



**Department of Physical Therapy**

***Exercise Physiology Program***

***Student Manual***



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*Chairperson*

**Department of Physical Therapy  
School of Health and Environment**

September 1, 2012

Dear EP Student:

Welcome to the Exercise Physiology (EP) Program.

This student manual provides you with pertinent information not only as you begin the EP program but as you progress through the program to graduation. You will see the UML online undergraduate school catalog is referenced often. It can be found at: <http://www.uml.edu/catalog/undergraduate/default.htm>

Please note in registering for courses, each student assumes full responsibility for knowledge of and compliance with the definitions, regulations, and procedures for the University, as set forth in the University online Undergraduate School Catalog. Moreover, in accepting admission to the University, each student assumes responsibility for knowledge of and compliance with the definitions, regulations, and procedures of the University pertaining to his or her student status as set forth in the appropriate UML publications. This student manual is the publication for students in the EP program in the School of Health and Environment.

The university utilizes a web-based self-service application know as ISIS - Intercampus Student Information System. Additional information can be found at: <http://www.uml.edu/it/isis/>

As a UML/EP student you are required to keep your address current in ISIS and know your academic standing at the end of each semester.

The faculty and staff of the Physical Therapy Department look forward to working with you during your time in our program.

Sincerely,

*Sean Collins*

Sean Collins, PT, ScD  
Chairperson, Department of Physical Therapy

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# **I. EXERCISE PHYSIOLOGY PROGRAM**

## **A. Department Faculty**

**Director of Exercise Physiology Program:** Dr. Cynthia Ferrara

**Chairperson:** Dr. Sean Collins

**Professors:** Dr. Linda Kahn-D'Angelo

**Associate Professors:** Dr. Sean Collins, Dr. Gerard Dybel, Dr. Cynthia Ferrara, Dr. Erika Lewis, Dr. Deirdra Murphy, Dr. Connie Seymour, Dr. Joyce White, Dr. Bruce Young

**Assistant Professors:** Dr. Danielle Day

**Clinical Assistant Professor:** Dr. Keith Hallbourg

**Director of Clinical Education:** Dr. Keith Hallbourg

**Associate Director of Clinical Education:** Dr. Michele Fox

**Lecturers:** Dr. Michele Fox, Dr. Joann Moriarty-Baron

## **B. Department Staff**

**Program Administrator:** Ann Bratton, MA

**Coordinator of Laboratory Resources:** Dale Pevey

## **C. Department Mission and Philosophy**

### **Mission**

The mission of the Department of Physical Therapy is to promote human health and development through:

1. Teaching of theory and practice of exercise physiology and physical therapy in classroom and community-based settings preparing graduates to practice their profession with knowledge, competence, and respect for human well-being.
2. Scholarship in the discovery, application and dissemination of knowledge in exercise physiology, physical therapy, and health.
3. Public service in partnership with local, regional, and national organizations advancing prevention-based strategies in health promotion.

## **Philosophy**

The faculty believes that individuals have intrinsic worth and a right to optimal health and function. Function is defined as those activities identified by an individual as essential to support physical, social, and psychological well being and to create a personal sense of meaningful living.

The faculty believes that students are active participants in the educational process. As potential professionals, the relationship between students and faculty is one in which there is mutual respect, understanding, and interchange of ideas. The faculty, as experienced professionals, serve as resource persons, mentors, and role models for the developing professional. The faculty view themselves as facilitators of the learning process. Students are expected to demonstrate commitment to learning as the basis for continued personal and professional growth, effective interpersonal and communication skills, problem-solving and critical thinking skills, and appropriate professional conduct. Effective use of time and resources, feedback, and stress management strategies are also important components of the behaviors of the successful student.

## **D. EP Program Description**

The goal of the Department of Physical Therapy is to prepare individuals in the undergraduate Exercise Physiology (EP) program. Exercise physiology is the study of acute and chronic physiological responses and adaptations resulting from exercise and physical activity.

The undergraduate curriculum is broad based and includes courses in liberal arts, basic sciences (anatomy & physiology, chemistry, physics, biochemistry), and professional courses (exercise physiology, kinesiology, exercise prescription/program planning). The EP courses are comprehensive and cumulative and prepare students for the practicum experience in the senior year. Students can be assigned to one of a variety of settings, a cardiac or pulmonary rehabilitation setting or a private or corporate fitness center for a semester. While working in the practicum setting, students attend a weekly seminar to discuss issues which arise during the practicum, strength and conditioning experience, or research industry-related setting.

There are numerous career opportunities for graduates of the exercise physiology program. Graduates can work as exercise practitioners (group exercise instructor, personal trainer, strength and conditioning coach) in private or corporate fitness settings or with sport teams. Clients present with varying fitness levels, medical concerns, and ages. The focus is on improving or maintaining health, fitness, or performance. Graduates can work in sports medicine (the field of medicine dealing with injuries sustained in athletic endeavors and/or illnesses impacting sport performance). Practice settings may include sports medicine clinics or sports training facilities. Graduates can also work in cardiopulmonary rehabilitation settings, including hospitals, outpatient clinics, and medically supervised fitness centers. Patients/clients present with cardiac and pulmonary conditions, and may be recovering from surgery or acute hospitalization. There are no professional licensing requirements at the present time. There is a certification process for health/fitness instructors and clinical rehabilitation practitioners by the American College of Sports Medicine (ACSM) and certification in strength and conditioning by the National Strength and Conditioning Association (NSCA).

Students can also pursue graduate study in Exercise Physiology. Advanced degrees in EP (Master of Science, doctoral degree) prepare individuals for positions as exercise specialists (ACSM certification, NSCA certification,) exercise program directors or in the clinical rehabilitation track. Graduate degrees in EP also prepare individuals for research or teaching positions. A Ph.D. is typically required for teaching or research positions in higher education. Students are also exceptionally well-qualified to enter graduate

programs in other health professions including nursing, occupational therapy, sports nutrition, sports performance, and strength and conditioning.

Graduates of the exercise physiology program meet all the necessary requirements for application to the **Doctorate in Physical Therapy Program (DPT)** at the University of Massachusetts Lowell. The DPT Program is a fully accredited, 3 year program designed to prepare entry-level practitioners in physical therapy. It includes 96 credits of coursework and 35 weeks of clinical education experience. Applications to the DPT program at UML are competitive. A percentage of available spots in the DPT program at UML are reserved for qualified graduates from the EP program. Please note, the average GPA of students accepted into the DPT program is 3.5.

Requirements for admission to the graduate program in physical therapy include a Bachelor's degree from an accredited university or college, an undergraduate grade point average (GPA) of 3.0 or better, a GPA in science courses of 3.0 or better, Graduate Record Examination (GRE), documented personal experience in a physical therapy setting, and three letters of recommendation.

During the admissions process selected students are invited into the Doctorate of Physical Therapy / Bachelor of Science in Exercise Physiology (DPT / BS) program as an incoming freshman. At the time of admission students are provided a letter from the Admissions Office outlining the academic standards for advancing to the DPT program. Please refer to that letter for details.

Requirements for other graduate (including DPT) programs are generally similar, though some differences may exist from program to program. Students are encouraged to explore graduate admission requirements for any program they are considering. Faculty advisors guide students interested in whatever career they may be considering throughout their four undergraduate years and in the successful completion of prerequisites and the application process.

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**E. EP Curriculum Sheet**

**Course of Study for Exercise Physiology**

**Class of 2013 Forward**

**See Appendix C (page 51)**

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## F. EP Course Descriptions

### **38.101 EP Freshman Seminar** Credits: 1

The Freshman Seminar will introduce new students to UMass Lowell, the School of Health and Environment, and the Program in Exercise Physiology. Students will participate in weekly activities to improve study skills, communication skills, and problem solving. They will also learn important information about careers in Exercise Physiology and health-related fields.

### **38.202 Intro to Exercise Physiology** Credits: 3

This course will provide a broad overview of the various fields and career options within Exercise Physiology. Students will have the opportunity to network and interview guest speakers from all different careers, and also to explore the various environments in which Exercise Physiologists work by way of site visits to hospitals, clinics, etc. Strategies for success in the UMass-Lowell EP curriculum and guidance on choosing and applying to graduate schools will also be addressed.

### **38.301 EP Junior Seminar** Credits: 1

The Junior Seminar, offered during the Spring semester to Exercise Physiology majors, will orient students to information required for their practicum experience during their senior year.

### **38.305 Exercise Physiology I** Lect Credits: 4

This first course of a two-course sequence will examine the short and long term effects of exercise on the oxygen transport systems including bioenergetics. Clinical components of the course address diseases of and rehabilitation for cardiovascular, pulmonary and metabolic systems. The material is structured as an integrative physiology course. As such, you will be required to assimilate material previously learned about human anatomy, physiology, chemistry and physics with material learned in this course to form an integrated understanding of the responses and adaptations of the human system to exercise. Exercise physiology bridges the gap between basic biologic science and professional fields of application, such as coaching, training, allied health and rehabilitation. This course will provide a solid background in the science, theory and concepts so that you will have a concrete basis for the application of exercise physiology in a variety of fields.

Corequisite: 38.307 Exercise Physiology I Lab

Prerequisites: junior year status EP; Anatomy and Physiology I & II with Labs; Physiological Chemistry I & II with labs; Physics I & II with Labs; Intro to EP.

### **38.307 Exercise Physiology I Lab** Credits: 1

This is the first of a two-part series of laboratory courses that is taken concurrently with Exercise Physiology I (38.305). This course is designed to offer students the opportunity to integrate the concepts and principles of exercise physiology discussed in lecture with practical laboratory experiences. Students will be expected to develop practical skills in the laboratory consistent with current standards of clinical practice, learn to administer exercise tolerance tests, interpret and present exercise test data, and develop appropriate exercise prescriptions for developing cardiorespiratory fitness in apparently healthy, athletic, and clinical populations.

