PHTH 688
Clinical Education III
12 Credit Hours

Manchester University
COLLEGE of PHARMACY, NATURAL & HEALTH SCIENCES

Fall 2026

COURSE DESCRIPTION AND RATIONALE

In this final clinical experience, students apply and practice patient/client management through 14-week, full-time, on-site interactions with patients/clients in any type of setting, including specialty settings such as pediatrics. Students are supervised by a licensed physical therapist.

PREREQUISITES

To enroll in this course, students must have successfully completed the previous semester's coursework and Comprehensive Practical 2 in the 7th semester.

CLASS MEETING TIMES AND LOCATIONS

PHTH 688 will be a full-time, 40-hours-per-week clinical at an assigned off-campus clinical location. Dates and times may vary as per the clinical instructor's schedule. Please obtain the schedule from your CI and forward it to the DCE.

FACULTY

Course Coordinator and Instructor

Dr. Edward Ball
Director of Clinical Education and Assistant Professor of Physical Therapy
Office Number: 248
Office Hours: Monday and Wednesday 8-9 am and 3-4 pm (ET) or by appointment
Phone: 260.470.4086
Email: edball@manchester.edu

TEXTBOOKS AND OTHER REQUIRED AND RECOMMENDED RESOURCES

No Textbooks Required

All other course resources are linked in the appropriate week in Canvas.

COURSE OUTCOMES

Expected Program Student Learning Outcomes (SLOs): At the successful completion of *PHTH 688*, the student will be able to demonstrate Entry Level performance, defined as "A student who is capable of working independently while managing patients/clients with non-complex and complex conditions and seeks guidance/support as necessary. The student is capable of maintaining 100% of a full-time, entry-level physical therapist's

caseload: Note ALL skills 1-12 must be observed. However, not all sample behaviors must be observed to score the student on the CPI.

1. Professionalism: Ethical Practice

The student will practice according to the Code of Ethics for the Physical Therapist; demonstrate respect for self, the patient/client, and colleagues in all situations.

Entry Level:

1.1. Student will provide physical therapy services that address primary, secondary, and tertiary prevention, health promotion and wellness to individuals, groups and communities. (7D34)
1.2. Student will Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
1.3. Abides by the policies and procedures of the clinical practice setting (e.g., OSHA, HIPAA).
1.4. Adheres to the elements of the Code of Ethics for the Physical Therapist.
1.5. Consistently identifies unethical behaviors.
1.6. Uses resources (e.g., hospital ethics committee) for addressing and resolving ethical conflicts.
1.7. Recognizes the need and advocates for physical therapy services to underserved and underrepresented patient/client populations.
1.8. Strives to provide patient/client services that go beyond expected standards of practice.
1.9. Sets an example for other healthcare providers in their daily actions.

2. Professionalism: Legal Practice

The student practices according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

Entry Level

2.1. Student will provide services through direct access. (7D35)
2.2. Practices according to legal and professional standards, including federal, state, and institutional regulations related to patient/client care.
2.3. Readily identifies violations of legal and professional practice standards.
2.4. Gathers objective information to support any questions regarding perceived illegal activity observed in the clinical practice setting.
2.5. Answers any questions to support reports of perceived illegal or unprofessional behavior.
2.6. Articulates and resolves cognitive dissonance that can arise during clinical training (i.e., textbook care versus clinical care).
2.7. Sets an example for other healthcare providers in their daily actions.

3. Professionalism: Professional Growth

The student accepts and is receptive to feedback; participates in planning and/or self-assessment to improve clinical performance; contributes to the advancement of the clinical setting through educational opportunities; seeks out opportunities to improve knowledge and skills.

Entry Level

3.1. The student contributes to the advancement of the profession through community opportunities in advocacy, leadership, and volunteerism. (7D13)
3.2. Self-assesses their clinical performance in an effort to improve patient/client care.
3.3. Seeks out evidence-based research.
3.4. Recognizes when referral to or consultation with individuals with greater experience/expertise is warranted in order to meet the patient's/client's needs.
3.5. Participates in discussions with colleagues to foster their own professional growth or aide in the professional growth of their colleagues.
3.6. Demonstrates the ability to effectively teach and/or share their professional knowledge.
3.7. Shares articles or information with their colleagues for educational purposes within their areas of interest or within the needs of the patient/client population.
3.8. Participates in the development of continuing education opportunities for the institution or on a local or national level.
3.9. Seeks out additional opportunities to improve knowledge and skills that are beyond the day-to-day clinical practice expectations.

