This handbook, developed by the Chair and Faculty of the Department of Physical Therapy, provides the most current information about the program’s policies and procedures. It is available in electronic format via a link on the University Departmental webpage and is provided to the professional level students on our learning management system. The information provided herein supplements the University-wide information found in the University Student Handbook and the University Catalog and supersedes that information as it relates to issues specifically related to the professional phase of the Doctorate in Physical Therapy program. Education, from admission through graduation, is under continuous review and quality improvement; as such, the information provided in this handbook is not considered a contract. The Department of Physical Therapy reserves the right to alter its policies and procedures and requirements for admission or graduation, as needed. Communication of any modifications, revisions, or updates to components of this document will be made solely via our learning management system and/or University email.

If you have questions about this handbook, please contact the Department of Physical Therapy Main Office at: 215.596.8677

Prepared by: Melissa Lesser, PT, DPT
University of the Sciences
Department of Physical Therapy
Policy and Procedure Manual

I have read and understood the USciences Physical Therapy Department’s Policies and Procedures. I agree to abide by the policies and procedures while in the USciences physical therapy program for both on-campus and off-campus classes, laboratory experiences and clinical experiences.

_________________________________  ____________________
Printed Name                                                                 Date

_________________________________
Signature
University of the Sciences Department of Physical Therapy
Policy and Procedure Manual: Students

Contents
Absentee Policy .......................................................... 4
Academic Jeopardy Notification ......................................... 6
Academic Remediation........................................................... 7
Academic Standards for Pre-Professional Years ............................. 9
Academic and Professional Standards- Professional Years ..................... 11
Access to Student Grades in Case of Illness, Emergency or Death ............. 13
Admission Review ................................................................ 14
Advising Policy for DPT Students ......................................... 16
Class Cancellation .................................................................. 18
Course Audit ........................................................................ 19
Course Files ......................................................................... 20
Course Grades- Professional Years ......................................... 21
Courses at Alternate Institutions .............................................. 23
Dismissal Policy .................................................................... 25
Equipment Inspection ............................................................ 26
Equipment Lending Policy ...................................................... 27
Essential Functions/Technical Standards of Physical Therapy ................. 30
Hazardous Materials .............................................................. 38
Laboratory Practical Consent ................................................... 42
Learning Contract .................................................................. 44
Leave of Absence Policy ......................................................... 46
Non USciences Complaints ..................................................... 47
Physical Therapy Degree Audit Process ..................................... 48
Post Baccalaureate Admission/Transfer Admission ............................ 50
Practical Examinations ........................................................... 52
Professional Attire Guidelines .................................................. 53
Professional Behaviors Policy .................................................. 56
Protection of Classroom / Laboratory Participants ............................ 58
Readiness for Full-time Clinical Experiences ................................................................. 61
Readmission into the DPT Program ............................................................................ 63
Repeating Professional Courses .............................................................................. 67
Residency Requirement .......................................................................................... 68
Safety & Emergency Procedures ............................................................................ 69
Student Complaints ................................................................................................. 76
Student Complaints to CAPTE .............................................................................. 78
Student Course Evaluations .................................................................................... 80
Student Files ........................................................................................................... 81
Student Health Insurance Responsibility ............................................................... 82
Student Liability Insurance Responsibility ........................................................... 83
Use of Classroom Beyond Class Time .................................................................. 84
Use of Electronics in the Classroom and at Experiential Learning Sites ............... 85
Use of Physical Therapy Equipment Beyond Class Time ..................................... 86
**Absentee Policy**

(Formerly known as Attendance Policy)

**Purpose:** In order to encourage professional behavior that is expected in clinical practice, prompt attendance at each class session is required. This helps to ensure maximal student benefit from the professional program since each session of a course contains significant information. Numerous absences of a non-emergency nature can limit the student’s educational experience in the course.

**Policy:** A student must notify the instructor and if he/she will miss a scheduled experience or class. No student can have an unexcused absence in a course in the professional program.

**Procedures:**

1. Student will notify the instructor prior to a missed class. If there is a true emergency and the student is unable to contact the instructor prior to class, they will notify the instructor within 24 hours of the missed class.

2. An unexcused absence is when a student is not present during a class session or scheduled experience and has not obtained prior permission from the course instructor to miss the session.

3. Another situation that is considered to be an unexcused absence is when a student does not attend a scheduled class session or experience and had not contacted the Course Director prior to the scheduled start time or within 24 hours of missing a class. Student may contact the course instructor by voicemail, electronic mail, written notice, or direct communication.

   a. The following is a non-inclusive list of examples of unexcused absences:
      i. Weddings, vacations, interviews, consistent pattern of lateness.

4. Students are required to attend all scheduled classes in a day. Students cannot attend one class, but skip others on any day unless there is an excused absence. Students must contact their professors within 24 hours of a missed class.
Action:

1. A student who has an unexcused absence may have points deducted from any assignment/assessment that they missed or may earn a zero per the class syllabus.
2. The Course Director will inform the student that they are in violation of this policy and if points have been deducted from their grade. The Course director will document the communication and place a copy in the student’s permanent academic file.

3. The Course Director reserves the right to assign additional projects in the case of a student’s absence from class, whether excused or unexcused, to ensure that the student does not miss instructional material.

4. The student's advisor will meet with the student if the advisor or faculty has concerns regarding excessive absences from class.

5. The student is responsible for all material covered in class including discussions, handouts, announcements, laboratory materials, etc.

6. Students may also be placed on a professional development/learning contract to help them develop appropriate professional skills.

{Refer to the following policies: Professional Behaviors and Learning Contracts}
Academic Jeopardy Notification
[Formerly the mid-term letter notification policy]

**Purpose:** To provide students with objective documentation that they are in danger of not meeting course requirements for progression.

**Policy:** All assessments given one week or more prior to midterm will be graded by midterm week and entered into the online Learning Management system. Students have 24-hour access to their online gradebooks and should evaluate their standing in regards to the minimal acceptable grade for progression in each class. If they are below the minimal acceptable grade, it is recommended that they meet with the primary instructor for academic counseling.

**Procedure:**

1. At mid-semester, faculty will update the Learning Management System with graded assessments so that students can evaluate their midterm academic grade.

2. Any student who is below the minimal acceptable grade for a course should meet with the primary instructor to receive academic counseling.

3. If a student meets with the primary instructor, an advising note will be created and placed in the students’ academic file.
Academic Remediation

Purpose: To ensure that students are aware of options for academic remediation during the professional phase of the curriculum.

Definition: Remediation is any activity, assignment, project or testing procedure that is designed to help students who are in academic jeopardy succeed in the course.

