cost of this secondary insurance policy is minimal. There are two times a year that you can sign up for this health coverage: Deadline by October 15 and February 15. For information, contact the Office of Student Services, 516-686-7635.

IX. Annual Health Assessment
All students are required to submit an annual health assessment form prior to September 1 of each academic year. These forms will be mailed to you along with your fall registration forms. They must be handed in to Dr. Cheryl Hall prior to the start of fall classes.

X. Mandatory Courses
You are required to complete the following courses prior to the start of Clinical Education I in the spring/summer:

Basic Life Support for the Health Care Provider
Infection Control

There is a charge for the BLS course that may be arranged by the NYIT PT Department. If you do not take the BLS courses offered to you, it is your responsibility to find and take the courses on your own. The Infection Control will be given during the spring semester in Seminar in PT I.
XI. Computer Access
All NYIT Physical Therapy students are required to own (or have access to) a computer that can be connected to the Internet; iPads are a requirement of the program. All students receive an e-mail account from NYIT. ALL email communications will go through this email address. Some classes may use other a different forum for class communications, such as Facebook or Twitter.

XII. Communication Devices
During class time, all cell phones are to be placed on the silent mode. Having these devices ring during class is disrupting to the professor and to your classmates. It is expected that if you bring a laptop/iPad into class, that it used ONLY for classroom activities during the class session. “Surfing” the web or checking email are not appropriate activities during a class, and will be grounds for disciplinary action. Students may be asked to leave the class for the remainder of that class session and/or lose points for the course.

XIII. The 500 Building
The Physical Therapy faculty and clerical staff are located in the 500 Building, in Room 501. There is a bulletin board located within the PT Office, where notices of importance are posted. Messages for faculty members may be left with the PT Department administrative assistant. Lockers will be assigned to you in the hallways of the 500 Building. You will be provided with a combination lock.

XIV. Current Status/Emergency Contact
It is imperative for all Physical Therapy students to bring any changes of mailing addresses, telephone numbers, e-mail accounts, emergency contact persons, and their respective information, in writing to the PT office in Room 501. You must hand in an updated emergency contact sheet prior to each clinical education. This form will be placed and locked in your file in your clinical education folder in Dr. Hall’s office.

XV. Student Complaint Procedures
If you have a complaint about a course or a professor, and have not reached a satisfactory resolution, you should next speak to Dr. Friel, the PT Chair. If necessary, a complaint form is available, with a copy provided in the Appendix. When submitted, you should provide supporting documentation as indicated relating to the matter. If the issue remains unresolved, you would then make an appointment with Dr. Chute, the Dean of the School of Health Professions. Her office is located in the Riland Building, 3rd floor. If you have a complaint regarding the performance or actions of the Chair, Dr. Friel, you may direct those concerns to the Dean.
XVI. NYIT Sexual Harassment Policy
NYIT takes the issue of sexual harassment very seriously. If you feel threatened in any way, we advise you to seek counseling or speak to a faculty member who can assist you. Please refer to the NYIT Student Handbook.

XVII. Photography Consent
There will be times when you will be photographed or videotaped in the lab class. This could be for a research project, for demonstration, or for review purposes. If you object to being photographed or videotaped, this must be submitted in writing to both the faculty of the course and the Chair of the Department.

XVIII. Counseling
   Mentoring
The PT class above you will serve as mentors for you. They will be contacting you as you start the professional phase and can be a source of information, support, and kinship.

   Peer Counseling
NYIT has a Peer Mentor Program, which involves students at all levels and from all programs within the college. Their job is to offer support and information during your time at NYIT. Phone number is 516-686-7976.

   Professional Counseling
The NYIT Counseling Center offers free confidential counseling services. Special programs, workshops, and time-limited group supports are offered to students experiencing a wide range of difficulties. The Counseling Center provides referral services to hospitals, clinics, and private practitioners when more specialized assistance is needed.

XIX. Physical and Learning Disabilities Policy
Students wishing to discuss the availability of services for the physically disabled or temporarily disabled or who wish to identify barrier problems should contact the Campus Services Coordinator or the ADA/504 Compliance Coordinator. They are located in the Theobald Hall, Room 401. There are strict criteria and procedures in place if you seek accommodations, and paperwork must be completed prior to, and for, each course for which you seek accommodations.

XX. Student Health Risks
As physical therapy involves movement, activity, and human interaction, there are inherent health risks present during laboratory classes and when in the clinical situations. Exposure to pathogens is a distinct possibility when in close encounters with other individuals. Students should take all precautions to
protect themselves, their classmates, and patients from all potential risks, including infectious agents, unsafe situations and musculoskeletal injury.

**XXI. Personal Appearance**
As you prepare to start your clinical education in the Spring/Summer session, you should address your style of dress. Your style of dress is part of others’ first impression about you. In class, the dress code is casual but neat; you should be professional with your chosen style of dress.