4. Interpersonal: Communication

The student demonstrates professional verbal and nonverbal communication with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues); adapts to diverse verbal and nonverbal communication styles during patient/client interactions; utilizes communication resources (e.g., interpreters) as appropriate; incorporates appropriate strategies to engage in challenging encounters with patients/clients and others; facilitates ongoing communication with physical therapist assistants regarding patient/client care. Communicates, verbally and nonverbally, in a professional and timely manner. (7D12)

Entry Level

4.1. Demonstrates effective verbal and non-verbal communication with patients/clients in complex situations.
4.2. Recognizes when communication is ineffective and seeks external assistance for mediation as needed.
4.3. Demonstrates effective communication with patients/clients in difficult situations (e.g., difficult topics, emotional situations) with respect and empathy in order to meet patient's/client's goals.
4.4. Establishes rapport and trust with patient/client and caregiver(s) through effective communication.
4.5. Facilitates ongoing communication with physical therapist assistants and the intra/interprofessional teams regarding patient/client care.

4.6. Provides constructive feedback to others on effective verbal and non-verbal communication, when appropriate.
4.7. Diffuses or redirects situations of potential conflict.

5. Interpersonal: Inclusivity

The student delivers physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; Provides equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics (e.g., ethnicity, socioeconomic status).

Entry Level

5.1. Student will Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences that determine the best care for a patient/client. (7D11)
5.2. Provides patient/client care that does not vary in quality based on the patient's/client's personal characteristics, including age, disability, ethnicity, gender identity, race, sexual orientation, etc.
5.3. Assesses, reflects, and manages own biases, on an ongoing basis so that they do not interfere with the delivery of patient/client care.
5.4. Demonstrates sufficient knowledge of various cultures and backgrounds in order to effectively treat and provide equitable patient/client care.
5.5. Identifies when equitable care is not being provided to a patient/client and takes steps to correct their course of care.
5.6. Advocates for their patients/clients in order for them to receive the appropriate course of care needed to address their physical therapy needs.
5.7. Advocates for patient/client populations on a local or national level.

6. Technical/Procedural: Clinical Reasoning

The student strategically gathers, interprets, and synthesizes information from multiple sources to make effective clinical judgments; applies current knowledge and clinical judgement leading to accurate and efficient evaluations including: selection of examination techniques, diagnosis, prognosis, goals, and plan of care; ensures patient/client safety via medical screening during the episode of care and when making discharge and progression decisions; presents a logical rationale for clinical decisions with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues).

Entry Level

Students will identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs and preferences that determine the best care for a patient/client.

6.1. Student will determine patient/client goals and expected outcomes within available resources and specify expected length of time to achieve the goals and outcomes. (7D23)
6.2. Collects, interprets, and compares data from multiple sources (e.g., subjective history, objective tests, and measures) for complex cases to guide medical screening.

6.3. Makes sound clinical decisions during treatment interventions when managing patients/clients with complex disorders.
6.4. Identifies diverse interventions to progress or regress the patient's/client's plan of care.
6.5. Acknowledges ineffectiveness of chosen interventions based on reflection.
6.6. Articulates alternative options to provide effective patient/client care.
6.7. Articulates the benefits and challenges of various treatment options.
6.8. Provides suggestions to CI regarding changes in the plan of care citing evidence-based resources.
6.9. Utilizes ongoing professional development and scholarly resources to make clinical decisions.

7. Technical/Procedural: Examination, Evaluation, and Diagnosis

The student performs evidence-based initial and re-examination tests and measures that are relevant to the practice setting; rules out other pathologies and refers to or consults with other healthcare professionals as necessary; evaluates data from the patient/client examination (e.g., history, systems review, tests and measures, screening, and outcome measures) to make clinical decisions, including the determination of a diagnosis to guide future patient/client.