Policy: The goal of remediation is to assist students in jeopardy to successfully complete the course. Remediation will only be offered in the semester in which the course is being offered. Students may be offered the opportunity to remediate an unacceptable grade after the final class session of the course; it is the prerogative of the individual instructor. However, remediation of the student’s affective skills, as indicated by the Learning Contract, may span more than one semester. Any student who does not attain the minimum required grade at semester’s end, whether remediation was effectively utilized or not, will not be permitted to progress into the next semester. Remediation is not a requirement for successful completion of any course. It is each student’s responsibility to monitor his or her academic status and seek out remediation available as detailed by each course instructor.

Procedure:

1. Each instructor may select the remediation option(s) that will be made available for his or her courses and will include them in the course syllabus. The options for remediation may include any number of the following:

   - Meeting with instructor during established office hours
   - Review session prior to written and practical examinations
   - Mock practicals
   - Patient problems and case studies
   - Use of supplemental media (videos, computer applications, internet references)
   - Referral to the Academic Success Center and/or the Writing Center
2. It is the student’s responsibility to seek out the course instructor and identify an appropriate plan for remediation when in academic jeopardy. Each course instructor will outline specific criteria for academic jeopardy in the course syllabi.

3. It is the student’s responsibility to seek out his or her advisor. The advisor will act as an advocate for the student and may also assist in the development of the remediation program. All meetings between student and advisor will be documented in writing by the advisor.

4. Students who are in academic jeopardy may be provided with an opportunity to remediate a poor grade on an examination or assignment. Remediated examination or assignment grade cannot be higher than the lowest passing grade for that professional year. Each member of the Physical Therapy faculty reserves the right to determine assignments/grades that cannot be remediated.
Academic Standards for Pre-Professional Years

Purpose: To ensure that students satisfactorily complete all prerequisite courses prior to advancing in the curriculum.

Policy: Students in the pre-professional phase of the curriculum who are declared DPT majors, have a guarantee of admission into the professional phase of the curriculum as long as academic and disciplinary standards are maintained, as described below.

Procedure:

Pre-professional Students:

1. To maintain guaranteed admission into the professional phase of the Physical Therapy curriculum, DPT majors must achieve a minimum cumulative Grade Point Average (GPA) of 3.00 by the fall semester of their 3rd undergraduate (U3) year and maintain that minimum GPA through the spring semester of the U3 year.

2. Students must also earn a combined required math and science courses GPA of 3.00 by the end of the fall semester of the U3 year and maintain that minimum GPA through the spring semester of the U3 year.

   • For typical USciences students this includes: General Chemistry 1 and 2 and the corresponding labs (CH 101, 102, 103, 104); General Biology I and II with lab (BS 103 and 104); Introductory Physics I and II with lab (PY 201 and 202); Anatomy and Physiology I and II (BS 310 and 311); Human Structure and Function Lab (BS 208 and 207); Pre-calculus (MA 107); Trigonometry (MA 108) or Calculus (MA 110); Biostatistics (ST 310).

   • Grades for courses taken off campus will not be used to calculate the math/science or overall GPA, consistent with Student Handbook policies on "Grade Point Average" and "Repetition of a Course."

3. In addition, students must have met all DPT curriculum pre-requisites. The guarantee of admission into the professional phase of the Physical Therapy curriculum will be revoked if any of the following occurs:
• A student uses Grade Replacement as defined in the student handbook, and fails to achieve the minimal accepted grade of a C- in any coursework required in the DPT curriculum.

• A student repeats a course as outlined in the USciences student handbook, and fails to earn a minimum grade of C- in any coursework required in the DPT curriculum.

• The student is actively on probation during the spring semester of the U3 year as a result of the findings of the Committee on Student Conduct. This includes situations where the Committee finds a student responsible of misconduct and/or infraction of the University regulations and takes one of the following disciplinary actions: disciplinary USciences suspension, disciplinary expulsion, or disciplinary probation.

• A student does not meet the minimum grade point average by the end of the fall semester of their U3 year or does not maintain the minimum GPA through the spring semester of the U3 year.

4. If a student does not meet the minimum math/science grade point average by the end of the fall semester of their U3 year or does not maintain the minimum math/science GPA through the spring semester of the U3 year, they must reapply for admission to the program as a post-baccalaureate student, to be considered for readmission.

5. Admission to the program is contingent upon meeting the APTA’s essential functions for physical therapy practice.

{Refer to policy on Re-Admission to the DPT program}
Academic and Professional Standards- Professional Years

**Purpose:** To ensure that students satisfactorily meet all DPT academic and professional standards while in the professional phase of the curriculum.

**Policy:** Students in the professional phase of the curriculum can progress in the curriculum only if they maintain academic and professional behavior standards, as described below.

**Procedure:**

I. **Academic Standards**
   a. **Minimum Grade Requirements:** DPT students must achieve a minimum grade of “B-” in all graded courses or a “Pass” in Pass/Fail courses in the professional phase of the curriculum in order to progress to any other course for which the completed course is a prerequisite.

   b. Grades below a B- are considered “Unsuccessful.”
      i. The grading criteria for courses will be established and made explicit in each syllabus.
      ii. Students who do not pass a clinical experience may participate in the next clinical experience timeframe but will repeat the course in which they were unsuccessful. See Clinical Education Manual for complete details on this policy.

   c. Any student who does not achieve the minimum grade requirement in a didactic course in the professional phase of the program will not be permitted to progress in the professional curriculum. The student may be offered the opportunity to take the same course the following academic year. This situation will delay the student’s progress for one year. The student should refer to the Re-admission policy and adhere to guidelines for submission of appropriate paperwork. Readmission is not guaranteed.

   d. Students who earn grades less than B- in two or more courses at any time in the professional curriculum will be dropped from the program and cannot reapply.

   e. Prior to each full time clinical experience, faculty must vote to approve that each student may begin their clinical experience. A quorum of at least 2/3 of core faculty must participate in the voting process. Unanimous approval by this quorum is required to progress to a clinical experience. Students may be
prevented from participating in a clinical experience for behavioral concerns, conduct sanctions, or failure to meet requirements outlined in learning contract.

II. Professional Standards

a. Students must be able to meet the Essential Functions of a physical therapist in order to enter, remain, and graduate from the program. Please refer to the ‘Essential Functions/Technical Standards of Physical Therapy’ policy for more details.

b. Students must remain in compliance with all requirements maintained on the experiential learning system.

c. Students will attend all of their scheduled “off campus” learning experiences.

Readmission requests must be submitted not later than April 15th for the fall semester, no later then October 15th for the spring and summer semesters. The request for readmission should include official transcripts of all course(s) taken at USciences or other accredited colleges or universities in the period following dismissal from the program.