Within the lab, you must be dressed appropriately to expose the appropriate body part. This would include a bathing suit top, sports bra or tank top and shorts for the women, and shorts for the men. Long hair should be pulled back or up and jewelry, such as dangling earrings, sharp rings, long chains, or dangle bracelets, should be removed. Nails must be trimmed and clean. Use of strong scented cologne or perfume is not recommended. Please remember your own personal hygiene. As you will be working closely with other students and touching each other during lab, please be respectful of their rights and come to school showered and clean!

**XXII. Class Representatives**
Each class in the professional phase will choose two classmates who will represent their respective class. These persons should be accessible to the class and to the PT faculty. They will have the opportunity to meet with faculty formally once/semester for general discussions. They may be called upon for input into departmental or curricular changes.

**XXIII. Emergency School Closings**
In the event of severe weather conditions, students should check the NYIT website or sign up for text alerts. You should check your email for any updated information from the PT faculty and/or Chair.

**XXV. Physical Therapy Student Awards**

a. **Dean’s Honor List**
If you attain a grade point average of 3.5 or higher in any semester with 12 completed credits without any incomplete grades, you will be placed on the Dean’s Honor List. You will be notified and the honor is recorded on your transcript. If your overall grade point average is above a 3.5 upon graduation, you will graduate with honors.

b. **Departmental Awards**
In addition to college-wide awards, the Department of Physical Therapy will sponsor student awards at graduation. Criteria for these awards will be based on qualities such as leadership, college involvement, and/or service. Please refer to the list in the Appendix.
PROFESSIONAL DEVELOPMENT

The process of becoming an effective physical therapist involves attaining competency in professional knowledge, skill, and behavior. Expected professional behavior in both the academic and clinical setting will be defined by the following documents:

1. The ten professional behaviors as outlined in the Generic Ability Assessment Tool
2. The American Physical Therapy Association (APTA) Code of Ethics
3. The APTA Guide of Professional Conduct

Assumptions

1. The process of becoming socialized into a profession requires hard work and takes a long time; therefore, it must begin early.
2. A repertoire of behaviors, in addition to a core of knowledge and skills, is important to be a physical therapist.
3. Professional behaviors are defined by the ability to generalize, integrate, apply, synthesize, and interact effectively.
4. Whether behaviors can be "taught" or not, the fact remains that behaviors are learned.
5. Behaviors can be objectified and assessed.

History

The concept of looking at the other, often unspoken "parts" of becoming a physical therapist was addressed in 1992 at University of Wisconsin at Madison. The Physical Therapy Faculty there felt a need to smooth the transition from the academic setting to the clinical one. Generic abilities with behavioral criteria were established, and clinicians and academicians in the Wisconsin area and beyond have redefined them. There was additional input from PT faculty from Boston University. A revised version was released in 1997.

Definition

Generic abilities are behaviors, attributes, or characteristics that are not explicitly part of a professional’s core of knowledge and technical skills, but nevertheless are required in that profession.

I. ASSESSMENTS
   a. Self Assessment

You are required to fill out a professional behavior self-assessment form each year. This will require reading and then highlighting the various criteria that you feel that you have accomplished. You then “grade” yourself on the included chart and discuss your self-assessment with your faculty advisor. This will require introspection, a sharing about yourself, to look into the areas where you may need assistance,
intervention, counsel, or more focused effort on a problem or a challenge. With your advisor, you both come up with a plan of action.

Our goal for you is to provide an environment that allows you to seek challenges and request feedback on your performance. Constructive feedback is important, especially when you are assessing yourself.

There are three levels of Behavioral Criteria: Beginning, Developing, and Entry Level. It is our goal that most of you achieve the Beginning Level by the completion of your first clinical experience, the Developing Level by the completion of your second clinical experience, and Entry Level by graduation.

**Plan of Action**
A plan of action is a response, which may include journal writing, specific remediation, or a special project or assignment. This is to be a joint effort, but it is really your choice. You should view your advisor or professor as your coach, giving you “pointers”, but you are the one making the plays.

**b. Problem-Oriented Assessment**
This assessment would be used if consistently inappropriate behavior is observed or an essential behavior is not observed. These behaviors may be present in the academic or clinical setting. This assessment is prepared specifically for the individual that is involved. The process initially includes a discussion with your advisor or professor. After discussion, a plan of action would be made.

If serious problems arise or if the plan of action is not successful, there will be a meeting with the Physical Therapy Academic Review Committee, the NYIT Physical Therapy Faculty, or the Clinical Instructor/ACCE. Again there will be discussion and a new plan of action would be drafted. Compliance and progress towards improving a certain behavior is essential for continuation of the Physical Therapy program.