Corequisite: 38.305 Exercise Physiology I Lect

Prerequisites: junior year status EP; Anatomy and Physiology I & II with Labs; Physiological Chemistry I & II with labs; Physics I & II with Labs; Intro to EP.

**38.315 Kinesiology** Lect Credits: 3

In Kinesiology, the study of Newtonian Mechanics, Anatomy, Neuromuscular Physiology and Motor Control is combined to teach the analysis of human movement. The major focus of the course is the qualitative analysis of human movement and its wide range of practical applications. Topics also include quantitative analysis techniques, body mechanics, posture gait evaluation, and sport or activity specific movement patterns with a focus of identifying and interpreting causes of less than optimal movement patterns. Students are given the freedom to explore areas of their interest within the goals and objectives of the course; however with this freedom comes a greater responsibility for the critical thinking and learning required to be successful in the analysis of human movement.

Corequisite: 38.317 Kinesiology Lab

Prerequisites: junior year status EP; Anatomy and Physiology I & II with Labs; Physiological Chemistry I & II with labs; Physics I & II with Labs, Intro to EP.

**38.317 Kinesiology Lab** Credits: 1

This course should be taken concurrently with 38.315.101. This course is designed to practically apply topics discussed in kinesiology lecture. Students are given the opportunity to engage in various activities that will allow them to observe and analyze the numerous factors involved in human motion and the impact of those factors on human performance. Students are given the opportunity and encouraged to explore areas of personal interest within the goals and objective of the course.

Corequisite: 38.315 Kinesiology Lecture

Prerequisites: junior year status EP; Anatomy and Physiology I & II with Labs; Physiological Chemistry I & II with labs; Physics I & II with Labs; Intro to EP.

**38.356 Pharmacology** Credits: 3

This course provides an introduction to the chemistry, biochemistry, and physiological actions of various pharmaceuticals. Fundamental concepts will be stressed and will include a discussion of drug receptors, drug receptor interactions, pharmacokinetics, enzyme induction, drug metabolism, drug safety and effectiveness and idiosyncratic reactions. Several major groups of drugs will be studied. Articles from current literature will be discussed.

Prerequisites: junior year status EP; Anatomy and Physiology I & II with Labs; Physiological Chemistry I & II with labs; Physics I & II with Labs; Intro to EP.

**38.406 Exercise Physiology II** Credits: 4

This course provides a continuation of Exercise Physiology I and deals with the short and long effects of exercise on the skeletal and neuromuscular systems. This portion of the sequence also provides an integration of the physiological systems when considering the effect of exercise.

Co-requisite: 38.408 Exercise Physiology II Lab

**38.408 Exercise Physiology II Lab** Credits: 1

This course is designed to provide the student with hands on experience in a variety of laboratory techniques and field techniques for the assessment of human performance.

Corequisite: 38.406 Exercise Physiology I

Prerequisites: 38.305 EP I and 38.307 EP I Lab, 38.315 Kinesiology and 38.317 Kinesiology Lab

**38.412 Practicum** Credits: 4

This course is an off-campus experience in either a cardiac/pulmonary rehab clinical facility or in a fitness setting. Students experience practical applications of the concepts and theories learned in the classroom settings. Strength and conditioning, research or industry related setting, or other setting appropriate to the particular student's interests.

Co-requisite: 38.418 Senior Seminar

Prerequisites: All 2nd and 3rd year course work in the exercise physiology major.

**38.417 Research Methods In EP** Credits: 3

This course involves an in-depth study of current research methods, topics with specific applications to the field of Exercise Physiology, and an introduction to the best evidence practice. The content includes the sources of data acquisition, research design, testing procedures, and treatment of data.

Prerequisites: All 2nd and 3rd year course work in the exercise physiology major.

**38.418 Senior Seminar Exercise Physiology** Credits: 3

This course is specifically designed to enhance the practicum experience in the senior year.

Co-requisite: 38.412 Clinical Practicum I & II

Prerequisites: All 2nd and 3rd year course work in the exercise physiology major.

**38.420 Advanced Study in Exercise Physiology** Credits: 3

This course is designed as the final course required of all exercise physiology majors. Students summarize and integrate classroom and clinical experiences in Exercise Physiology in the preparation of a final project. Course requirements are designed to encourage student learning and interest around individual specific career plans or focus. The culmination of the course is production of a major project and a public presentation through research and integration of oral, written and visual projects throughout the semester. Class meetings focus on assisting students in establishing a professional identity while individual conferences routinely discuss project planning, progress and problems. The course focus is to widen your area of expertise and broaden your career choices.

Prerequisites: All 2nd and 3rd year course work in the exercise physiology major.

**38.421 Directed Study in Health Promotion** Credits: 3

Directed study offers student (by invitation / acceptance by a Faculty member in the Dept of Physical Therapy) the opportunity to engage in a directed research project under the supervision of a department member. Working closely with the instructor, students define and investigate a research topic in an area of special interest and present the results of their investigation in a significant paper. Seniors only.

**38.422 Exercise Prescription & Programming** Credits: 3

This course provides an essential foundation for exercise prescription and programming, and sound educational practice. Factors that impede or enhance exercise compliance and progress are explored. Clinical teaching skills, safety, and professional behavior are also addressed.

Prerequisites: All 2nd and 3rd year course work in the exercise physiology major.

## **II. EP PROGRAM REQUIREMENTS**

### **A. Professional and Essential Functions**

One goal of the faculty of the Department of Physical Therapy is to prepare competent, entry-level practitioners in exercise physiology. All students are expected to demonstrate essential skills necessary to work accurately and safely with peers, faculty, staff, and patients/clients in a variety of settings including classroom, laboratory, practice settings (fitness center, cardiopulmonary rehabilitation, strength and conditioning, research or industry sites).

The faculty have the responsibility to prepare practitioners who are well-educated and who possess personal and professional skills in observation and examination, communication, motor function, critical thinking, and behavioral/social function. The faculty recognizes that reasonable accommodations or adjustments may be necessary as required by the Americans with Disabilities Act.

Students in the Exercise Physiology program must demonstrate certain minimum skills, including:

#### **1. OBSERVATIONAL AND EXAMINATION SKILLS**

- a. Observe demonstrations and participate in classroom and laboratory experiences.
- b. Obtain an appropriate health/fitness/medical history from the patient/client.
- c. Accurately examine body systems and determine vision, hearing, speech and non-verbal communication, cognition, strength, flexibility, and functional capacities of patients/clients.
- d. Accurately examine cardiovascular fitness, including vital signs, blood pressure, heart sounds, breathing patterns, and exercise endurance.
- e. Reliably read all equipment monitors and dials.

#### **2. COMMUNICATION SKILLS**

- a. Communicate with others in a respectful, polite and confident manner.
- b. Demonstrate understanding of English, including speaking, reading, and writing using correct grammar, accurate spelling, and expression.
- c. Accurately complete all written assignments and on time.
- d. Maintain accurate documentation in patient/client records.
- e. Demonstrate effective use of therapeutic communication such as maintaining eye contact, attending, clarifying, coaching, facilitating, and touching.
- f. Demonstrate respect of personal space of patients/clients and others.
- g. Maintain confidentiality.
- h. Demonstrate appropriate non-verbal communication.
- i. Translate complex information simply and clearly.
- j. Use communication technology effectively.

#### **3. MOTOR SKILLS**

- a. Accurately use manual techniques to assess pulses, skin condition, muscle, joint and limb movement.
- b. Manipulate with precision dials, knobs and other parts of equipment used in the practice setting.
- c. Negotiate level surfaces, stairs, and ramps as necessary to assist patients/clients appropriately.
- d. Perform a variety of laboratory examinations and procedures which require changing position, sitting, standing, squatting, kneeling, and maintaining balance.
- e. Respond quickly and effectively to sudden or unexpected movements of patients/clients.
- f. Perform basic Cardiopulmonary Resuscitation (C.P.R.), infant through adult.

- g. Demonstrate the ability to sustain performance in the practice setting for an 8-10 hour workday.

#### **4. CRITICAL THINKING**

- a. Demonstrate the ability to recall knowledge, comprehend and interpret, apply, analyze, synthesize, and evaluate information obtained during didactic, laboratory, and practice setting experiences.
- b. Demonstrate problem-solving skills necessary for identifying/prioritizing problems, and developing appropriate solutions/plans for patient/client problems.
- c. Demonstrate the ability to evaluate and integrate scientific research.
- d. Ask for appropriate help when necessary.

#### **5. BEHAVIORAL AND SOCIAL SKILLS**

- a. Demonstrate appropriate interpersonal skill evidenced by mature, sensitive, and effective professional interactions.
- b. Demonstrate a positive attitude (motivation) toward learning.
- c. Demonstrate attributes of honesty, integrity, compassion, courage, enthusiasm, cheerfulness, empathy, and continuous regard for others.
- d. Demonstrate emotional well-being necessary for exercising sound judgment.
- e. Demonstrate appropriate time management, dependability, and punctuality.
- f. Critique own performance, accept responsibility for one's own actions, and follow through on commitments and assignments.
- g. Actively seek feedback/help and appropriately utilize constructive feedback.
- h. Demonstrate organizational skills, completing all professional responsibilities and assignments in a timely manner.
- i. Adapt to ever changing environments, demonstrating flexibility, and learning in the face of the uncertainties and stresses inherent in the educational and practice settings.
- j. Respect cultural and personal differences of others, including being non-judgmental.
- k. Delegate responsibility appropriately, and function as a member of a team.
- l. Maintain appropriate professional distance with patients/clients.
- m. Maintain appropriate personal hygiene and adhere to dress codes mandated by the school and practice setting.