{Refer to policy on Re-Admission to the DPT program}
Access to Student Grades in Case of Illness, Emergency or Death

**Purpose:** To provide a fair and equitable policy on access to student’s grades in the case where a primary professor is unable to submit grades to the USciences registrar in a timely fashion due to illness, death, or other emergency.

**Policy:** If at all possible given the nature of their illness or emergency, adjunct, full, or part-time professors will notify the Chair of the Department of Physical Therapy if they are unable to submit grades to the USciences registrar per the University schedule. The Chair of the physical therapy department will have the authority to access student grades and submit them to the Registrar as soon as possible. The Chair will decide who else (such as administrative staff) will have confidential access to student grades.

**Procedure:**

1. Adjunct, full or part-time professors will notify the Chair of the Department of Physical Therapy if they are unable to submit student grades to the USciences registrar per the University schedule due to emergency or illness.

2. Notice to the Chair should be done as soon as possible given the nature of the illness or emergency.

3. The professor should then give the Chair access to student grades for submission to the registrar.

4. The Chair has the prerogative to allow others in the department to have access to grades for the sole purpose of facilitating submission to the registrar. The Chair will discuss the confidential nature of student grades with whoever is helping with the submission process.

5. If there is going to be a significant delay in the submission and reporting of grades to the registrar, students will be notified by mail, e-mail or phone of when to expect their grades.
Admission Review

**Purpose:** To ensure that only qualified applicants are offered admission into the preprofessional phase of the Physical Therapy program.

**Policy:** The Physical Therapy Department will review and approve or reject the application of any candidate for admission into the first, second, or third years of the pre-professional program whose credentials are exceptions to the departmentally mandated admissions criteria.

**Procedure:**

1. The Physical Therapy Department will submit minimum admission criteria to the University Admissions office, based on University, College, and Department standards. The Admissions Office will have the authority to offer admission to applicants who meet or exceed the criteria.

2. Minimum criteria for admission into the Department of Physical Therapy as a freshman or undergraduate transfer student are all of the following:

   - Class rank (if available) should be in the top 40% of the class.
   - GPA should be 2.75/4 or better with an A/B average or GPA > 3.0 for the last two years of academic study with no grade less than a B- in math or science courses.
   - Total Reading and Math SAT score of > 1000 with:
     - Critical Reading score > 500
     - Math SAT score of > 550
     - Or ACT score should be 23 or greater (with no section score; English, math, reading or science < 21)

   - If English is the second language, TOEFL score should be 550 or greater; or 213 or greater for international students

3. The Admissions Office will forward to the PT Department the application of any candidate for admission into the first, second, or third years of the program whose credentials are exceptions to the departmentally mandated admissions criteria, for consideration for special admission.
4. The Admissions Committee will review applications for special admission. If a student attends diagnostic testing sessions and participates in an interview process with a faculty member, then that faculty member will review the application, in lieu of the Admissions Committee, to make a recommendation or not for admission to the Physical Therapy Program. The Admissions Committee will forward their recommendations to the Department Chairperson who will make final decisions on all admissions.
Advising Policy for DPT Students
(Formerly Departmental Advising)

**Purpose:** To provide a coordinated plan for advising both pre-professional and professional year students in the department of physical therapy.

**Policy:** All Physical Therapy majors will be assigned to an academic advisor.

**General Procedures:**

1. The Departmental Chair will coordinate the advising plan in the department of physical therapy. The Department Chairperson or his/her designee assigns all students to either an advisor or co-advisor.

2. Advisors are Physical Therapy faculty members or professional advisors. Members of the University community who are not Physical Therapy faculty members can serve as co-advisors of students in their pre-professional years. The co-advisors provide guidance in areas such as registration, adjusting to college, and study skills. The co-advisor should refer the student to the PT faculty for professional development issues.

3. All student advising is to be documented, and will be kept confidential in the student’s folder which is kept in locked files in the Physical Therapy department or the Professional Advisors Office.

**Procedure for Pre-Professional Students:**

1. DPT majors enrolled in the pre-professional phase of the PT curriculum who are considered U1’s, must meet with their advisor at least once per semester. Students who are U2 or U3 students must meet with their advisor at least once per year. This is a minimum requirement, and students are encouraged to maintain contact with their advisors more frequently. Undergraduate students should follow the guidelines set by the University and/or the professional advising department regarding frequency of meetings.

2. The First Year Experience, Health Sciences Orientation, and medical terminology classes are used as a forum to disseminate general information to the students enrolled in the pre-professional phase of the physical therapy program as well as emails directed to student accounts.
3. Questions regarding registration will be discussed during First Year Experience and Health Science Orientation.

- Students in the first undergraduate year will submit an educational plan to their advisor for approval.

- The advisor will review the educational plan and either make recommendations for changes before approval or approve.

- Students in the U2-U3 year should discuss registration with their advisor to make sure they are on track for meeting all pre-requisites.

- It is ultimately the student’s responsibility to keep track of their courses, GPA, and any requirements for the PT program.

**Procedure for Professional Phase Students:**

1. The role of faculty advisors is to provide support for both academic and professional growth. Students are encouraged to communicate with their advisors at least one time per year.
Class Cancellation

**Purpose:** To create a process to notify physical therapy students of class cancellations in a timely manner.

**Policy:** The primary professor must contact the class representative(s) at least two hours before the scheduled class, unless there is an emergency. Make-up of the class time is at the prerogative of the primary professor. Students should refer to the University guidelines on school closings due to Emergency or Inclement weather.

**Procedure:**

1. The primary professor will contact the class representative(s) by phone or electronically at least two hours before the scheduled class, unless there is an emergency.

   □ The class representative(s) will start a student phone chain to notify all students in the class.

2. The primary professor will send a notice of class cancellation to the physical therapy administration staff as well as the PT Department Chair.

3. The primary professor will post a notice of class cancellation electronically, unless there is an emergency.

4. The physical therapy administration staff will post a notice of class cancellation on the door of the assigned classroom.

5. If the class needs to be rescheduled, the primary professor will notify students of the new class date as soon as possible.
Course Audit

**Purpose:** To allow students who are repeating a course to refresh their knowledge from other courses, and to integrate with a new student cohort, without adding to their financial burden.

**Policy:** Professional-phase DPT students who need to repeat a course (because of a grade of less than a “B-”) will be allowed to audit other DPT program courses that are offered in the same semester in the same program year as the repeated course, without incurring charges for the audited courses. Those students will still be responsible for the tuition and fees charged for the course that they are repeating for credit.

**Procedure:**

1. Students who wish to audit classes must meet with the Chair or Vice-Chair of the Department of Physical Therapy prior to registration.

2. Students must meet with the USciences financial aid department prior to registration to understand the financial implications of their course load and auditing.

3. Students are required to sign a form stating they will abide by the policies outlined in the Department’s Policy & Procedure manuals, as well as academic integrity statement prior to registration.