Entry Level

7.1. Student will Perform a systems review as part of the patient/ client examination. (7D18)
7.2. Performs initial examinations and re-examinations, including subjective history taking, previous medical history screening, and objective tests and measures for complex cases.
7.3. Sets appropriate short- and long-term goals for identified and/or anticipated deficits in complex cases.
7.4. Works through differential diagnoses within the examination/evaluation to arrive at 1-2 diagnoses for complex cases.
7.5. Uses evidenced-based practice to perform and synthesize findings from the initial examination or reexamination to determine appropriateness for treatment or referral.
7.6. Consistently makes appropriate patient/client discharge recommendations for complex cases.
7.7. Contacts outside providers in the process of handing off the patient/client at discharge.

8. Technical/Procedural: Plan of Care and Case Management

The student will establish physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based while also considering prognostic factors; adapts plan of care as appropriate by utilizing test and retest measures, outcome measures, and caseload discussions to ensure patients/clients are progressing toward discharge goals.

Entry Level

8.1. Student will create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care. (7D26)
8.2. Student will manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations and administrative policies and procedures of the practice environment. (7D28)

8.3. Student will assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation. (7D31)
8.4. Student will Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payors, other professionals and other appropriate individuals
8.5. Progresses or regresses complex cases based on the patient's/client's reaction to the established plan of care.
8.6. Demonstrates creativity by implementing innovative evidence-based activities to progress the patient/client while still adhering to the established plan of care.
8.7. Communicates with other healthcare professionals on the status of the plan of care to ensure an appropriate discharge plan.
8.8. Follows up with patients/clients and/or caregivers post-discharge.
8.9. Utilizes all appropriate interprofessional team members to make clinical decisions regarding progression toward goals or discharge disposition.

9. Technical/Procedural: Interventions and Education

The student selects and performs appropriate physical therapy interventions (e.g., therapeutic exercise, therapeutic activity, neuromuscular re-education, application of modalities, manual therapy) that are evidence-based and completed in a competent and efficient manner; consults with interprofessional colleagues as appropriate (e.g., nurse, physician, occupational therapist, speech-language pathologist, orthotist-prosthetist) to seek advice or an opinion; educates patients/clients and caregivers using multimodal approach based on patient's/client's learning style; educates healthcare team on relevant topics by taking an active role in activities (e.g., journal clubs) or in-service opportunities.

Entry Level

9.1. Performs appropriate interventions (e.g., therapeutic exercise, therapeutic activity, neuromuscular reeducation, application of modalities, manual therapy) safely, competently, and efficiently for complex cases.

9-1-a Student will competently perform Airway Clearance Techniques to achieve patient/client goals and outcomes
9-1-b Student will competently perform assistive technology prescription, application to achieve patient/client goals and outcomes.
9-1-c Student will competently perform physical therapy interventions including Biophysical Agents to achieve patient/client goals and outcomes. (7D27c)
9-1-d Student will competently perform physical therapy interventions including Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civil Life to achieve patient/client goals and outcomes. (7D27d)
9-1-e- Student will competently perform Integumentary Repair and Protection to achieve patient/client goals and outcomes
9-1-f Student will competently perform physical therapy interventions including Manual Therapy Techniques to achieve patient/client goals and outcomes. (7D27f)

9-1-g Student will competently perform physical therapy interventions including Motor Function Training to achieve patient/client goals and outcomes. (7D27g)
9-1-h- Student will competently perform Patient Client Education to achieve patient/client goals and outcomes
9-1-i Student will competently perform Therapeutic Exercise interventions to achieve patient/client goals and outcomes (7D27i)

9.2. Student will access and critically analyze scientific literature to apply the best evidence in all interventions.
9.3. Determines when interventions are ineffective and require modification using evidence-based decision making.
9.4. Delivers patient/client education using evidence-based decision-making safely, competently, and efficiently for complex cases.
9.5. Educates patients/clients and caregivers on interventions for prevention (e.g., floor-to-sit transfers as part of a post-fall recovery strategy).
9.6. Educates the patient's/client's caregivers on directing therapeutic interventions for patient/client self-management at home or post-discharge.
9.7. Educates interprofessional team members on relevant topics by taking an active role in educational activities or in-service opportunities.

10. Business: Documentation

The student produces quality documentation that includes changes in the patient's/client's status, descriptions and progressions of specific interventions used, and communication among providers; maintains organization of patient/client documentation.