## **B. Health Requirements**

1. All students in the Exercise Physiology program must:
  - a. Prior to entry into the Exercise Physiology I course in junior year, provide evidence of a current physical exam, signed by a physician or nurse practitioner, indicating satisfactory general health, and in particular, clearance to participate in moderate-to-vigorous physical activity.
  - b. Prior to entry into the Practicum in the senior year (fall or spring), provide evidence of a current physical exam indicating satisfactory general health and proof of immunization for measles, mumps, rubella, and Hepatitis B. In addition, students must have had a tetanus shot within 10 years, be free of tuberculosis, and have taken a test for color blindness.
  - c. Any other pertinent health information/needs must be communicated to the department faculty in a timely manner.
  - d. Some clinical facilities require that students have had the chicken pox or its vaccination.

2. CPR CERTIFICATION (INFANT THROUGH ADULT)

Evidence of current CPR Certification (infant through adult) is required prior to entry in the senior year.

## **C. CORI Check**

A criminal background check (CORI check) is required before starting the Clinical Practicum.

Massachusetts passed the Criminal Offender Record Information (CORI) act in 1996. According to the CORI Act, Massachusetts General Laws Chapter 7, sections 167-178, agencies have the right to require a criminal record check on any student affiliating at their institution. Education practicum experiences and some state licensing boards require a CORI check.

Failure to pass a CORI check may jeopardize continued matriculation in the program, practicum placements, eventual licensure and/or certification. Final determination of a failed CORI check will be made by the department's Professional Review Committee. Processing of the CORI may take up to six weeks, so it is imperative that the paperwork be completed as soon as possible.

## **D. Academic Calendar**

1. Students should be aware of the University's academic calendar and meet its deadlines.
2. The traditional K-12 February vacation is NOT part of our calendar. Students are expected to be in class and at practicum.

### III. EP PROGRAM ACADEMIC POLICIES

#### A. General Degree Requirements

Students are required to complete all curriculum requirements of the Exercise Physiology major (a minimum of 120 credits) and all University general education requirements. No more than 30 credits may be from Course Equivalency Examinations (CLEP). Transfer credits will not be accepted once the student has 60 credits at the university. Students may not take and transfer in credits from a 2 year college once the student has achieved junior status.

Students in the **Exercise Physiology major** must maintain:

- a minimum 2.5 overall GPA
- a minimum 2.5 cumulative average in required science courses (A & P I/II; Physics I/II; Chem. I/II; and all labs)
- a minimum 2.5 average in EP major courses and may not get less than a C in any course (major courses begin with 38.).

Students must complete A&P I and II with labs before becoming a sophomore in the EP program.

Students must successfully complete all science prerequisites prior to entry into the junior year. (Anatomy & Physiology I & II; Physiological Chemistry I & II, Physics I & II with labs.)

Students who enter the University as a freshman or transfer to the University with fewer than 60 credits are permitted a maximum of 15 semester credits for course repetitions/deletions to remove grades of C- or less from their cumulative GPA.

#### B. Academic Standing

Each university student is subject to two sets of academic regulations those of the University (see the online catalog <http://www.uml.edu/catalog/undergraduate/policies/default.htm>) and the academic rules of the college and program in which he or she is enrolled.

In registering for courses, each student assumes full responsibility for knowledge of and compliance with the definitions, regulations, and procedures for the University, as set forth in the online catalog. Moreover, in accepting admission to the University, each student assumes responsibility for knowledge of and compliance with the definitions, regulations, and procedures of the University pertaining to his or her student status as set forth in the appropriate UML publications. The academic rules for the Physical Therapy Department are presented below.

Grade point averages for all students in the Exercise Physiology program are reviewed at the end of the freshman year and at the end of each semester thereafter.

Students who fail to satisfy these academic requirements will be dismissed from the program with the right to appeal. Letters of notification are mailed at the end of the semester to student's home addresses. **Students are required to maintain current addresses in ISIS.** The Department Professional Review Committee is made up of members of the physical therapy faculty and meets to decide whether to recommend loss of degree candidacy (dismissal from the program) or continuance in the program on probation with a plan to correct deficiencies.

## C. Dismissal

Students will be dismissed from the program if he/she fails to meet the academic criteria stated above or receives an Unsatisfactory grade (U) on a Practicum Experience.

A student dismissed from the major has the right to appeal for reinstatement in the form of a written petition to the Department's Professional Review Committee.

Students dropped from the major may transfer to other majors in the School or University if the minimum academic requirements are met (requirements can be found on department web sites) and depends on a favorable decision by the department chair of that major. All intra-university transfers are on a space-available basis.

## D. Appeals Process

The student has the right to appeal for reinstatement in the form of a written petition to the Department Professional Review Committee. The formal appeal, in writing and containing the pertinent facts, should be presented by the student to the Chairperson of the Department no later than the date specified in the letter of notification. The Professional Review Committee shall convene and discuss the appeal. The appeal must include: (1) an explanation of the reasons for the unsatisfactory performance and (2) an indication of what you will change in order to succeed in the program. If reinstatement is recommended, the student will be placed on probation. Terms of the probation will be specified in a letter to the student.

An individual dismissed for non-academic reasons may be required to present statements documenting physical and/or mental health from appropriate licensed health care providers. On the basis of a review of such statements, the Professional Review Committee will determine if the individual will be reinstated or denied continuance in the program.

If the decision of the Department committee is not satisfactory to the student, the student may forward the appeal to the college dean within two weeks of the decision of the Department committee.

## E. Academic Probation

Students whose appeal is successful will be readmitted to the program on **probation**. Students placed on probation must meet **all** the conditions of their probation including maintaining all SHE and EP program criteria for the remainder of the time in the major. **Students may be placed on probation only once.** Failure to meet the terms of the probation will result in dismissal from the program with no further appeal possible.

## F. Non-Academic Dismissals and Appeals

Additional information can be found in the Administrative Dismissal section of the online catalog at: [http://www.uml.edu/catalog/undergraduate/policies/administrative\\_dismissal.htm](http://www.uml.edu/catalog/undergraduate/policies/administrative_dismissal.htm)



## G. Practicum Experience

Grades for EP Practicum experience are given as either Satisfactory (S) / pass or Unsatisfactory (U) / fail. If a student receives an Unsatisfactory grade, he/she will be dismissed from the program with the right to appeal.

Students may not proceed to their Practicum Experience until all fr/soph/jr coursework is satisfactorily completed. Students must also complete specific health pre-requisites (as stated in the Professional and Technical Standards and Program Requirements).

## H. Incomplete Grades

An incomplete grade may be granted when a student is temporarily unable to complete EP course requirements due to illness or unusual personal circumstances. An incomplete grade must be cleared no later than the end of the next semester of enrollment as stated in the University's official academic calendar. If the incomplete grade is received in a program course that is a prerequisite to the following semester's course, the incomplete grade must be cleared prior to the commencement of the following course.

## I. Academic Dishonesty and Prohibited Academic Practice and Behavior

The following definitions are provided for the information of all students and constitute official notice of prohibited academic practice and behavior as taken from the online catalog at [http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

Academic dishonesty includes but is not limited to:

*Cheating* - use, or attempted use, of trickery, artifice, deception, breach of confidence, fraud, or misrepresentation of one's academic work. Submission of the same work in its entirety for credit in two courses without obtaining the permission of the instructors constitutes cheating.

Further defined *cheating* is:

- misrepresenting academic work which has been done by another as one's own efforts – whether such misrepresentation has been accomplished with or without the permission of the other individual;
- utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
- copying of another person's work or the giving or receiving of information or answers by any means of communication during an examination;
- utilization of the services of a commercial term paper company;
- the unauthorized or fraudulent acquisition and/or use of another's academic property.

*Fabrication* - falsification or invention of any information or citation in any academic exercise.

*Plagiarism* - representing the words or ideas of another as one's own work in any academic exercise.

Further defined *plagiarism* is:

- direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work;

- extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text;
- an unacknowledged abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased.

*Facilitating dishonesty* - helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, misrepresenting oneself, or allowing others to represent as their own one's papers, reports, or academic works.

## **J. Non-Academic Misconduct**

Improper conduct or behavior of students is subject to the University of Massachusetts Lowell Student Conduct Code and Judicial Process. Copies of this document may be obtained from the Dean of Students Office.

## **K. Physical Therapy Department Honor Code**

All students are expected to adhere to the department Honor Code, **Appendix C**, which states: "I agree to adhere to the Honor Code of the Physical Therapy Department throughout my tenure in the Exercise Physiology program. I understand I am responsible for complying with professional standards of behavior. I understand prohibited practice and behaviors include cheating, lying or plagiarizing. The preservation of integrity in the academic process is an exercise of professional judgment. The Honor Code also requires that I will report to the faculty observable behaviors in other students who violate the Honor Code. The preservation of integrity in academic process is a responsibility of everyone."

## **L. Withdrawal / Reinstatement**

Students are expected to complete the degree in four consecutive years. In extenuating circumstances, the student can petition the Department Professional Review Committee for consideration of a withdrawal. If the withdrawal is approved, return to the program (reinstatement) is on a space-available basis and by clearing any program deficiencies that need to be made up.

## **M. Academic Honors**

**University Honors:** The University recognizes baccalaureate graduates who have attained exceptional scholastic distinction. To be eligible for such recognition a student must achieve a minimum grade point average of 3.0 for all courses completed at the University and must have earned a minimum of 60 semester credits at the University as upper class students. Three levels of distinction are noted at commencement: *summa cum laude*; 3.85, *magna cum laude*; 3.5, and *cum laude*; 3.25. University honors are officially entered on the permanent record of the students.

**Honors Program:** Undergraduate students enrolled in the University Honors Program who complete all program requirements graduate as Commonwealth Honors Program Scholars.