4. Students must complete the Audit form available at the registrar’s office or on the Learning Management System for each audited course.

5. The Chair or Vice-Chair of the Department of Physical Therapy will notify key stakeholders via an e-mail to registrar@usciences.edu prior to registration.
Course Files

**Purpose:** To maintain records of course structure and course content for the Physical Therapy Department.

**Policy:** The Department Chairperson or his/her designee will maintain a file of course materials for each academic year.

**Procedure:**

Copies of course syllabi, handouts, assignments, exams and correspondence will be filed in a course notebook or electronically via the University’s Learning Management System.

1. Faculty is responsible to update the course files on an annual basis.
Course Grades- Professional Years

Purpose: To provide clarity and consistency in grading procedures across the DPT curriculum.

Policy: Students in the professional phase of the curriculum will receive the grade they earned according to each syllabus’s grading rubric, even if they fail to meet the minimum passing grade.

Procedure:

Professional Students:

• Grades for courses in the professional years of the DPT program will be calculated according to the rubric in each individual course syllabus.

• Final grades will be recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>C+</td>
<td>77-79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>C</td>
<td>73-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D</td>
<td>60-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>F</td>
<td>0-59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• The minimum passing grade for each course and required for progression in the DPT program is a B- (80.00%).

• Rounding of grades is to occur one time, at the end of the semester, to two decimal points. [i.e. A final grade of 79.994 will be reported as a 79.99 (C+); a final grade of 79.995 will be reported as an 80.00 (B-).]
• Students who do not meet the minimum passing grade will receive their earned calculated grade.

• If a student does not achieve the minimum passing grade for a course in the professional years of the DPT program, they may take that course a maximum of one additional time and be dropped from the rolls of the DPT program. Students must receive a minimum of ‘pass’ in courses that are pass/fail.

  o 80% is the minimum passing grade in all three years of the professional phase of the program.

  o Students who are unsuccessful in any two courses in the professional phase of the DPT program will be dropped from the rolls of the DPT program and will not be eligible to re-apply. Refer to policies on ‘Repeating Professional Courses and ReAdmission to the DPT program,’

{Also refer to Policy on Academic Standards – Professional Years}
Courses at Alternate Institutions

**Purpose:** To ensure that Physical Therapy students obtain the highest quality education, regardless of the institution at which courses are taken.

**Policy:** Pre-professional Physical Therapy students are permitted to take courses at institutions other than USciences for transfer credit, with some restrictions, provided that the student receives written permission prior to taking the off campus course.

**Procedures:**

Students wishing to take a course at another institution must complete the “Alternate Institution” form in consultation with his/her academic advisor. Students are responsible for making sure that the course is comparable to a USciences offered course by checking the Transfer Course Guide.

1. Students should discuss their wishes to take an off campus course with their advisor.
2. It is the student’s responsibility to check the transfer course guide to ensure that the course will be accepted by USciences.
3. It is the student’s responsibility to read and understand the policies in the student handbook regarding off campus courses.
4. It is strongly recommended that students take both courses of a two-semester course sequence at the same institution.
5. Students will submit the appropriate paperwork, prior to matriculating in the off-campus course, to the registrar.
6. Upon completion of the course, the student is responsible for procuring an official grade transcript and sending it to the USciences registrar. The student is responsible for any fees associated with procuring and sending an official transcript.
7. In order for a course to transfer into Sciences, it must be an approved course and the student must achieve a minimum grade of a C.

- If a course transfers in, the credits will count towards graduation, but the grade will not be factored into the student’s GPA (refer to USciences Student Handbook).
- A course approved for transfer will be awarded the same number of credits and fulfill the same general education requirements as the comparable course at USciences.
Courses at Alternate Institutions Continued

8. If a course has not yet been approved by USciences for transfer, the student is responsible for procuring the syllabus from the institution where they want to complete the course. The student must take the syllabus to the appropriate department chair for review. The department chair will determine if the course is comparable in content and depth to a course offered at USciences. Written approval from the appropriate department chair must be signed and given to the registrar prior to matriculating in the off-campus course.

9. A course taken at an institution with which USciences has established an approved academic partnership may be used to meet the General Education requirements at USciences. The chair (or designee) of the USciences teaching department will determine if a given partnership course is comparable to a particular USciences course. The approved partnership course will fulfill the same General Education requirements as the comparable course at USciences. The approval will be communicated to the Registrar’s Office using the appropriate form.

10. Per the University policy, 300 level and above courses must be taken at USciences.
Dismissal Policy

**Purpose:** To identify for students enrolled in the Profession Phase of the Physical Therapy Curriculum the circumstances under which dismissal from the Physical Therapy Program is warranted.

**Policy:** Students may be dismissed from the Professional Phase of the Physical Therapy Program if the student:

- Does not maintain the academic and/or professional standards as identified in the University of the Science’s Student Handbook and the Department of Physical Therapy Policy & Procedure Manual.
- Violates the Physical Therapy Department’s Professional Development Policy including the University Student Code of Conduct. Students may be considered for dismissal for a level 2 or higher academic or conduct sanction.
- Does not meet the standards as outlined in the Repeating Professional Courses policy and procedure as contained in the Physical Therapy Student Handbook.
- Does not successfully attain the standards as outlined in the Physical Therapy Department’s Academic Standards policy.
- Does not meet the requirements as outlined in a Learning Contract
- Does not meet the Essential Functions.

**Procedure:**

1. The Physical Therapy Faculty will notify the Chair of the Department in a timely fashion if a student is unsuccessful in a class with the prefix “PT” or has been found responsible of a conduct/academic violation.

2. The Chair of the Physical Therapy Department will provide written notification of dismissal from the program to the student. Copies of all written correspondence will be maintained in the student’s academic file.

3. The Chair of the Physical Therapy Department will collaborate with the Dean of the Samson College of Health Sciences.

4. The Dean of Health Sciences will notify pertinent University offices of the change in status.

{Refer to Policy on Learning Contracts}


**Equipment Inspection**

**Purpose:** To ensure that physical therapy equipment is in working order and inspected on a yearly basis.

**Policy:** On a yearly basis (or at a time interval directed by the manufacturer), physical therapy equipment must be inspected by the USciences safety department.

**Procedure:**

1. The physical therapy department contacts the safety office at the beginning of every calendar year to schedule an equipment inspection.

2. Equipment is inspected and provided with an updated inspection sticker which is to be placed directly on the piece of equipment or on the carrying case.

3. If a piece of equipment is found to be unsafe or not in working order, it should immediately be removed from student/faculty use and labeled as “not working, do not use.” Students should immediately notify the professor/instructor if equipment is found to be unsafe or not working.

4. The Chair of the PT department will determine if the equipment should be fixed, if new equipment should be procured or if the equipment is not presently needed in the department.

