PHTH 668
Clinical Education II
8 Credit Hours

Spring 2026

COURSE DESCRIPTION AND RATIONALE

In this second clinical education course, students will apply and practice patient/client management through 8-week, full-time, on-site interactions with patients/clients in an in-patient setting such as acute care hospital, skilled nursing facility or in-patient rehabilitation. 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 Clinical Education I.

CLASS MEETING TIMES AND LOCATIONS

PHTH 668 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 schedule from CI and forward to the DCE.

FACULTY

Course Coordinator and Instructor

Dr. Edward Ball
Director of Clinical Education and Assistant Professor
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 course resources are linked in the appropriate week in Canvas.

COURSE OUTCOMES

Expected Program Student Learning Outcomes (SLOs): At the successful completion of *PHTH 648*, the student will be able to demonstrate *Intermediate* performance, defined as "A student who requires clinical supervision less than 50% of the time managing patients/clients with non-complex conditions and 25 - 75% of the time managing patients/clients with complex conditions. The student maintains at least 50 – 75% 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

PHTH 668
Clinical Education II
8 Credit Hours

Manchester University
COLLEGE of PHARMACY, NATURAL & HEALTH SCIENCES

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.

Intermediate:

- Articulates most of the policies and procedures of their clinical practice setting (e.g., OSHA, HIPAA).
- Articulates most of the elements of the Code of Ethics for the Physical Therapist.
- Reports clinical errors without prompting from the CI.
- Gathers objective information to support questions regarding any potentially unethical behaviors observed in the clinical setting.
- Seeks advice from CI on how to address potentially unethical behaviors observed in the clinical setting.
- Seeks assistance with executing plans for addressing unethical behaviors.
- Devotes appropriate time and effort to meet patient/client needs; does not rush treatment session or intervention.

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.

Intermediate:

- Articulates most of the legal and professional practice standards related to patient/client care, including federal, state, and institutional regulations.
- Gathers some objective information to support questions regarding perceived illegal activity observed in the clinical practice setting.
- Reports clinical errors without prompting from CI.
- Seeks advice from CI on how to address violations of legal and professional practice standards observed in the clinical setting.
- Seeks appropriate sources to report any perceived violations of legal and professional practice standards observed in the clinical setting.

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.

Intermediate

- Identifies areas of strength and areas for growth in an effort to improve their clinical performance and/or clinical practice knowledge.
- Identifies educational opportunities and resources that are relevant to their clinical setting.
- Researches diagnoses and treatments encountered in the clinic that are unfamiliar.
- Revises previously established short- and long-term goals for improving clinical practice skills after participating in additional educational opportunities.
- Implements new information in the clinical setting and reflects on effectiveness of different interventions.
- Provides effective feedback to CI related to clinical mentoring to advocate for their own learning need.

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.

Intermediate

- Distinguishes between effective and ineffective verbal and non-verbal communication with the patient/client.
- Uses appropriate translation services as needed (e.g., interpreter, sign language).
- Typically refrains from using technical jargon with the patient/client.
- Communicates with other clinicians regarding patient/client care in order to facilitate a continuum of care between clinicians/disciplines.
- Asks the patient/client pertinent questions related to their medical history and medical screening to gain information during the episode of care.
- Asks the patient/client appropriate follow-up questions throughout the episode of care to clarify and understand the patient's/client's responses.

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).

Intermediate

- Seeks additional information on patient/client populations with cultural differences with which they may be less familiar.
- Reflects on and identifies personal biases.
- Seeks out resources to manage personal biases.
- Recognizes socioeconomic, psychological, and economical influences that might impact care and identifies possible avenues to address these concerns.

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).

Intermediate

- Collects, interprets, and compares data from multiple sources (e.g., subjective history, objective tests, and measures) for non-complex cases to guide medical screening.
- Makes sound clinical decisions during treatment interventions when managing patients/clients with non-complex disorders.
- Identifies progression and regression situations.
- Uses hypothetico-deductive reasoning to talk through a patient/client case with the CI.
- Verbalizes rationale to support specific interventions.
- Demonstrates the ability to use pattern recognition to apply to patient/client cases.
- Recognizes when a CI needs to be notified based on a patient's/client's progress or reaction to care.

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.

Intermediate

- Performs a comprehensive chart review for complex cases.
- Uses subjective and objective data from examinations to develop a physical therapy diagnosis for non-complex cases.
- Sets appropriate short- and long-term goals for identified and/or anticipated deficits in non-complex cases.