Entry Level

10.1. Produces additional documentation to justify the need for ongoing services for the patient/client.
10.2. Includes comparison statements across time and across interventions/techniques in the assessment of the patient's/client's response to skilled therapy.
10.3. Provides documentation that supports external payer requirements.
10.4. Participates in quality improvement review of documentation (e.g., chart audit, peer review, goals achievement).
10.5. Submits and organizes documentation in a timely manner.

11. Business: Financial Management and Fiscal Responsibility

The student identifies financial barriers and limitations to patient/client care (e.g., authorization limits, cost to patient); adjusts plan of care and schedule frequency based on the patient's/client's financial concerns or needs; understands nuances of insurance including copay, co-insurance, out-of-pocket max, deductible, etc.; appropriately bills patients/clients according to legal guidelines and insurance regulations; demonstrates

appropriate understanding of other fiscally responsible behaviors, including time management and appropriate use of clinical supplies and equipment when providing physical therapy services.

Entry Level

11.1. Student will assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team. (7D37)
11.2. Student will participate in practice management, including marketing, public relations, regulatory and legal requirements. (7D43)
11.3. Student will participate in activities for ongoing assessment and improvement of quality services as available in that setting
11.4. Completes accurate, timely billing that is in accordance with each insurance agency's requirements.
11.5. insurance questions from the patient/client.
11.6. Structures clinically appropriate treatment plan within patient/client payment restrictions to ensure adequate patient/client care.
11.7. Advocates for patient/client needs through communication with insurance companies and providers.
11.8. Demonstrates appropriate time management with complex cases.
11.9. Demonstrates awareness of clinical supplies and the impact on the utilization of financial resources of the organization.
11.10. Demonstrates awareness of equipment recommendations or continuum of care recommendations made for patient/client with regards to financial resources available to patient/client.

12. Responsibility: Guiding and Coordinating Support Staff

The student actively participates in caseload discussions with interprofessional colleagues to optimize patient/client outcomes; delegates tasks to support staff as appropriate; identifies patient/client complexity model of care when scheduling patients/clients with a physical therapist assistant versus a physical therapist.

Entry Level

12.1. The student will determine those components of the plan of care that may or may not be directed to a physical therapist assistant based on the needs of the patient/client the role, education and training of the PTA, competence of the individual PTA, jurisdictional law, practice guidelines policies and facility policies. (7D25)
12.2. Student will respond effectively to patient/client and environmental emergencies in one's practice setting (7D33)
12.3. Student will participate in the case management process (7D36)
12.4. Schedules patients/clients according to their plan of care.
12.5. Identifies patient/client complexity model of care when scheduling patients/clients with a PT vs. PTA.
12.6. Participates in caseload discussions with interprofessional colleagues about patient/client presentation, progression, and status to optimize patient/client outcomes.
12.7. Anticipates and plans for the need for support staff.

12.8. Supervises support staff and licensed personnel (e.g., PTA).
12.9. Monitors the outcomes of patients/clients receiving physical therapy services delivered by support staff and licensed personnel (e.g., PTA) and provides feedback on areas for improvement.
12.10. Develops and delivers support staff training to address the management of specific patient/client populations.

WEEKLY SCHEDULE

Schedules for the experience will be set at the discretion of the clinical instructor at the beginning of the experience and may be adjusted throughout the course of the experience as needed to meet the course expectations. Students are required to complete 14 weeks of 40 hours per week minimum.

DESCRIPTION OF TEACHING AND LEARNING METHODS

PHTH 688 Clinical III will be the final full-time (40 hours per week) clinical education course. Course objectives will be accomplished through supervised clinical practice at a single clinical site with one or more clinical instructors. Students will have the opportunity to observe examination, evaluation, and treatment by practicing therapists, but will be expected to practice skills themselves in order to meet the course objectives. Written and verbal feedback provided by the clinical instructor regarding student performance will assist in individualizing the clinical experience to meet the needs of the clinical site and the learning needs of the student.

Evaluation Methods: The final grade will be determined as follows: Students will receive a midterm and a final written evaluation utilizing the APTA Clinical Performance Instrument. The clinical instructor[s] will provide written and verbal feedback specific to the areas included on the evaluation tool, including appropriate use of the rating scale and the "significant concerns" box.