5. Documentation of inspection dates is kept on file in the PT Administrative Office.
Equipment Lending Policy

**Purpose:** To monitor the lending and return of Physical Therapy Department equipment to be used on USciences campus.

**Policy:** All Physical Therapy Department equipment that is loaned to individuals or departments for any reason, for any length of time, must be signed out according to the outlined procedures. The individual borrowing the equipment will be held financially responsible for the equipment. The Physical Therapy Department assumes no liability for the unsupervised use of equipment.

**Procedures:**

1. Individuals or departments who wish to borrow Physical Therapy Department equipment must get permission from a member of the Physical Therapy Department in advance. The equipment must stay on the USciences campus.

2. The Physical Therapy Department member may, at his/her discretion, contact all Physical Therapy faculty regarding the availability of the requested equipment. The faculty member should consider which courses are being offered at that time.

3. If the requested equipment is available, the borrower will complete the Equipment Lending Form. If the equipment must be returned to a specific individual, it will be indicated on the form. The form will be kept in the equipment book in the Physical Therapy office.

4. If the Equipment Lending Form indicates that the equipment must be returned to a specific individual, when the equipment is returned to that individual, he or she must complete and sign the bottom of the form.

5. If the Equipment Lending Form does not indicate that the equipment must be returned to a specific individual, any member of the Physical Therapy Department can receive the returned equipment and sign the bottom of the form.

6. Physical Therapy Department office staff will review the equipment book weekly and determine whether any equipment is past due. If equipment is past due, the office staff will contact the responsible individual.
Actions:

1. If equipment is not returned after two documented attempts to contact the responsible individual, or is returned in unsatisfactory condition, the borrower will be notified that he or she is financially responsible for replacing the equipment. He or she will also be notified of the replacement value of the equipment.

2. If the returned equipment is damaged, the borrower will be notified that he or she is financially responsible for the repair cost. He or she will also be notified of the expected repair cost for the equipment.

3. If the borrower is a student, the Physical Therapy Department will place a hold on the student’s records until payment is received or the equipment is returned in satisfactory condition.
Department of Physical Therapy Equipment Lending Form

Equipment Requested: ____________________________________________

Dates Needed: ________________________________________________

Equipment in good working condition at the time of lending:

__________________________________________________________

(signature of PT faculty)

Equipment due by: ____________________________________________

Equipment should be returned to: ________________________________

Equipment in good working condition when returned: ______________

By signing below, the borrower is acknowledging responsibility to return the equipment in good working form. If the equipment is damaged, it is the borrower’s responsibility to pay for repairing the item.

If the borrower is a student, the Department of Physical Therapy will place a hold on the student’s records until payment for damages is received.

__________________________________ _____________________________ ______
Borrower’s signature Borrowers Printed Name Date
Essential Functions/Technical Standards of Physical Therapy

Purpose: It is the mission of the Department of Physical Therapy “… to educate Doctor of Physical Therapy students to practice autonomously within an evolving, complex, and diverse healthcare environment.” Our mission statement reflects the University’s focus on educating students to become leaders within their respective disciplines and is facilitated through the institution-wide learner centered educational philosophy. This philosophy requires that the students actively engage in outcome driven classroom, laboratory, experiential and clinical education activities.

Students in the Doctor of Physical Therapy (DPT) program are required to acquire and integrate a large body of scientific knowledge, while simultaneously developing the clinical skills, behaviors and attitudes of entry-level physical therapy practice. The DPT program selects applicants who we believe have the ability to become entry-level physical therapists ready to meet the challenges of today’s health care environment. In accordance with the accreditation standards of the Commission on Accreditation for Physical Therapy Education (CAPTE), the DPT program has the prerogative and ultimate responsibility for selection and evaluation of its students; the design, implementation, and evaluation of its curriculum; and the determination of who is eligible to be awarded a degree.1 Admission and retention decisions made by the faculty are based on academic achievement as well as non-academic factors. Students are evaluated across academic and non-academic factors to insure that they can successfully perform the essential functions of the academic program required for graduation.

The DPT program meets our responsibility to society to graduate knowledgeable, competent and caring physical therapists, by requiring that students meet academic standards as well as the essential functions of the program. Consistent performance across all of these domains is required to enter into the program, to progress through the curriculum and to meet the requirements for graduation from the DPT program. Policies and procedures outlining academic requirements for entrance into the DPT program (Admission Review, Readmission to the Professional Program), progression through the program (Academic Standards – Professional Years, Repeating Professional Courses) are located in the DPT Student Handbook. Policies and procedures for eligibility for graduation are located in the USciences Student Handbook: Requirements for Graduation.
Essential Functions refer to acceptable demonstration of mastery and/or competence in various disciplines throughout the professional phase of the DPT program. Acceptable levels of mastery are judged by faculty members, examinations, and other measurements of performance. These areas of competency are:

1. **Affective skills** that include emotional, behavioral / social, professionalism, and cultural competence.
2. **Cognitive skills** that include sufficient intellectual, conceptual, integrative and quantitative abilities to make effective judgments about patient / client management.
3. **Motor skills** that include all necessary psychomotor clinical skills for patient care
4. **Sensory skills** including perceptual and observation skills necessary for patient care
5. **Communication skills** including verbal (oral and written) and non-verbal abilities

These Essential Functions are the aptitudes and abilities that allow physical therapy students (and physical therapists) to complete the professional curriculum and to perform the clinical skills consistent with Patient / Client Management as detailed in the Guide to Physical Therapist Practice. These Essential Functions are described in detail under below.

**Students with Disabilities**

It is our experience that individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified to study and practice physical therapy with the use of reasonable accommodations. To be qualified for the study of physical therapy in the DPT program at the University of Sciences, students must be able to meet both our academic standards and essential functions, with or without reasonable accommodation. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.)

**The Use of Auxiliary Aids and Intermediaries**

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills, or supplements clinical and ethical judgment. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the DPT curriculum. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the DPT curriculum.
Procedure:
1. Upon admission to the Physical Therapy Program at University of the Sciences all students must sign a form acknowledging that they have read and understand the essential functions.
2. Students who may have concerns about meeting these expectations are advised to meet with the Chair of the Department of Physical Therapy.
3. If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must contact the Assistant Dean of Students in the Division of Student Affairs before any accommodations can be made. Students who have a change in status at any point during their matriculation in the PT program requiring accommodation should begin this process at the time of status change.
4. Due to the time it takes to properly evaluate a student’s needs and to implement reasonable accommodations, students are required to immediately notify the Chair of the Department of Physical Therapy if there is a change in your ability to meet any component of the essential functions.