**Dean's List:** To be eligible for the Dean's List:

1. Undergraduate students must receive a semester grade point average (GPA) of 3.25 or higher.

2. Undergraduate students must take a minimum of 12 credits with grades of either A, A-, B+, B, B-, C+ or C for the semester. Grades of Pass/Fail or Satisfactory/Unsatisfactory do not count toward the 12 credits.
3. Undergraduate students cannot receive grades of incomplete (INC) for any course.
4. Undergraduate students cannot receive a grade lower than C for any course.
5. Students may not use grade deletions to improve their semester GPA and qualify for the Dean's List.

**The Dean's Award** is given to the graduating senior with the highest GPA in the Exercise Physiology program.

**Department Honors:** The Department recognizes baccalaureate graduates who have attained scholastic and clinical distinction. The **Exercise Physiology Award of Excellence** is given to the graduating senior who demonstrates exceptional academic and practicum performance. **Exercise Physiology Practicum Excellence Awards** are given to those graduating seniors who demonstrate excellence during their senior Practicum experience.

## N. Grading and Quality Points

### GRADING

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

D+ = 1.3

D = 1.0

D- = n/a

F = 0.0

To determine your GPA, divide the quality points by the # of credits.

Example:

A & P I	A	3 cr.	4.0	X	3	=	12
A & P I Lab	B	<u>1</u> cr.	3.0	X	1	=	<u>3</u>
		4					15

$\frac{15}{4}$  quality points  
credits = 3.75 GPA

## Grading and Quality Points Continued

Student \_\_\_\_\_ Class of: \_\_\_\_\_

### EP ADVISEES: SCIENCE GPAs

**Note:** A 2.7 “Science GPA” to stay in the EP major means: A & P I/II; Phy. Chem. I/II; and Physics I/II with all labs. You must also maintain a 2.7 overall to graduate.

The other courses listed (EP and Kinesiology) are those *additional* science pre-requisites you will need to apply to *UML’s* PT graduate program.

- To apply, you need at least a 3.0 Science GPA and 3.0 overall GPA
- To apply for expedited admission, you need at least a 3.5 Science GPA and 3.5 overall GPA
- You may use *either* EP I/lab or EP II/lab

COURSE	Grade	Quality Points	Credits	=	Total
A&P I			3		
A&P I Lab			1		
A&P II			3		
A&P II Lab			1		
*PhyChem I (or Chem I)			3		
*PhyChem I (or Chem I) Lab			1		
*PhyChem II (or Chem II)			3		
*PhyChem II (or Chem II) Lab			1		
Physics I			3		
Physics I Lab			1		
Physics II			3		
Physics II Lab			1		
EP			4		
EP Lab			1		
Kinesiology			3		
Kinesiology Lab			1		
TOTAL			33		

\*The chemistry sequence can be satisfied by a year of chemistry with labs.

Semester Calculations:

Science GPA
Total QP

## O. Critical Incident Report

3 Solomont Way, Suite 5  
Lowell, Massachusetts 01854-5124  
tel: 978.934.4517  
fax: 978.934.3006  
e-mail: PT\_EP@uml.edu  
Web: www.uml.edu/College/she

Department of Physical Therapy

SCHOOL OF HEALTH AND ENVIRONMENT

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### ACADEMIC CRITICAL INCIDENT REPORT

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Student's Name:

Evaluator/Observer:

Date:

Description & Date of Incident:

Generic Abilities:

Actions & Strategies Taken:

Student Comments:

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

cc: Department Chair  
Academic Folder  
Student  
Advisor

## IV. GENERAL INFORMATION

### A. Faculty / Staff Offices

To contact, either e-mail or leave a voicemail. Faculty office hours are posted each semester.

#### *The following faculty have offices in Weed Hall:*

Dr. Sean Collins, Department Chairperson, Associate Professor, Weed 202  
[Sean\\_Collins@uml.edu](mailto:Sean_Collins@uml.edu) 978-934-4375

Dr. Danielle Day, Assistant Professor, Weed 210B  
[Danielle\\_Day@uml.edu](mailto:Danielle_Day@uml.edu) 978-934-4483

Dr. Gerald Dybel, Associate Professor, Weed 220  
[Gerald\\_Dybel@uml.edu](mailto:Gerald_Dybel@uml.edu) 978-934-4410

Dr. Michele Fox, Lecturer, Associate Director of Clinical Education, Weed 322A  
[Michele\\_Fox@uml.edu](mailto:Michele_Fox@uml.edu) 978-934-4766

Dr. Keith Hallbourg, Clinical Associate Professor, Director of Clinical Education, Weed 322B  
[Keith\\_Hallbourg@uml.edu](mailto:Keith_Hallbourg@uml.edu) 978-934-4402

Dr. Linda Kahn-D'Angelo, Professor, Weed 214  
[Linda\\_Kahndangelo@uml.edu](mailto:Linda_Kahndangelo@uml.edu) 978-934-4411

Dr. JoAnn Moriarty-Baron, Lecturer, Weed 210A  
[JoAnn\\_Moriartybaron@uml.edu](mailto:JoAnn_Moriartybaron@uml.edu) 978-934-4412

Dr. Connie Seymour, Associate Professor, Weed 224  
[Connie\\_Seymour@uml.edu](mailto:Connie_Seymour@uml.edu) 978-934-4434

Dr. Joyce White, Associate Professor, Weed 208  
[Joyce\\_White@uml.edu](mailto:Joyce_White@uml.edu) 978-934-4414

Dr. Bruce Young, Associate Professor, Weed 210C  
[Bruce\\_Young@uml.edu](mailto:Bruce_Young@uml.edu) 978-934-4413

#### *The following faculty have offices in O'Leary Library:*

Dr. Cynthia Ferrara, Associate Professor, Director of Exercise Physiology, O'Leary 312  
[Cynthia\\_Ferrara@uml.edu](mailto:Cynthia_Ferrara@uml.edu) 978-934-4399

Dr. Erika Lewis, Associate Professor, O'Leary 311  
[Erika\\_Lewis@uml.edu](mailto:Erika_Lewis@uml.edu) 978-934-4405

Dr. Deirdra Murphy, Associate Professor, O'Leary 310  
[Deirdra\\_Murphy@uml.edu](mailto:Deirdra_Murphy@uml.edu) 978-934-4533

#### *Department Staff*

Ann Bratton, Program Administrator, Weed 210D  
[Ann\\_Bratton@uml.edu](mailto:Ann_Bratton@uml.edu) 978-934-3114

Dale Pevey, Coordinator of Laboratory Resources, Weed 104  
[Dale\\_Pevey@uml.edu](mailto:Dale_Pevey@uml.edu) 978-934-4491

## **B. Communication**

Students and faculty will maintain unconditional positive regard for each other in all interactions. Students can make appointments with faculty and the ACCE to discuss issues confidentially. Students will resolve conflict in an appropriate fashion by discussing the situation first with the faculty member involved, with follow-up as needed to the Department Chair. Students are expected to be prompt and on time for class in appropriate attire. No cell phone will be used in class or throughout practicum experience. Students are expected to notify faculty and the ACCE of absences in a timely fashion as well as appropriate supervisors while on practicum.

Students must use their UMass Lowell email accounts and address for communication with faculty and the ACCE. Students are expected to check email periodically for information and updates. Students are expected to provide the Department with current postal address, phone number, and email addresses as well as prompt notification should a change occur.

### *EP Bulletin Board/Web Pages*

In the corridor opposite Weed 316, there is a bulletin board for announcements and items of interest. Additionally, individual program courses using a web page may have electronic email, discussion boards and real-time chat capabilities to facilitate communication between the faculty member and the students enrolled in the course.

## **C. Use of Facilities**

Classrooms are in Weed Hall and should be maintained in good condition. Smoking is not permitted in Weed Hall. Laboratory hours (including open hours) are posted outside each room. Keys may be obtained (1) from the Coordinator of the School of Health and Environment Laboratory Resources, Mr. Dale Pevey (Room 200, 7:30-4:00, M-F), or (2) at the College Service Center, (Weed 103, 8:30-5:00, M-F).

## **D. Laboratory Guidelines**

Students should be appropriately dressed for lab activity as a professional atmosphere will be maintained in the lab. Dignity of subjects should be respected, and comfort and safety always provided.

Students are expected to:

1. Take personal responsibility for the care and maintenance of labs and all equipment.
2. Leave sinks and surrounding areas as clean as possible.
3. Return equipment and furniture to appropriate places after each use.
4. Get written permission from an instructor to remove any equipment or supplies from the building.
5. Tape a "Do Not Use" note on any equipment that appears broken or is not functioning properly and submit written information concerning the problem to an instructor.
6. Place linen in the appropriate container when soiled.
7. Not wear shoes on any equipment which contacts human skin (*i.e.* plinths, exercise mats, tilt table).

### **Laboratory Safety Procedures**

1. Hands should be washed prior to and at the completion of laboratory work and before touching each new subject.
2. The room is to be occupied by a minimum of two students at all times.
3. Students are not to use equipment without prior authorization and instruction of a faculty member.



## E. Counseling Center

The UML Counseling Center offers individual and group counseling to assist students who have concerns in vocational, personal, and educational areas. Counseling services are available **free of charge** and with the complete assurance that any concern discussed will be held **in strictest confidence**. The center is located on the 3rd floor of the McGauvran Student Union Building, South Campus, (978-934-4331).

## F. Career Services

The Career Services Office provides assistance with dissemination of vocational information and career interviewing services. A basic resource library in the office provides occupational information, industrial literature, graduate school information, and self-help career aids. Students can establish and maintain an up-to-date file of personal records, a resume, letters of recommendation, and other supportive documentation. Copies of student credentials are sent to prospective employers upon their request or at the request of the student.