Phone or email contact is made by the DCE with each clinical instructor and student at midterm to monitor progress, offer problem-solving support, and clarify issues about the student's preparation for the curriculum.
Clinical instructors and/or students are encouraged to initiate further phone contact with the DCE if problems arise.

Site visits by Manchester University Physical Therapy faculty members are performed periodically to clinical sites and are used by DPT program to monitor developments in the clinic. Site visits may also be scheduled in the event of student performance difficulties, in order to supplement the evaluation form information and assist in resolving issues that may be present.

PHTH 688 is a 14-credit-hour course. As such you should plan on spending 40 hours each week in the clinic. In addition, you should expect to spend 8-10 hours each week outside of the clinic completing research and required in-service activities. This would result in a total of 48-50 hours per week for this class.

ATTENDANCE, ASSESSMENT, AND GRADING

Attendance

Attendance is mandatory. Students are expected to participate an average of 40 hours per week or more and to follow the work schedule assigned by their facility or Clinical Instructor. All absences should be communicated to the Clinical Instructor prior to the student's scheduled start time (ideally 1 hour prior if possible) and to the DCE within 24 hours of the absence using CORE. Time missed secondary to student illness may be excused by the clinical instructor and DCE up to a maximum of 4 days during 14-week rotations. Absences exceeding these guidelines must be made up with additional time at the end of the scheduled experience or at another time agreed upon by the student, clinical site, and DCE. Additionally, excessive absences may result in a learning contract, remedial clinical rotation, or other remediation activities as determined by the DCE.

Assessment and Grading

This course is graded Pass/No Pass. In order to receive a Pass for this course, students are required to complete all of the evaluations listed below and reach *Entry Level* on all components of the CPI.

Midpoint Phone Call Form:

- This form must be filled out and submitted via CORE by Friday 11:59 pm of week 1.

Weekly Planning Form:

- This form will be filled out and submitted through Canvas weekly with goals. CI feedback and self-reflection is imperative to continue your growth as a professional. The goal is to be concise, but effective with your goal writing and reflecting skills.

Inservice Evaluation:

- There is a minimum of 1 in-service required per rotation. However, additional in-service opportunities can be required by the CI or SCCE.

Midpoint Evaluation:

- The student will complete a self-evaluation and share with preceptor on the seventh Wednesday of the rotation.
- The CI will review the student's self-evaluation and complete a midpoint evaluation by the second Friday of the rotation
- The CI will discuss the midpoint evaluation with the student and indicate whether the student is on track to pass rotation.
- **On Track –** The student is proficient and consistently performs at or above expectations. The student displays attributes that are consistent with *Entry Level.*
- **Not on Track** – The student performs below expectations consistently and requires significant improvement, does not display attributes consistent with *Entry Level*. CI to provide comments on areas of needed improvement.

Final Evaluation:

- The CI will complete a final evaluation by the last Friday of the rotation.
- The CI will discuss the evaluation with the student to indicate whether the student has met the criteria to receive a recommendation to pass the rotation

    - **Pass –** The student is proficient and consistently performs at or above expectations. The student displays attributes that are consistent with *Entry Level*.
    - **No Pass –** The student performs below expectations consistently and requires significant improvement. The student does not display attributes consistent with readiness for *Entry Level*. CI to provide comments on areas of needed improvement.

CI and Site Evaluation:

- The student will complete a CI/site evaluation at the conclusion of each rotation. The student and CI may discuss the evaluation after the student's grade recommendation has been submitted by the CI.

Grading Policies

Late Assignments

If you anticipate being unable to complete an assignment on time, and there is an extenuating circumstance, please contact the course instructor **at least two days prior to the due date** to discuss the situation. Late assignments will be handled at the discretion of the course coordinator and **may result in the loss of some or all points**.

Part of being a professional is completing projects well ahead of the final deadline. Occasionally, there are errors in Canvas that disrupt submission of assignments; therefore, you should prevent late assignments by **attempting to submit at least one hour prior to the final due date**. If you are unable to upload an assignment to Canvas, immediately email that assignment to edball@manchester.edu.

Remediation

Remediation is initiated by the clinical instructor, Site Coordinator of Clinical Education (SCCE), or Director of Clinical Education when a student does not pass or is at risk for not passing a clinical education course (e.g., CPI evaluation, documented critical incident). Remediation is intended to address the specific performance and/or professional concerns.