Essential Functions:

Communication:

Use appropriate verbal, nonverbal, and written communication with all individuals when engaged in physical therapy practice, research, and education, including patients, clients, families, care givers, practitioners, consumers, payers, and policy makers.

Verbal:

• Express own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
• Receive and send verbal communication in emergency situations in a timely manner within the acceptable norms of clinical settings.
• Analyze and communicate information on the patient's status with accuracy in a timely manner to members of the health care team, including seeking supervision and consultation in a timely manner.
• Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist –patient relationships.
• Communicate clearly and audibly during interactions with classmates, professors, patients and members of the healthcare team.
• Listen attentively and actively in order to receive and interpret oral communication.
• Communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats.
• Elicit a thorough history from patients; and communicate complex findings in appropriate terms to patients and to various members of the health care team.

Written:

• Receive, write, and interpret written communication in both academic and clinical settings.
• Read and record observations and plans legibly, efficiently, and accurately in documents such as the patient's record, which may be written or electronic.
• Complete reading assignments and search and evaluate the literature.
• Complete written assignments and maintain written records, including both handwritten and electronic.

Non-Verbal:

• Establish rapport with client, caregivers and colleagues.
• Observe patients for the purposes of eliciting information; accurately describing changes in facial expression, mood, activity, and posture; and perceiving nonverbal communication.
• Recognize and promptly respond to emotional communications such as sadness, worry, agitation, pain and lack of comprehension of therapist communication.
• Use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching.

Motor:

Students majoring in physical therapy must possess a variety of gross and fine motor skills. These skills are reflective of the physical capacities required to perform the job of a physical therapist in a wide variety of settings. Students must be able to:

• Maintain and assume a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of the trunk and neck in all directions
• Perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Specific requirements include:
o Safely lift up to 50 lbs independently
o Safely lift up to 200 lbs with assistance
o Safely push and pull up to 200 lbs
o Demonstrate strong bilateral grasp during joint mobilization / manipulation and manually resisted exercise, bilateral gross and fine motor control and strength to perform therapeutic massage, fine motor control to manipulate testing instruments/equipment/ writing instruments/computers.
o Manually palpate various body structures during examination and intervention procedures.
o Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.
o Have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks.
o Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, assist with transporting patients.

**Sensory Abilities:** Includes the ability to **perceive** all information necessary for effective patient/client management inclusive of functional use of vision, hearing and tactile sensations. During classroom, laboratory and experiential learning activities (including but not limited to participation in one-on-one interactions, small group discussions and presentations, large-group lectures, and patient encounters) student must be able to perceive the presentation of information through:

- **Visual** observation of:
  o Audiovisual presentations and written materials in lecture.
  o Laboratory demonstrations and procedures.
  o Patients/clients (at a distance and close at hand).
  o Treatment equipment, inclusive of textual and graphic readouts, and environment (at a distance and close at hand).
- **Auditory** ability for:
  o Effective auscultation/auditory evaluation inclusive of but not limited to: lungs, heart, apical pulse, blood pressure, joint noises, and prostheses.
  o Environmental cues inclusive of but not limited to: phones, overhead paging systems, verbal communication in a setting with competing ambient noise.
- **Tactile** ability for:
  o Appropriate feedback related to safe application of gradient pressures during examination and intervention (including but not limited to: palpation, manual muscle testing, joint mobilization, percussion, massage.)
  o Appropriate feedback for manipulation of dials, sensors, switches on all examination and therapeutic equipment
Affective

Possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt and safe completion of all responsibilities attendant to the diagnosis and care of patients and families.

Maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments including highly stressful situations.

Possess the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.

Understand that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others.

Possess the ability to reason morally and practice physical therapy in an ethical manner.

Demonstrate willingness to learn and abide by professional standards of practice.

Possess attributes that include compassion, empathy, altruism, integrity, honesty, caring, fairness, responsibility, concern for others, accountability, interest, tolerance and motivation.

Interact effectively with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds in a variety of settings.

Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.

Demonstrate the ability to be self-reflective.

Maintain general good health, self-care, and hygiene in order not to jeopardize the health and safety of self and individuals with which one interacts.

Possess adequate endurance to tolerate physically, emotionally, and mentally taxing workloads and to function effectively under time constraints, proactively making use of available resources to help maintain both physical and mental health.

Accept suggestions and criticisms and, if appropriate, to respond by modifying their behavior.

Demonstrate appropriate assertiveness, delegate responsibilities, and function as part of a physical therapy team.
Cognitive

Students majoring in physical therapy must possess sufficient intellectual-conceptual ability that includes the capacity to use integrative and quantitative abilities and make decisions. These cognitive skills are critical for the physical therapist to make clinical decisions during the examination, evaluation, diagnosis, prognosis, and intervention activities for patient/client management. Students must be able to:

- Recall and retain information in an efficient manner in order to meet the minimal requirements classroom and clinical environments to provide safe and effective patient care.
- Gather information during patient examinations and throughout patient/client management to make clinical decisions.
  - Appraise information to determine appropriate tests and measures during the patient/client examination.
  - Evaluate the information gleaned from the patient/client examination, including patient history and any available medical/surgical/radiologic information, to formulate patient/client diagnoses, prognoses, and plans of care.
  - Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient care including the necessity of referring the patient/client to other healthcare professionals.
  - Prescribe therapeutic home programs as indicated by the results of the examination, utilizing a variety of instructional methods for patient/clients and/or family members.
Essential Functions/Technical Standards of Physical Therapy Continued

**Essential Functions**

NAME: ______________________________________________________
(Please print name)

I have read and understand the purpose and guidelines of the “Essential Functions/Technical Standards of Physical Therapy”.

I understand that successful completion of the Physical Therapy Program is contingent upon my ability to perform the skills, with or without accommodations, listed in the Essential Functions Document.

I understand that if an accommodation needs to be requested, I must assume the responsibility to contact the Assistant Dean in the Division of Student Affairs prior to the initiation of any academic and/or clinical experiences.

I understand that reasonable accommodations in the academic setting and reasonable accommodations in the clinical setting differ.

I understand that if I have any questions regarding the “Essential Functions/Technical Standards of Physical Therapy”, I should contact the Admission’s Office.

Once admitted and enrolled at the University of the Sciences, I understand that an academic advisor will be appointed. If I have any questions following enrollment, I should contact the Chair of the Physical Therapy Program or my academic advisor.

NAME: _____________________________ DATE: _____________
(Signature)
Hazardous Materials

Purpose: To outline safety measures in accordance with the Occupational Safety and Health Administrations regulations for the storage and exposure of hazardous materials as well as identify a safety plan.

Policy: All students, staff, and faculty should follow the USciences policies on hazardous materials.