Activities conducted by Career Services include the following: letter writing clinics, resume writing clinics, salary negotiations, a travel-business etiquette success seminar, full and part time job placement, interviewing practice, graduate placement, and guest speaking services. Students are encouraged to avail themselves of these services early on in their undergraduate career. These services are also available to alumni. The office is located in Southwick Hall, Room 200 (978-934-2355) and on the web at [http://www.uml.edu/student-services/career\\_services/default.html](http://www.uml.edu/student-services/career_services/default.html)

## G. Computer Laboratory Information

The School of Health and Environment has three computer laboratories available for EP students. These labs are open between the hours of 8:30 AM – 9PM Monday through Thursday, and 8:30 AM – 6 PM on Fridays. The labs are not open on weekends, holidays, or weather related closings. A student must have a valid ID card to use the computer lab resources.

These labs are also used for classes throughout the school year. Any scheduled class will take precedence over an “open” lab period. All class use of the labs will be posted outside the door of each lab.

### 1. *Weed 212*

This lab consists of 24 Dell workstations and one teaching station. There is also a print station consisting of one Dell computer and a HP LaserJet 4200 Series Printer in the front of the room. These machines contain the standard Microsoft Office Suite as well as Adobe Acrobat, SPSS, and the nursing program specific software such as NCLEX 3550 and the MediSims. They also contain the browsers and other software needed to complete home work and online class work. In addition, this room contains the ArcGIS software.

2. **Weed 216**

This lab consists of 17 Dell workstations and one teaching station. There is also a print station consisting of one Dell computer and a HP LaserJet 4200 Series Printer in the front of the room. These machines contain the standard Microsoft Office Suite as well as Adobe Acrobat, SPSS, and the nursing program specific software such as NCLEX 3550 and the MediSims. They also contain the browsers and other software need to complete home work and online class work.

3. **Kitson 200B**

This lab consists of 6 Dell workstations and is primarily for the use of Work Environment students. These machines contain the standard Microsoft Office Suite as well as Adobe Acrobat, SPSS, but also have many other statistical packages installed on them. Also installed is the ArcGIS software and the browsers and other software need to complete home work and online class work.

The usage of these Laboratories and their resources is governed by the procedures and rules outlined in the UMass Lowell School of Health and Environment Acceptable Use Policy (following page). Failure to comply with these policies will result in the loss of SHE computer lab privileges.

## **School of Health and Environment Acceptable Use Policy**

In order to make available the limited amount of resources to the most students, several policies have been put in place to govern use of the computer labs in the School of Health and Environment (SHE). Most policies have been addressed in the University of Massachusetts at Lowell Computer Network Usage Policy. This document adds additional specific policies regarding the use of SHE computer lab equipment and resources.

Violation of these policies and procedures could result in loss of lab use privileges.

### ***Workstations***

There are 3 computer labs designated for use by the School of Health and Environment students: Weed 212, Weed 216 and Kitson 200B.

These systems are to be used **only** by students currently enrolled in a School of Health and Environment program. You may not move or attempt to move any piece of equipment. If equipment needs repair, you are to make it known to the lab staff. You are not to change the setup of any computer in the lab. The computers have been setup to accommodate the vast majority of the students. If you need a specific change, please contact the lab staff.

### ***Unauthorized use***

It is the responsibility of the users to ensure that they make sure that they are indeed enrolled in a program in the School of Health and Environment. You may be asked to show your ID and have your name checked against a master roster at any time by the lab staff. You will be asked to leave the lab if you are not on the master roster.

You may *not* use the lab resources to gain unauthorized access to other UML or non-UML computer systems. This also includes but is not limited to “password cracking”, “spamming”, “hacking” or “denial of service attacks”.

### ***Printer usage***

Only SHE enrolled students will be able to print in the computer labs. Each student will be given a password to use the print stations. When clicking “Print” on your job, you will be prompted for your username and password to print. It is the responsibility of the user to keep this account and password secret. Users who give out their printing username/password to other individuals will have their access to printing privilege revoked. If you do not know the username and password, please see a lab staff member and he/she will check your name and ID against the master roster. If your name does not appear on that roster, it is the user’s responsibility to have that corrected.

If there is a problem with the printer, please do not try to fix it yourself. Please tell a member of the lab staff and the issue will be corrected as soon as possible.

### ***Eating and Drinking and Cleanliness***

**There is absolutely no eating, drinking or smoking in the labs.** Food and drink may not be brought into the labs, including unopened items. Failure to comply with this policy will result in the loss of lab privileges.

It is the responsibility of the user to keep his/her work area clean. Please take any refuse with you when you leave.

### ***Game Playing***

Game playing is not permitted in the labs at any time unless specific authorization of the lab staff has been granted. There are limited resources and these need to be available for others who have been assigned homework using the specific software installed in the labs.

## V. Exercise Physiology Clinical Practicum

This capstone course in the EP curriculum is taken during either the fall or spring semester in the Senior year. It is an integrated practicum in which students are assigned either to a cardiopulmonary rehabilitation facility or to a fitness center for 12 hours per week for 12 weeks. This experience is an integrated one, meaning students also return to campus to take other courses and attend Seminar. The practicum is designed as a practical application of knowledge and as an opportunity to polish professional behavior, communication skills (verbal, non-verbal, written), problem-solving abilities, safety, and administrative/management skills. The goal of the Department of Physical Therapy is to prepare entry-level practitioners in exercise physiology and in physical therapy.

### A. Practicum General Policies

1. The practicum component of the curriculum is directed by the Practicum Coordinator. The Practicum Coordinator identifies and develops sites which are suitable and compatible with our program. Students do not contact a facility to establish a practicum experience.
2. All affiliations sign a contractual *Agreement* with the University. This *Agreement*, which is a legal and binding document, outlines the rights and responsibilities of each party. All such Agreements must be in place prior to any student beginning Practicum.
3. Any costs for practicum education are the students' responsibility. These may include transportation, parking, attire, nametags, meals, health pre-requisites, BLS certifications.
4. Students will meet with the Practicum Coordinator in their junior year to discuss pre-requisites for the practicum experience. These include health pre-requisites, immunizations, CORI checks, Basic Life Support certification etc. All these must be completed prior to beginning a practicum. In addition, some placements may also require an interview or attendance at an orientation or an on-site blood test.
5. The Practicum Coordinator will meet with the students in the Junior year to determine who will go out on practicum during the fall semester or during the spring semester of their Senior year. Specific placements are made in a group meeting with the Practicum Coordinator. There is no guarantee for placement because of a student's employment, lack of transportation, family responsibilities, or athletic team participation.
6. There is a co-requisite of Senior Seminar for those students out on practicum.
7. The Practicum Coordinator will visit a site as needed.

Should arrangements be made to withdraw a student from a practicum for any reason, each case will be handled on an individual basis. In some cases, students may conclude their assignment at a later date (*i.e.* withdrawal for a medical reason) or a student can be dropped from the EP program.

Students who have special physical, mental, or emotional problems are expected to spell these out to the Department prior to consideration for practicum placement. Medical diagnoses and medications must be known (specifically) for the students safety as well as for the safety of the clients with whom they will interact.

## **B. Emergency Policy**

1. In the event of a medical emergency involving a UMass Lowell student, please follow the procedure outlined below:
  - a. Take all necessary action to deal with the emergency in a timely manner.
  - b. During normal business hours, contact the Practicum Coordinator Ann Bratton at (978) 934-3114 in the Department of Physical Therapy.
  - c. Notify the student's emergency contact on the form completed with the Practicum Site Supervisor the first week of practicum.
  - d. Students will provide two emergency contacts on the "*Emergency Policy for Practicum Sites*" form and will present a copy to the practicum site and another to the Practicum Coordinator at UMass Lowell.
  
2. **Exposure to Bloodborne Pathogens while on Practicum**

All students are expected to follow Universal Precautions. In the event of exposure to bloodborne pathogens, the student will follow these procedures.

  - a. Follow agency policy for reporting, testing, treatment AND THEN REPORT TO
  - b. UML's Student Health Services Director, Nancy Quattrocchi at (978) 934-4492 for reporting and referral for testing and referral for treatment if not provided by the agency.

The Health Services will have confidential medical evaluation and follow-up. Students need not share the details of the incident with anyone except the Director of Student Health Services. It is the exposed student's option to participate in the testing and treatment.

## **C. Practicum Attendance Policy**

Practicum experiences are part time (12 hrs per week for 12 weeks) and times are arranged by mutual agreement of the student and supervisor. (Students will follow the University calendar.) Attendance is mandatory during practicum hours. Make up of any missed hours are at the discretion of the student's supervisor, in consultation with the Practicum Coordinator. Prolonged absence due to illness or injury may result in the student being pulled from practicum and re-assigned in another semester.

1. If a student cannot attend practicum due to illness, injury or family emergency, the student must notify his/her supervisor and the Practicum Coordinator.
2. Students are excused from practicum should the University be closed due to a snow day. Any make-up for snow days is a mutual decision between the supervisor and the student, unless there is a problem. If so, call the Practicum Coordinator.
3. Students who are observing religious holidays shall be excused from practicum that day and be given the opportunity to make up those hours. Speak to your supervisor and to the Practicum Coordinator ahead of time.
4. Attendance at the co-requisite Senior Seminar is mandatory. If there are any problems, contact the Practicum Coordinator and the seminar instructor.

5. The traditional February vacation for grades K-12 is NOT part of our academic calendar. Students are expected to be in class and attend practicum.

## **D. Other Policies**

1. Students may NOT get paid by the site during their practicum semester. It is both an ethical consideration and is specifically prohibited by our contractual agreements.
2. Students may NOT “double up” hours to finish clinical before the end of the semester.
3. Students may NOT do any invasive procedures such as drawing blood for a cholesterol test; as they are not trained and qualified to do so.
4. Students MUST wear a nametag at all times at practicum so they are clearly identified as a UML student.
5. Students MUST observe **Universal precautions.**
6. Students MUST maintain confidentiality and all **H.I.P.P.A. regulations.**
7. Students MUST sign documents with an “EP, S” after one’s name to indicate one is student.
8. *Note to students proposing new practicum sites:*

The emphasis of the Senior Practicum 38.412 is based on the practical application of principles of exercise physiology in a multidisciplinary pulmonary and/or cardiac rehabilitation setting or at a fitness site. Learning experiences are designed to reinforce didactic knowledge and skills acquired in the Exercise Physiology Program.