The remediation plan is created in collaboration with the student and clinical instructor with approval from the Director of Clinical Education. Remediation activities may include, but are not limited to, additional clinical hours in the same clinical setting (clinical instructor may or may not be the same), additional clinical hours in a different clinical setting, completion of simulated clinical scenarios, a demonstration of specific examination or intervention skills, etc. Students may not appeal a course remediation plan. The student is required to complete the

remediation plan demonstrating competence and safety to earn a Pass (P) grade before graduating. Students not demonstrating required competence and/or safety following remediation will earn a No Pass (NP) grade for the course. Students are allowed to complete one remediation in the long-term clinical education course series.

For course grade, academic policy, and progression appeals policies, please refer to the *Manchester University Professional Program Bulletin.*

COURSE RESPONSIBILITIES

Responsibilities of the student:

Professionalism: You are expected to act as a professional and treat all other students and instructors with respect in this course.

Netiquette Guidelines: Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language.
- Never make fun of someone's ability to read or write.
- Think and edit before you push the "Send" button.

Constructive Criticism: Discussions will be one component of this course where you will share your knowledge about course-related content. As such, you may also discover differing ideas and opinions and possibly incorrect information. If this is the case, please respond to the comments or correct the error in a courteous and professional manner. One way to do so is to ask a follow-up question. Abusive language, in person, via email, or through any other forum, directed toward a classmate or instructor will not be tolerated. Such behavior is not in keeping with the expectations for an aspiring professional. Concerns about this course should be discussed with the appropriate faculty member at a mutually agreeable time and place.

Communications: Information will regularly be posted on Canvas; it is designed to be an interactive tool to enhance your learning. You will be responsible for checking the course site daily, as this will be our primary means of communicating with you.

Responsibilities of the faculty:

Class Preparation: Faculty teaching this course will prepare all course assignments in advance of their due dates to allow you ample time to complete the activities. Please understand that the assignments in this course are often dependent on content being posted in your didactic courses, which could affect our ability to post assignments. We will adjust due dates as necessary to ensure you have enough time to employ the research-based study techniques to best facilitate your learning. Please recognize that "facilitating your learning" does not always mean giving you the answers but might instead involve challenging you to think more deeply on issues or helping you identify other sources that can provide information.

Response Time Expectations: Course faculty will respond to emails, meeting requests, voicemails, and Teams messages in a reasonable time frame, typically within one - two business days (Monday – Friday, 8:00 AM ET – 5:00 PM ET) of receipt. For example, if you send an email at 11:00 PM ET on Tuesday night, the faculty will attempt to respond to it during the day on Wednesday or Thursday. If you send an email at 6:00 PM ET on Friday evening, the faculty will respond to it during the day on the following Monday or Tuesday.

Availability: All faculty members will hold regularly scheduled office hours as listed in this syllabus. Changes to office hours will be posted as an announcement in Canvas. Use your Outlook Calendar to request meetings with your course faculty during normal business hours at a time that is mutually conducive to both parties.

- Appointments outside of normal business hours are at the discretion of the faculty.
- Students are encouraged to use all class resources in Canvas, open faculty office hours, etc., for content-related questions.

Professionalism: Faculty will act professionally and treat all students with respect. This includes notifying students in advance of changes to syllabus involving assignment due dates. In addition, not only will faculty be open to your authentic inquiries, but we encourage you to come to us with any questions or concerns.

ACADEMIC INTEGRITY

It is the goal of the Manchester University Physical Therapy Program to uphold the highest levels of academic honesty and integrity. The Physical Therapy Program has a firm policy concerning academic dishonesty that includes, but is not limited to, cheating on exams or quizzes; submitting another's work as your own, in whole or in part; unauthorized collaboration; failing to correctly cite all sources; and falsifying documentation including fabrication of sources. Fabrication of sources includes insufficient, inaccurate, or manufactured citations for materials that cannot be traced back to any source. Fabrication of sources is often an indication that AI was used to generate the material. All written and oral assignments must be your original work and may not be submitted concurrently with another class without specific written permission of both instructors. Using AI for some portion of an assignment may be acceptable as directed by the instructor within a specific assignment. However, material submitted as your own which was created using AI that is not properly cited constitutes plagiarism.