Procedures:

Hazardous Materials

The University of the Sciences continually strives to provide a safe and healthful learning, teaching, and research environment. Pursuant to the Occupational Safety and Health Administration's Regulations (29CFR1910.145) the University establishes this Chemical Hygiene Plan (CHP) or Laboratory Safety Manual to minimize recognizable hazards associated with the handling, use, and storage of hazardous materials in laboratories. It is the intent of the University to comply with occupational safety and health regulations and standards.

The Safety Committee is responsible for recommending the minimum requirements that all laboratories must follow. In addition, to develop and implement appropriate policies and procedures for the acquisition, storage, use and disposal of hazardous substances. The Safety Committee will review the Chemical Hygiene Plan (Laboratory Safety Manual) as required.

Under Pennsylvania and OSHA laws, all employees have a right to know the potential hazards of the substances to which they are exposed. Employees and students must receive education and training regarding hazardous materials prior to being assigned to work with them.

Laboratory Supervisors and Principal Investigators should assure that all laboratory workers are provided with information and training to ensure that they are apprised of the hazards of substances and equipment present in their work area. This training is mandated by OSHA.
Reporting Hazards

The University of the Sciences' Safety Manual states, "safety is everyone's responsibility". A major part of this involves the reporting of hazardous conditions. Everyone should be looking out for unsafe areas, acts, conditions, practices, and equipment in order to protect themselves as well as their fellow workers, students and any visitors on our campus. Take the time to report problems in shared-use areas, like classrooms. Once an unsafe condition has been discovered prompt communication to the appropriate personnel is essential. The proper individuals to inform may include any of the following, depending on the location, nature and seriousness of the hazard: 1.) any persons in the immediate area of the hazard who are endangered, 2.) your supervisor, 3.) Facilities Services, (building-related issues, repairs) 4.) the EHRS Department, 5.) Public Safety, 6.) Risk Management.

Hazardous Substance Exposures

There may be times when employees or supervisors suspect that an individual has been exposed (e.g., contact, inhalation) to a hazardous substance to a degree and in a manner that might have caused harm to the individual. Whenever an employee has an exposure incident, or develops signs or symptoms associated with a hazardous substance, the employee must be provided an opportunity to receive an appropriate medical examination.

Employee Accidents/Hazardous Substance Exposures

Any employment-related injury or illness to faculty or staff, regardless of severity, is to be reported as soon as possible to the employee's supervisor, including those related to hazardous substance exposures.

If it is an emergency, call 911 and Public Safety at X7000. If Public Safety transports the employee to the hospital someone other than the Public Safety Officer (co-worker, supervisor, etc.) should accompany the injured employee into the medical facility.

Do not move a seriously injured person unless they are in further danger.

In the event of a hazardous substance exposure, do what is necessary to prevent further injury or illness. (e.g., flush skin or eyes with copious amounts of water for approximately 15 minutes, leave the area and get fresh air for an inhalation exposure) Also, someone should forward the Safety Data Sheet (SDS) to the medical facility.

Supervisors must investigate and complete Human Resource's Supervisor's Accident Investigation Report as soon as possible after the accident and forward it to the Human Resources Department. If an employee refuses medical treatment their signature should be documented on Human Resource's Supervisor's Accident Investigation Report.
Laboratory incidents (e.g., injury, hazardous substance exposure, spill, fire) involving employees, students or visitors, must also be documented on a Laboratory Incident Report. Principal Investigators or Laboratory Supervisors should complete this form and forward it to the EHRS Department within at least 5 days of the incident.

Notify EHRS and/or Human Resources immediately of any major employment-related accidents that require an overnight stay in the hospital or of the unfortunate death of an employee. Timely reporting to OSHA may be required.

**Student and Visitor Accidents/Hazardous Substance Exposures**

Students must notify their instructor or resident director of all injuries or illnesses occurring at the University, regardless of severity, including those related to hazardous substance exposures. The incident must then be immediately reported to Public Safety (X7000) so that it can be documented properly. If a student refuses medical treatment their signature should be documented on Public Safety's Incident Reporting Form.

Visitor accidents or incidents must also be reported to Public Safety. If it is an emergency, call 911 and Public Safety at X7000. If Public Safety transports a student to the hospital someone other than the Public Safety Officer (e.g., fellow student, instructor) should accompany the student into the medical facility.

Do not move a seriously injured person unless they are in further danger. In the event of a hazardous substance exposure, do what is necessary to prevent further injury or illness. (e.g., flush skin or eyes with copious amounts of water for approximately 15 minutes, leave the area and get fresh air for an inhalation exposure) Also, someone should forward the Safety Data Sheet (SDS) to the medical facility.

Any student who is working for the University, and their injury or illness occurs during the performance of their duties, has the right to file a claim under the University's worker's compensation policy. Therefore, Human Resource's Supervisor's Accident Investigation Report should be completed, and procedures followed, as required under the "Employee Accidents" section.

**Accident Investigations**

In order to complete an Accident or Incident Form properly the Supervisor should ensure that an investigation is conducted and that corrective actions are taken to prevent reoccurrences. This should be documented on the form.
When corrective actions are in response to an employee performing an unsafe act ensure the employee is properly re-trained on safe procedures. When corrective actions include implementing new procedures or requires new equipment or personal protective clothing, ensure that the employee is also trained properly on the procedures and proper selection, use and care of equipment and clothing.

It is important Supervisors ensure that the training provided is followed by employees and that other employees involved in similar tasks are also re-trained properly and are following procedures. All trainings conducted must be documented.

**Reporting of "Near Miss" Accidents**

Much can be learned by evaluating incidents where all the conditions existed that would normally result in a serious accident, but fortunately, no injury occurred. These are called near misses. Regretfully, in the vast majority of cases unsafe conditions go unnoticed or ignored until an injury occurs.

All employees are requested to report those conditions or circumstances related to a "near miss" to their immediate supervisor and/or to the appropriate department specified above, under "Reporting Hazards", so that the situation can be evaluated and, when appropriate, corrective action can be taken to avoid a similar type of occurrence in the future.
Laboratory Practical Consent

**Purpose:** To ensure that students understand and agree to the expectations and requirements of laboratory and practical experiences in the Doctorate of Physical Therapy Program at USciences.

**Policy:** At the beginning of the first professional year of the DPT program, students are to provide written consent to participate in laboratory and practical experiences throughout the remainder of their DPT curriculum.

**Procedure:**

1. Students will be provided with the laboratory practical consent form at the beginning of the first professional year of the DPT program.

2. Faculty of the DPT program will review the purpose of the consent form and answer student questions regarding practical and laboratory activities involved in the curriculum.

3. Being a model in the DPT curriculum will enrich the students’ experience, but is not required by the program. However, students are required to perform evaluations, treatments, and other essential physical therapy skills on mock or real clients as part of their educational experience.