These guidelines are developed for students who would like to request a new practicum site be established. The site should NOT be a privately owned physical therapy site. Available sites are provided in the Junior Seminar documents and should be used as a guide. See the Practicum Coordinator to discuss as soon as you identify a site you would like to propose.

New practicum site proposals must be submitted a full two months prior to the selection process as it takes many weeks to work out the details.

- For the **spring** selection process the deadline would be the **last week in September.**
- For the **fall** selection process the deadline would be the **second week in February.**

## E. Generic Abilities

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### Generic Abilities\*

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for a successful profession. The ten abilities and definitions are:

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

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*\*Adapted from May et al, Journal of Physical Therapy Education. 9:1, Spring 1995*

## *1. Commitment to Learning*

### **Behavioral Criteria**

#### **Beginning Level**

- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas
- Identifies need for further information

#### **Developing Level** (builds on preceding level)

- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Seeks out professional literature
- Sets personal and professional goals
- Identifies own learning needs based on previous experiences
- Plans and presents an in-service, or research or case studies
- Welcomes and/or seeks new learning opportunities

#### **Entry Level** (builds on preceding levels)

- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice
- Researches and studies areas where knowledge base is lacking

#### **Post-Entry Level** (builds on preceding levels)

- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other allied health professionals and physical therapists for treatment ideas
- Acts as mentor in area of specialty for other staff



## 2. Interpersonal Skills

### **Behavioral Criteria**

#### **Beginning Level**

- Maintains professional demeanor in all interactions
- Demonstrates interest in clients
- Respects cultural and personal differences of others; is non-judgmental about clients' lifestyles
- Communicates with others in a respectful, confident manner
- Respects personal space of clients and others
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience

#### **Developing Level** (builds on preceding level)

- Recognizes impact of non-verbal communication and modifies accordingly
- Assumes responsibility for own actions
- Motivates others to achieve
- Establishes trust
- Seeks to gain knowledge and input from others
- Respects role of support staff

#### **Entry Level** (builds on preceding levels)

- Listens to clients but reflects back to original concern
- Works effectively with challenging clients
- Responds effectively to unexpected experiences
- Talks about difficult issues with sensitivity and objectivity
- Delegates to others as needed
- Approaches others to discuss differences in opinion
- Accommodates differences in learning styles

#### **Post-Entry Level** (builds on preceding levels)

- Recognizes role as a leader
- Builds partnerships with other professionals
- Establishes mentor relationships

### 3. Communication Skills

#### **Behavioral Criteria**

##### **Beginning Level**

- Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression
- Writes legibly
- Recognizes impact of non-verbal communication: maintains eye contact, listens actively
- Maintains eye contact

##### **Developing Level** (builds on preceding level)

- Utilizes non-verbal communication to augment verbal message
- Restates, reflects and clarifies message
- Collects necessary information from the clients interview

##### **Entry Level** (builds on preceding levels)

- Modifies communication (verbal and written) to meet the needs of different audiences
- Presents verbal or written message with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively
- Dictates clearly and concisely

##### **Post-Entry Level** (builds on preceding levels)

- Demonstrates ability to write scientific research papers and grants
- Fulfills role as client advocate
- Communicates professional needs and concerns
- Mediates conflict

#### 4. Effective Use of Time and Resources

##### **Behavioral Criteria**

##### **Beginning Level**

- Focuses on tasks at hand without dwelling on past mistakes
- Recognizes own resource limitations
- Uses existing resources effectively
- Uses unscheduled time efficiently
- Completes assignments in timely fashion

##### **Developing Level** (builds on preceding level)

- Sets up own schedule
- Coordinates schedule with others
- Demonstrates flexibility
- Plans ahead

##### **Entry Level** (builds on preceding levels)

- Sets priorities and reorganizes as needed
- Considers client's goals in context of client, clinic, and third party resources
- Has ability to say "No"
- Performs multiple tasks simultaneously and delegates when appropriate
- Uses scheduled time with each client efficiently

##### **Post-Entry Level** (builds on preceding levels)

- Uses limited resources creatively
- Manages meeting time effectively
- Takes initiative in covering for absent staff members
- Develops programs and works on projects while maintaining case loads
- Follows up on projects in timely manner
- Advances professional goals while maintaining expected workload

## 5. Use of Constructive Feedback

### **Behavioral Criteria**

#### **Beginning Level**

- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

#### **Developing Level** (builds on preceding level)

- Assesses own performance accurately
- Utilizes feedback when establishing pre-professional goals
- Provides constructive and timely feedback when establishing pre-professional goals
- Develops plan of action in response to feedback

#### **Entry Level** (builds on preceding levels)

- Seeks feedback from clients
- Modifies feedback given to clients according to their learning styles
- Reconciles differences with sensitivity
- Considers multiple approaches when responding to feedback

#### **Post-Entry Level** (builds on preceding levels)

- Engages in nonjudgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth

## 6. Problem-Solving

### **Behavioral Criteria**

#### **Beginning Level**

- Recognizes problems
- States problems clearly
- Describes known solutions to problem
- Identifies resources needed to develop solutions
- Begins to examine multiple solutions to problems

#### **Developing Level** (builds on preceding level)

- Prioritizes problems
- Identifies contributors to problem
- Considers consequences of possible solutions
- Consults with others to clarify problem

#### **Entry Level** (builds on preceding levels)

- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Updates solutions to problems based on current research
- Accepts responsibility for implementing solutions

#### **Post-Entry Level** (builds on preceding levels)

- Weighs advantages
- Participates in outcome studies
- Contributes to formal quality assessment in work environment
- Seeks solutions to community health-related problems

## 7. Professionalism

### **Behavioral Criteria**

#### **Beginning Level**

- Demonstrates awareness of state licensure regulations
- Abides by facility policies and procedures
- Projects professional image
- Attends professional meetings
- Demonstrates honesty, compassion, courage and continuous regard for all

#### **Developing Level** (builds on preceding level)

- Identifies positive professional role models
- Discusses societal expectations of the profession
- Acts on moral commitment
- Involves other health care professionals in decision-making
- Seeks informed consent from clients

#### **Entry Level** (builds on preceding levels)

- Demonstrates accountability for professional decisions
- Treats clients within scope of expertise
- Discusses role of exercise physiology in health care
- Keeps client as priority

#### **Post-Entry Level** (builds on preceding levels)

- Participates actively in professional organizations
- Attends workshops
- Actively promotes the profession
- Acts in leadership role when needed
- Supports research

## 8. Responsibility

### **Behavioral Criteria**

#### **Beginning Level**

- Demonstrates dependability
- Demonstrates punctuality
- Follows through on commitments
- Recognizes own limits

#### **Developing Level** (builds on preceding level)

- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for clients
- Offers and accepts help
- Completes projects without prompting

#### **Entry Level** (builds on preceding levels)

- Directs clients to other health care professionals when needed
- Delegates as needed
- Encourages client accountability

#### **Post-Entry Level** (builds on preceding levels)

- Orients and instructs new employees/students
- Promotes clinical education
- Accepts role as team leader
- Facilitates responsibility for program development and modification

## 9. Critical Thinking

### **Behavioral Criteria**

#### **Beginning Level**

- Raises relevant questions
- Considers all available information
- States the results of scientific literature
- Recognizes "holes" in knowledge base
- Articulates ideas

#### **Developing Level** (builds on preceding level)

- Feels challenged to examine ideas
- Understands scientific method
- Formulates new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas

#### **Entry Level** (builds on preceding levels)

- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies solutions selected
- Determines effectiveness of applied solutions

#### **Post-Entry Level** (builds on preceding levels)

- Distinguishes relevant from irrelevant data
- Identifies complex patterns of associations
- Demonstrates beginning intuitive thinking
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically



## *10. Stress Management*

### **Behavioral Criteria**

#### **Beginning Level**

- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

#### **Developing Level** (builds on preceding level)

- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors

#### **Entry Level** (builds on preceding levels)

- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health-care environment

#### **Post-Entry Level** (builds on preceding levels)

- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment

*Adapted from May et al, Journal of Physical Therapy Education*

**F. Student Practicum Performance Evaluation Form**

**University of Massachusetts Lowell  
School of Health and Environment**

*Department of Physical Therapy*

**EXERCISE PHYSIOLOGY PRACTICUM  
STUDENT PERFORMANCE EVALUATION**

(please print)

STUDENT: \_\_\_\_\_ Class of: \_\_\_\_\_

PRACTICUM FACILITY: \_\_\_\_\_

TYPE OF EXPERIENCE:    \_\_\_ Outpatient Cardiac Rehabilitation  
                                  \_\_\_ Outpatient Pulmonary Rehabilitation  
                                  \_\_\_ Fitness/Wellness  
                                  \_\_\_ Strength / Conditioning  
                                  \_\_\_ Other: \_\_\_\_\_

TIME OF PRACTICUM:   \_\_\_ Academic Year                   \_\_\_ Fall Semester  
  \_\_\_ Spring Semester

PRACTICUM SUPERVISOR(S): \_\_\_\_\_  
  \_\_\_\_\_

DAYS ABSENT: \_\_\_\_\_

REASON(S): \_\_\_\_\_

WERE DAYS MADE UP:   \_\_\_ YES   \_\_\_ NO   \_\_\_ HOW MANY NOT?

If not, please indicate reason:

*Adapted from The New England Consortium*

## G. Introduction to the Student Practicum Performance Evaluation Tool

This *Evaluation Tool* was adapted from The New England Consortium, and it is designed as a process-oriented tool. The emphasis is on developing students as thinking and behaving beginning professionals who not only command didactic knowledge, but also can apply it with clear communication skills. It is also important that students are flexible within the professional setting so that they can adapt to ever-changing situations with ease and good humor.