Students are expected to demonstrate academic honesty in all coursework, whether completed in-class or not, individually or as part of a group project. All students are expected to be familiar with the Program's policies on

Academic Integrity and the Student Honor Code, which are found in the current Student Handbook and the Professional Programs Bulletin.

Plagiarism is the presentation of information (either written or oral) as one's own when some or all of the information was derived from some other source. Specific types of plagiarism encountered in written and oral assignments include the following:

- Sources have been properly identified, but excerpts have been quoted without proper use of quotation marks; or the material has been slightly modified or rephrased rather than restated in the student's own words.
- Key ideas or items of information derived from specific sources that present material that is not common knowledge have been presented without proper identification of the source or sources.
- Unidentified excerpts from other sources have been woven into the student's own presentation.
- A paper or speech may be a mosaic of excerpts from several sources and presented as the student's own.
- An entire paper or speech has been obtained from some other source and presented as the student's own.
- Texts in another language are translated into English and presented as the student's own.

Cheating consists of any unpermitted use of notes, texts or other sources so as to give an unfair advantage to a student in completing a class assignment or an examination. Intentionally aiding another student engaged in academic dishonesty is also considered cheating. Please see the Student Handbook for more examples.

Violations of academic integrity may result in academic sanctions, including failure of an assignment, course failure, or disqualification from the College.

STUDENT DISABILITY AND REASONABLE ACCOMMODATIONS POLICY

Manchester University, in compliance with federal guidelines, is committed to assuring students with disabilities equal access to programs and activities that are provided to students without disabilities. Any student who feels she or he may need an accommodation based on the impact of a disability should contact support services for students with disabilities, to establish eligibility and to coordinate reasonable accommodations. It is the student's responsibility to self-disclose the disability. Online students will need to contact the Disability Support Office by phone 260.982.5499 or email (mlmiller02@manchester.edu) to discuss their needs and establish a means of providing required documentation. Students whose accommodation requests are approved will be provided with confidential letters which verify the nature of the student's disability and document the need for auxiliary aids and services and/or academic adjustments/ accommodations. Students must send these letters to each course's faculty before accommodations will be provided in the course.

Students are encouraged to contact each professor early in the semester to discuss the academic implications of the disability as they relate to the specific course and to request appropriate accommodations.

MEDICAL EMERGENCY

Students should contact the instructor immediately if they have a disability, chronic condition, or a temporary injury that may limit or affect their ability to participate/engage in the course.

TITLE IX STUDENT CONDUCT REPORTING REQUIREMENT

While students should feel comfortable approaching the professor with issues they may be struggling with or concerns they may be having, students should be aware that faculty members have some reporting requirements that are part of their job duties at Manchester University.

For example, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member will keep the information as private as possible, but the faculty member is required to bring it to the attention of the institution's Title IX Coordinator (via Report It) or the Human Resources office (260.982.5038). Additionally, students can report incidents or complaints to Campus Safety (in Fort Wayne: 260.266.1800). Students can also obtain support from the University Counseling Services (260.982.5306).

Finally, students should know that if, for some reason, the interaction between a student and faculty member involves a disruptive behavior or potential violation of policy, the faculty member will inform the appropriate student experience staff, even when the student and faculty member may have reached an informal resolution to the incident. The purpose of this is to keep University leaders apprised of any behaviors and what was done to resolve them.

CAMPUS RESOURCES

SERVICE AND WEBSITE	PHONE NUMBER	EMAIL ADDRESS
Help Desk	260.982.5454	helpdesk@manchester.edu
Student Life Fort Wayne		StudentLifeFW@manchester.edu
Academic Affairs Fort Wayne		oaafw@manchester.edu
Student Success Center	260.982.5888	successcenter@manchester.edu
Counseling Services	260.982.5306	fwcounselingservices@manchester.edu
Library	260.982.5363	librarians@manchester.edu
Campus Store	260.982.5275	campusstore@manchester.edu
Student Financial Services	260.982.5066	sfs@manchester.edu
Career Services	260.982.5242	careerdevelopment@manchester.edu

Issues not addressed here or in other official course documents will be resolved at the discretion of the course coordinator.