- Performs re-examinations, including subjective history and objective tests and measures for non-complex cases.
- Develops differential diagnosis options for non-complex cases.
- Identifies limiting factors in recovery.
- Consistently makes appropriate patient/client discharge recommendations for non-complex cases.
- Seeks guidance from other healthcare providers when presented with ambiguous information.

Technical/Procedural: Plan of Care and Case Management

The student will establish a 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.

Intermediate

- Demonstrates understanding of prognosis and designs a plan of care with an appropriate timeline for the patient's/client's specific diagnosis.
- Monitors and adjusts the plan of care using test and retest measures to determine the need for continued therapy services or discharge planning.
- Recognizes the patient's/client's tolerance to an activity and progresses or regresses the intensity of the activity accordingly.
- Suggests alternative interventions that are evidence-based and congruent with the plan of care.
- Recognizes where further referral to or consultation with other specialties might be warranted.
- Answers most of the technical questions from the patient/client effectively for complex cases.

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.

Intermediate

- Performs appropriate interventions (e.g., therapeutic exercise, therapeutic activity, neuromuscular reeducation, application of modalities, manual therapy) safely, competently, and efficiently for non-complex cases.
- Delivers patient/client education using evidence-based decision making safely, competently, and efficiently for non-complex cases.
- Adapts interventions based on patient/client response.

- Educates the patient/client and/or caregiver(s) on anatomical rationale/reasoning component for the patient's/client's diagnosis for non-complex cases.
- Assesses the patient's/client's and caregiver's understanding of educational information.

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.

Intermediate

- Produces documentation that includes changes in patient/client status, interventions, a thorough assessment of patient/client tolerance, and progression toward goals.
- Produces documentation of the patient's/client's plan of care that is accurate and error-free.
- Provides a rationale for patient/client progression and regression.
- Submits and organizes documentation in a reasonably timely manner.

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.

Intermediate

- Demonstrates understanding of the nuances of insurance (e.g., copay, co-insurance, out-of-pocket (OOP) and the implications for the patient's/client's financial needs and concerns.
- Typically identifies financial barriers and limitations to patient/client care (e.g., authorization limits, cost to patient/client) and adjusts plan of care and schedule frequency to meet the patient's/client's needs and concerns.
- Appropriately bills patient/client according to legal guidelines and insurance regulations.
- Demonstrate appropriate time management with non-complex cases.
- Assists with scheduling to maximize time spent with patient/client and directs care to other team members as appropriate.
- Begins to broach the topic of the financial impact of care with patients/clients.

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.

Intermediate

- Begins to delegate tasks, as appropriate, and in compliance with organizational/state/federal law to support staff and licensed personnel (e.g., PTA).
- Begins to identify changes that support staff may implement to address patient/client progression in their plan of care.
- Participates in caseload discussions to ensure patient/client outcomes are progressing as expected.
- Reviews documentation from support staff.

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 8 weeks of 40 hours per week minimum.

DESCRIPTION OF TEACHING AND LEARNING METHODS

PHTH 668 Clinical II will be the second of three full-time (40 hours per week) clinical education courses. 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 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 668 is an 8-credit-hour course. As such you should plan on spending 40 hours each week in clinic. In addition, you should expect to spend 8-10 hours each week outside of clinic completing research and required in-service activities. This would result in a total of 48-50 hours per week for this class.

PHTH 668
Clinical Education II
8 Credit Hours

Manchester University
COLLEGE *of* PHARMACY, NATURAL & HEALTH SCIENCES

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 student's scheduled start time (ideally 1 hour prior if possible) and to the DCE within 24 hours of the absence using CORE ELMs. Time missed secondary to student illness may be excused by the clinical instructor and DCE up to a maximum of 3 days during 8-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 remediation plan.

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 *Intermediate* 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 CI on the fourth 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 *Intermediate*.
- **Not on Track** – The student performs below expectations consistently and requires significant improvement, does not display attributes consistent with *Intermediate*. 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 *Intermediate*.
  - **No Pass –** The student performs below expectations consistently and requires significant improvement. The student does not display attributes consistent with readiness for *Intermediate*. 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

Commented [RMM1]: Keep the main sections below and use the wording as a guide.

Late Assignments

If you anticipate being unable to complete an assignment on time, and there is an extenuating circumstance, please contact the Clinical Instructor **at least two days prior to the due date** to discuss the situation. Late assignments will be handled at the discretion of the Clinical Instructor 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 progressing to the next clinical education course (PHTH 688). 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.

PHTH 668
Clinical Education II
8 Credit Hours

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.