The *Tool* is divided into five major areas for individual review:

- I. Professional Behavior and Attitude
- II. Safety
- III. Interpersonal Relationships and Communication Skills
- IV. The Problem-Solving Process
- V. Administration/Management Skills

### **Guidelines for Grading**

#### **Objective:**

This Evaluation Tool is *process-oriented* and specifically delineates to the student not only technical competencies but also those behaviors and expectations which comprise both professional behavior and a systematic approach to solving problems.

#### **GRADE THE STUDENT AGAINST ENTRY-LEVEL COMPETENCE.**

1. Base your grades on the most frequently observed level of performance. No grade should be based on an isolated incident. The student needs the opportunity to correct any problem areas.
2. Each grade should reflect the student's **performance at that specific point in time *i.e.* mid-term or final**. Avoid "averaging" how the student performed over the first half or the last half of the affiliation.
3. Please use the "comment" section to illustrate points, provide anecdotal and/or information to help document grading.
4. Use whole numbers only. Do not use decimals (2.5) or plusses or minuses. (2-, 3+).

## The Rating Scale and Definitions

The following definitions are provided for consistency and clarity. Please use the rating scale below to indicate the student's level of competency for each of the stated objectives/sub-objectives. **Please utilize a whole number when rating a category, thereby avoiding half grades or plus and minus grades.**

### The Scale:

- 4: Excellent.** Consistently meets the stated objective and/or the student is capable of functioning safely and independently. The student *may* seek **confirmation** from the practicum instructor. (**Confirmation** = Student may confer with the practicum instructor prior to, or following an activity for the purpose of sharing information and/or validating the student's decision-making or behavior.)
- 3: Good.** Consistently meets the stated objective. The student, however, needs **guidance** from the practicum instructor about decision-making, information or behavior. (**Guidance** = Student needs advice from the practicum instructor to expand knowledge or skills. The presence of the practicum instructor in the immediate vicinity is *not* necessary.)
- 2: Weak.** Meets the stated objective, but with inconsistencies (knowledge, behavior or decision-making.) The student **requires supervision** from the practicum instructor. (**Supervision** = The student needs verbal cueing or physical assistance from the practicum instructor. **The presence of the practicum instructor in the immediate vicinity is necessary.**)
- 1: Poor/Unacceptable.** **Does not meet** the stated objective (knowledge, behavior or decision-making.) The student requires **constant supervision** from the practicum instructor. The practicum instructor is essentially standing next to the student. (**Constant supervision** = The student requires continuous verbal cueing or continuous physical assistance from the practicum instructor.)
- N/A: Not applicable.** The stated objective is not applicable to this setting.
- N/O: Not observed.** The stated objective is not observed to the extent that a rating is appropriate. No grade shall be based on an isolated incident.
- \*** **The asterisk indicates competencies which are felt to be essential criteria for satisfactory completion of the practicum experience. These relate to safety and adherence to ethical, legal and administrative policies and procedures. Any inconsistencies (rating below "3") found in the essential competencies will be interpreted as practicum incompetency and result in failure of the practicum.**  
**Full documentation of such inconsistencies must be provided to the student and to the Chair and/or Coordinator of the Exercise Physiology Program at the University.**

## I. PROFESSIONAL BEHAVIOR AND ATTITUDE

	Mid-term	Final
*1. Is punctual and dependable.	_____	_____
*2. Wears appropriate attire, including required nametag.	_____	_____
3. Follows ethical and legal standards of practice and behavior.	_____	_____
4. Demonstrates enthusiasm and professional curiosity.	_____	_____
5. Accepts constructive criticism well.	_____	_____
*6. Accepts responsibility for own actions.	_____	_____
*7. Shows respect for others (clients/peers/supervisors)	_____	_____
*8. Maintains confidentiality.	_____	_____
9. Is cooperative and courteous.	_____	_____
10. Adapts well to changing situations: is flexible.	_____	_____
*11. Maintains appropriate professional distance.	_____	_____
12. Is able to self-evaluate accurately.	_____	_____
*13. Demonstrates good personal hygiene.	_____	_____
14. Shows initiative: Sees what needs to be done and does it without being told.	_____	_____
15. Demonstrates empathy.	_____	_____
16. Demonstrates neutral professional touch when touching clients/patients.	_____	_____
	yes	no
17. Participates in appropriate in-service education.	_____	_____
	yes	no

### COMMENTS/DOCUMENTATION: Professional Behavior and Attitude

Mid-term: \_\_\_\_\_

Final: \_\_\_\_\_

## II. SAFETY

	Mid-term	Final
1. Observes facility's health and safety regulations (including Universal Precautions)	_____	_____
*2. Knows the facility's emergency protocol.	_____	_____
*3. <i>Recognizes</i> changes in the client's physiological and psychological status.	_____	_____
*4. <i>Responds appropriately</i> to changes in the client's status.	_____	_____
*5. Handles clients safely.	_____	_____
6. Asks for appropriate help when necessary.	_____	_____
7. Can monitor more than one client at a time.	_____	_____
*8. Knows contraindications/precautions to exercises.	_____	_____
<u>Assumption of Risk Issues:</u>		
*9. Teaches what to do and why.	_____	_____
*10. Teaches what <i>not</i> to do and why <i>not</i> .	_____	_____

### COMMENTS/DOCUMENTATION: Safety

Mid-term: \_\_\_\_\_

Final: \_\_\_\_\_

### III. INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS (VERBAL & NON-VERBAL)

#### Verbal

	Mid-term	Final
1. Speaks politely and tactfully.	_____	_____
2. Uses appropriate tone of voice.	_____	_____
3. Speaks clearly; does not mumble.	_____	_____
4. Uses proper grammar.	_____	_____
5. Uses appropriate terminology (refrains from using inappropriate slang or jargon).	_____	_____
6. Demonstrates ease in speaking in front of a group.	_____	_____
7. Establishes effective relationships with <i>client</i> .	_____	_____
8. Establishes effective relationships with <i>practicum instructor(s)</i> and <i>staff members</i> .	_____	_____
9. Acknowledges feedback from practicum instructor(s).	_____	_____
10. Initiates communication easily.	_____	_____
11. Asks relevant questions in a timely manner.	_____	_____
12. Can "translate" information into easily understood language for clients.	_____	_____

#### Non-Verbal

1. Recognizes the importance of non-verbal communication.	_____	_____
2. Recognizes the <i>effects</i> of his/her own non-verbal communication upon others.	_____	_____
3. Maintains appropriate posture, gesture and facial expressions.	_____	_____
4. Correctly interprets and responds to the non-verbal behaviors of others.	_____	_____

**Mid-term      Final**

#### Paperwork/Documentation

1. Maintains documentation in accordance with facility's policies.	_____	_____
2. Writes in an organized, logical, and concise manner.	_____	_____
3. Writes legibly, using correct spelling and grammar.	_____	_____

4. Uses appropriate professional terminology and abbreviations.

\_\_\_\_

\_\_\_\_

5. His/her written material is accurate.

\_\_\_\_

\_\_\_\_

6. Written materials are done in a timely manner.

\_\_\_\_

\_\_\_\_

**Student Presentation/Workshop**

1. Presented an in-service workshop, client lecture or special program at the facility.

\_\_\_\_  
yes

\_\_\_\_  
no

Topic: \_\_\_\_\_

**COMMENTS/DOCUMENTATION: Interpersonal Relationships and Communication Skills (Verbal, Non-verbal, and Written)**

Mid-term: \_\_\_\_\_

Final: \_\_\_\_\_



## IV. THE PROBLEM-SOLVING PROCESS

### **Problem Identification**

	Mid-term	Final
1. Clearly <i>recognizes</i> that a problem(s) exists that needs to be addressed.	_____	_____
2. Is able to <i>define</i> the problem(s) that need to be addressed.	_____	_____
3. Can <i>explain</i> the problem accurately to the practicum instructor.	_____	_____
4. Can <i>analyze</i> the problem(s) into components to be solved and put them into priority.	_____	_____

### **Management/Gathering of data**

1. Organizes available data.		
Reviews medical/physical history	_____	_____
Reviews risk factor profile.	_____	_____
Reviews health/lifestyle habits.	_____	_____
Reviews medications.	_____	_____
Reviews informed consent.	_____	_____
2. Identifies need for additional information, when appropriate.	_____	_____
3. Understands the effects of meds. on performance.	_____	_____

#### *Skills to gather pertinent data (Grade if appropriate to site)*

1. Blood Pressure		
2. Heart rate (radial pulse)	_____	_____
3. EKG lead placement	_____	_____
4. Protocols:		
Bruce	_____	_____
Modified Bruce	_____	_____
5. Interprets Borg RPE scale(s) to clients	_____	_____
6. Strength Testing	_____	_____
7. Muscular Endurance Testing	_____	_____
8. Flexibility Testing	_____	_____
9. Body Fat Composition Testing	_____	_____
4. Recognizes end points of testing	_____	_____

### **Development of a solution(s)**

	Mid-term	Final
1. Correctly understands test data.	_____	_____
2. Establishes realistic and timely goals with and for client.	_____	_____
3. Designs a comprehensive exercise prescription with appropriate frequency, intensity, duration, mode, and progression.	_____	_____
4. Can explain and defend rationale behind selected exercise program.	_____	_____
5. Understands and appreciates the client's <i>psychological</i> and <i>physiological</i> needs and abilities.	_____	_____
6. Can adapt an Exercise Prescription.	_____	_____

**Implementation/Teaching of the solution(s)**

(Grade if appropriate to site)