**c. Professional Behavioral Course Objectives**
Each graduate course in the NYIT PT program contains objectives for professional and attitude expectations. Most of the faculty used the objectives from the professional development work sheet, based on the generic abilities, to be consistent with the language. Up to 5 points may be deducted from your final course grade for repeated episodes of unprofessional behavior. Variables that may result in deduction of points include severity, duration, and consistency of the “problem area”, overall attitude about the problem, especially if addressed, and the effect of the problem on the student themselves, the class as a whole, and the faculty member. You will be given one warning with no point deduction.

When there appears to be a deficit in one of the areas, the faculty member is requested to inform the rest of the faculty about what they are observing in their course. It is up to the discretion of each faculty member to decide how to handle his or her certain situations. The following suggestions have been provided:
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Professional associations set standards for the profession and work for the practitioner in a number of ways: attendance at professional meetings, advocacy, lobby activities, continuing education, information, consultation, publications, product discounts, grants, loans, and scholarships and the opportunity for professional growth and recognition.

Students in a professional physical therapy program are encouraged to join, at student rates, the organizations that represent and support the profession. Membership allows the student to vote on matters of importance to the profession and to become acquainted with other student members from other PT programs as well as practicing physical therapists. Discounted APTA membership continues after graduation.

NYIT PHYSICAL THERAPY SOCIETY: The NYIT PT Society is made up of NYIT physical therapy students at the pre-professional and professional levels. There are scheduled meetings during the school calendar. Dr. Cheryl Hall is the faculty advisor. The PT Society’s goals include, but are not limited to: Increasing student interaction, (especially between pre-professional and professional classes), fundraising for internal and external causes, increasing physical therapy knowledge and experiences, and increasing public relations regarding PT within NYIT and in the community. Each year there are elections for President, Vice President, Secretary, and Treasurer.

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA):
The APTA is divided into three levels: National, State and District.

National: The American Physical Therapy Association is located at 1111 North Fairfax Street, Alexandria, Virginia, 22314-9902. Telephone number is 1-800-999-APTA. Email is www.apta.org. Membership in SPTA, the Student Physical Therapy Association of the APTA, provides an excellent opportunity to learn more about your profession. Student members are eligible to serve on committees and will receive the Journal of the American Physical Therapy
Association and the PT Magazine. There are annual conferences and Student Conclaves held throughout the United States.

**State:** The New York State Chapter of the American Physical Therapy Association is located at NYPTA, 4 Palisades Drive, Suite 220, Executive Woods, Albany NY 12205. Telephone number is 1-800-459-4489. Web Page is: [www.nypta.org](http://www.nypta.org). The NY Chapter Executive Director is Leslie Wood (e-mail is LeslieW@nypta.org). The newsletter is Empire State Physical Therapy. There are annual conferences held in the fall, alternating upstate and downstate locations. The 2002 Annual Conference will be held in October in Huntington, NY.

**District:** The Long Island District of the APTA holds their meetings at various LI sites. A mini-conference is held once/year. All physical therapy students are invited to attend all district meetings.
NYIT DPT CONTRACTUAL AGREEMENT

These policies are in effect for all students who are starting the Professional Phase of NYIT Physical Therapy Program. Program policy is supplemental to NYIT policy.

I hereby certify that I have carefully and thoroughly read the NYIT Physical Therapy Student Handbook in its entirety. My continued enrollment in the Physical Therapy Program signifies my willingness to abide by the rules and regulations contained within. I understand that I must abide with all policies, especially those regarding Technical Standards and Professional Behaviors as presented in this handbook, as well as all NYIT policies. I further understand that failure to comply will result in disciplinary action.

I fully consent to participating in the laboratory component of the Physical Therapy program with my fellow students. I also full consent to being videotaped or photographed in the lab sessions for demonstration, review, or research purposes.

Printed Name __________________________________

Signature _____________________________________

Date_________________________________________

This signed statement will be kept in your student file.
APPENDICES
DOCTOR OF PHYSICAL THERAPY

DEPARTMENTAL AWARDS

**Physical Therapy Academic Performance Award**
Conferred by the Physical Therapy Faculty upon the graduating student with the highest overall grade point average.

**Physical Therapy Clinical Education Performance Award**
Conferred by the Physical Therapy Faculty upon the graduating student who received the highest Clinical Performance rating by their clinical supervisor.

**Physical Therapy Research Award**
Conferred by the Physical Therapy Faculty upon the graduating student who demonstrates outstanding scholarship in design, development, and execution of an original research project.

**Physical Therapy Leadership Award**
Conferred by the Physical Therapy Faculty upon the graduating student whose outstanding extracurricular activities reflect dedication both to the students and faculty in the program in physical therapy and to the NYIT community at large.

**Physical Therapy Professional Development Award**
Conferred by the Physical Therapy Faculty upon the graduating student who has demonstrated career development consistent with the highest standard of the profession.

**Benjamin Morey Commitment to Excellence Award**
Conferred by the Chair of the Department of Physical Therapy upon the graduating student who has demonstrated significant perseverance in the pursuit of success in physical therapy.