1. Effectively teaches the following at an appropriate level:

- |                                     |       |       |
|-------------------------------------|-------|-------|
| 1. Aerobic Activity:                |       |       |
| Step Aerobics                       | _____ | _____ |
| Walking/Jogging                     | _____ | _____ |
| Treadmill                           | _____ | _____ |
| Rower                               | _____ | _____ |
| Stair Climber                       | _____ | _____ |
| Bicycle                             | _____ | _____ |
| UBE                                 | _____ | _____ |
| Other: (list)                       | _____ | _____ |
| _____                               | _____ | _____ |
| _____                               | _____ | _____ |
| 2. Resistive Exercises              |       |       |
| Weight Training Machines            | _____ | _____ |
| Free Weights                        | _____ | _____ |
| 3. Flexibility Exercises            | _____ | _____ |
| 4. Relaxation Exercises             | _____ | _____ |
| 5. Stress Management Information    | _____ | _____ |
| 6. Nutritional Information          | _____ | _____ |
| 7. Weight Reduction Information     | _____ | _____ |
| 8. Environmental Factor Information | _____ | _____ |
| 9. Eating Disorders Information     | _____ | _____ |
| Other: (list)                       | _____ | _____ |
| _____                               | _____ | _____ |
| _____                               | _____ | _____ |

- |  |       |       |
|--|-------|-------|
| 2. Teaches activities logically, clearly.                                    | _____ | _____ |
| 3. Anticipates common errors in specific exercises and corrects accordingly. | _____ | _____ |
| 4. Knows sequential progression of exercises.                                | _____ | _____ |
| 5. Imparts accurate information to the client.                               | _____ | _____ |

**Evaluation of the solution**

- |   | <b>Mid-term</b> | <b>Final</b> |
|---|-----------------|--------------|
| 1. Monitors and evaluates client progress.            | _____           | _____        |
| 2. Knows <i>when</i> to modify exercise prescription. | _____           | _____        |
| 3. Knows <i>how</i> to modify exercise prescription.  | _____           | _____        |
| 4. Reviews new goals/methods with client.             | _____           | _____        |

**COMMENTS/DOCUMENTATION: Problem-Solving Process**

**(Problem Identification, Management/Gathering of Data, Development of a Solution, Implementation of the Solution, Evaluation of Solution)**

Mid-term: \_\_\_\_\_

Final: \_\_\_\_\_

## V. ADMINISTRATION/MANAGEMENT SKILLS

	Mid-term	Final
1. Organizes time effectively.	_____	_____
2. Completes tasks in a prompt, timely fashion.	_____	_____
3. Takes and delivers accurate messages.	_____	_____
4. Uses free time productively.	_____	_____
5. Maintains efficient, clean, and safe work area.	_____	_____
6. Demonstrates how to clean and to maintain the various pieces of equipment.	_____	_____
7. Knows how to calibrate equipment.	_____	_____

### COMMENTS/DOCUMENTATION: Administration/Management Skills

Mid-term: \_\_\_\_\_

Final: \_\_\_\_\_

**MID-TERM**

Please rate the student's overall **MID-TERM** performance, and indicate with an X:

	Objectives Met	Objectives Not Met
I. <u>Professional Behavior and Attitude</u>		
II. <u>Safety</u>		
III. <u>Interpersonal Relationships and Communication Skills</u>		
IV. <u>Problem-Solving Process</u>		
V. <u>Administration/Management Skills</u>		

Date of Discussion: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Practicum Instructor Signature: \_\_\_\_\_

**FINAL**

Please rate the student's overall **FINAL** performance, and indicate with an X:

	Objectives Met	Objectives Not Met
I. <u>Professional Behavior and Attitude</u>		
II. <u>Safety</u>		
III. <u>Interpersonal Relationships and Communication Skills</u>		
IV. <u>Problem-Solving Process</u>		
V. <u>Administration/Management Skills</u>		

Date of Discussion: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Practicum Instructor Signature: \_\_\_\_\_

**Note: After the final evaluation, return this form to the Coordinator of the Exercise Physiology Program at the University within three (3) business days of the last day of the affiliation so that grades may be submitted in a timely fashion by the Coordinator. Thank you.**

## VI. FORMS SIGNED AND RETURNED

### Appendix A. Receipt of Student Manual



### **University of Massachusetts Lowell School of Health and Environment**

*Department of Physical Therapy*

### **Exercise Physiology Program Student Manual**

**Class of 2016**

I have read and understand the information in this *student manual*.  
I agree to abide by the policies contained within this *student manual*.

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

ISIS #: \_\_\_\_\_

## Appendix B. Honor Code Testament



### University of Massachusetts Lowell School of Health and Environment

#### *Department of Physical Therapy*

### Honor Code

**I agree to adhere to the Honor Code of the Physical Therapy Department throughout my tenure in the Exercise Physiology program. I understand I am responsible for complying with professional standards of behavior. I understand prohibited practice and behaviors include cheating, lying or plagiarizing. The preservation of integrity in the academic process is an exercise of professional judgment. The Honor Code also requires that I will report to the faculty observable behaviors in other students who violate the Honor Code. The preservation of integrity in academic process is a responsibility of everyone.**

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

ISIS #: \_\_\_\_\_

Course of Study for Exercise Physiology

<b>Freshman Year/Fall Semester</b>		<b>Cr.</b>	<b>Freshman Year/Spring Semester</b>		<b>Cr.</b>
___35.101	Human Anatomy & Phys. I (SCL)	3	___35.102	Human Anatomy & Physiology II(SCL)	3
___35.103	Human Anatomy & Phys. I Lab	1	___35.104	Human Anatomy & Phys. Lab II	1
___42.101	College Writing I (Gen. Ed.)	3	___42.102	College Writing II (Gen. Ed.)	3
___47.101	General Psychology (Gen. Ed. SS)	3	___47.260	Child & Adolescent Dev.(Gen. Ed) SS	3
___38.101	EP Fr. Seminar	1	___48.101	Intro. Sociology (Gen.Ed.) SS, D, E	3
___92.283	Intro to Statistics (Math)	3	___31.201	Community Health & Environment	<u>3</u>
___ . . .	(Gen. Ed.) Arts/Humanities Elec.	<u>3</u>			<b>16</b>
		<b>17</b>			

<b>Sophomore Year/Fall Semester</b>		<b>Cr.</b>	<b>Sophomore Year/Spring Semester</b>		<b>Cr.</b>
___35.206	Human Nutrition	3	___38.202	Intro. to Exercise Physiology	3
___	Chemistry Lecture and Lab*	4	___47.272	Abnormal Psychology	3
___	Physics Lecture and Lab*	4	___	Chemistry II Lecture and Lab*	4
___ . . .	(Gen. Ed.) Arts/Humanities Elec.	<u>3</u>	___	Physics II Lecture and Lab*	<u>4</u>
		<b>14</b>			<b>14</b>

<b>Junior Year/Fall Semester</b>		<b>Cr.</b>	<b>Junior Year/Spring Semester</b>		<b>Cr.</b>
___36.350	Human Biochemistry	3	___30.306	Intro. to Gerontology <b>OR</b>	3
___38.305	Exercise Physiology I	4	___47.360	Adult Development and Aging	
___38.307	Exercise Physiology Lab I	1	___38.406	Exercise Physiology II	4
___38.315	Kinesiology	3	___38.408	Exercise Physiology Lab II	1
___38.317	Kinesiology Lab	1	___38.356	Pharmacology	3
___	Elective. (Arts/Humanities Elec.)	<u>3</u>	___38.301	EP Junior Seminar	1
		<b>15</b>	___	Free elective	<u>3</u>
					<b>15</b>

<b>Senior Year/Fall Semester</b>		<b>Cr.</b>	<b>Senior Year/Spring Semester</b>		<b>Cr.</b>
___38.412	Clinical Practicum (1/2 the class)	4	___38.420	Advanced Studies in EP**	3
___38.417	Research Methods in Exercise Phys.	3	___	Free elective.	3
___38.418	Senior Seminar	3	___	Free elective	3
___38.422	Exercise Prescription & Programming	3	___	Free elective	3
___	Free elective	<u>3</u>	___	Free elective	<u>3</u>
		<b>16</b>			<b>15</b>

**OR**

<b>Senior Year/Fall Semester</b>		<b>Cr.</b>	<b>Senior Year/Spring Semester</b>		<b>Cr.</b>
___38.417	Research Methods in Exercise Phys.	3	___38.412	Clinical Practicum (1/2 the class)	4
___38.422	Exercise Prescription & Programming	3	___38.418	Senior Seminar	3
___	Free elective	3	___38.420	Advanced Study in Exercise Phys.**	3
___	Free elective	3	___	Free elective	3
___	Free elective	<u>3</u>	___	Free elective	<u>3</u>
		<b>15</b>			<b>16</b>

**Minimum Total Credits = 120**

\* See Notes on reverse side.

\*\* Advanced Study in EP can be substituted with Directed Study in Health Promotion.

Updated: March 2012

**Sophomore Year** – Science Elective Choices. Students must choose one 35 or 84 and one 95/96.

**Fall**

35.251 Physiological Chemistry I 3  
35.253 Physiological Chemistry Lab I 1

***OR***

84.111 General Chemistry I 3  
84.113 General Chemistry Lab I 1

***OR***

84.121 Chemistry I 3  
84.123 Chemistry I Lab 1

95.103 General Physics I (*Sci & Tech*) 3

96.103 General Exper Physics I (*Sci & Tech*) 1

***OR***

95.141 Physics I 3

96.141 Physics I Lab 1

**Spring**

35.252 Physiological Chemistry II 3

35.254 Physiological Chemistry Lab II 1

***OR***

84.111 General Chemistry II 3

84.113 General Chemistry Lab II 1

***OR***

84.121 Chemistry II 3

84.123 Chemistry II Lab 1

95.104 General Physics II (*Sci & Tech*) 3

96.104 General Exper Physics II (*Sci & Tech*) 1

***OR***

95.141 Physics II 3

96.141 Physics II Lab 1