4. The signed form will be kept in the student’s confidential file, which is kept in a locked cabinet in the physical therapy department.

5. If a student requests accommodation, they will be directed to the Assistant Dean of Students to determine if a reasonable accommodation can be made. Students must be able to perform the essential functions of the USciences DPT program. Students are required to follow University policy for the request of accommodations as well as for appeal of an accommodation.

6. If a student refuses to sign the consent form, they must meet with the Chair of the Physical Therapy Department within one week to discuss progression in the program. Laboratory and practical experiences are a required part of the curriculum and progression in the program may be denied if a student cannot meet curricular and experiential expectations.
Laboratory Practical Consent

Physical therapy is a “hands-on” profession. In order to acquire the necessary skills for practice, students in the USciences Physical Therapy program must demonstrate their skills on others, acting as a student practitioner. Skills may be demonstrated on classmates, community participants, laboratory teaching assistants, or faculty.

During all encounters with mock or real patients/clients, you have a responsibility to act safely which includes:

• Utilizing universal precautions
• Employing proper body mechanics
• Only practicing techniques that have been taught to you in the USciences PT program
• Asking for assistance when needed
• Notifying faculty immediately if there is an injury to you, a classmate, a patient/client, or teacher.
• Immediately discontinuing the use of any broken equipment, labeling the equipment as broken (“do not use”) and notification of faculty.
• Notifying your instructor immediately if there are changes to your health that require accommodation.

Each student is expected to demonstrate techniques on others and it is strongly encouraged that all students act as models (mock patients) for their classmates and/or instructors. Students who have a personal, religious or health reasons that prohibit their participation as a “model” in the PT program must discuss the matter with the Chair of the Department of Physical Therapy. The Chair will determine if the student’s request to be released as a model is approved. If students require accommodations for laboratory experiences, they must follow the policies to request ADA accommodations.

☐ I agree to abide by this policy and act as both a MODEL and a STUDENT PRACTITIONER

☐ I agree to abide by this policy and act only as a STUDENT PRACTITIONER (If this box is checked, you are required to meet with the Chair of the Department of Physical Therapy prior to participation in lab experiences.)

☐ I do not agree to abide by this policy. (If this box is checked, you are required to meet with the Chair of the Department of Physical Therapy.)

______________________________  _________________________
Signature                           Date

______________________________
Printed Name
Learning Contract

Policy: The Faculty recognizes that professional role development is a crucial component of physical therapy education. Learning contracts are utilized to help set concrete expectations for the DPT student, timelines to achieve expectations, and to outline the ramifications if expectations are not met.

Purpose: To provide a structured and formalized process to assist student’s in improving their academic, professional, or conduct behaviors. The contract should include stringent timelines and consequences of academic and/or clinical progression for students who are not meeting professional, conduct, or academic expectations.

Procedure:

1. The following criteria should serve as guidelines in determining when a Learning Contract should be initiated:
   a. Any student who is not meeting professional behavior guidelines as outlined by the APTA Professional Core Values.
   b. Any student who has received an Incident Report or who has repeated demonstrations of unprofessional behavior and who needs further guidance and oversight.

2. Any student who is identified as needing a Learning contract should meet with the faculty member who initiates this process as well as their academic advisor.

3. The learning contract is developed by the faculty member initiating the process and sent to the student’s academic advisor.

4. The Department Chair and/or Vice-Chair, in collaboration with the faculty member and student, will evaluate whether or not the student has met the requirements of the contract and then will take one of the following actions:
   a. Student has met learning contract and contract is dissolved.
   b. Student needs additional time to meet the goals of the learning contract, so completion dates are adjusted (modification).
   c. Delay the student’s academic/clinical progression
d. Conduct Hearing

e. Dismissal of the student from the DPT program

**Dismissal from the Physical Therapy Program may occur if:**

- The student does not meet the expectations as outlined in the learning contract.
- Behaviors require disciplinary action by the Committee on Student Conduct
- Behaviors are not consistent with the APTA Core Values

Students may grieve the faculty decision as outlined in the Student Handbook.

{Refer to Dismissal Policy}
Leave of Absence Policy

Policy: Students who are absent from the professional phase of the program for more than one academic year are required to repeat all coursework in the professional phase. Students must follow guidelines for re-admission to the program. This does not apply to students who were dismissed from the program for academic or conduct reasons.

Procedure:

1. Students who intend to take a leave of absence must notify the Chair of Physical Therapy to initiate the process.

2. If the student intends to re-apply to the program, they must meet with the Chair to discuss the process, academic plan, and timelines for re-admission.

3. Students wishing to apply for readmission to the DPT program will follow these timelines: no later than April 15th for the fall semester, no later than October 15th for the spring semester or summer semesters.

4. Application for readmission should include:

   i A letter requesting consideration for readmission and any activities performed since leaving the DPT program that relate to the field of physical therapy.

      1. Re-admission decisions will be the purview of the PT Chair, upon recommendation from the DPT Admissions Committee.
Non USciences Complaints

Purpose: To resolve and monitor complaints that fall outside the realm of due process, such as complaints from clinical education sites, employers of graduates and the public.

Policy: Any complaints related to the program by persons other than students or employees of USciences are received, reviewed and responded to by the Chair of Physical Therapy in consultation with the Dean’s office. Records of same are maintained in the Chair’s office. These records will include: the nature and disposition of the complaints.

Procedure:

1. Any complaints related to the program by persons other than students will be reviewed and responded to by the Chair of Physical Therapy in consultation with the Dean of the College of Health Sciences.

2. Records of the complaint and response will be maintained by the Chair of the Physical Therapy department. Records will include:
   - Nature and disposition of the complaint

3. The Chairperson of the Department will then attempt to resolve the complaint which could include meeting with involved parties, referral to appropriate resources, and any actions necessary to resolve the issue. The Chair will respond to the complainant in writing in a timely manner.

4. If the complaint concerns the Department Chairperson, it will be forwarded to the Dean of the College of Health Sciences. The Dean will attempt to resolve the complaint.

5. If complaint remains unresolved by the Chairperson of the Physical Therapy Department, the Dean of the College of Health Sciences will meet with the complainant and attempt to resolve the issue.

6. Retaliation following a complaint submission is strictly prohibited.
Physical Therapy Degree Audit Process

**Purpose:** To provide a systematic and uniform process to review student progression in the DPT program.

**Policy:** Students who do not meet DPT curricular requirements at the end of each academic semester will be notified of deficiencies and the process to remediate or change enrollment status.

**Procedure:**

1. At the end of every semester, the DPT administrative staff will review each student’s academic progress through the on-line system.

2. Students who are not meeting the DPT curricular requirements will receive a written and/or an electronic letter from the department indicating that the student is not meeting requirements.

3. A copy of this letter will be placed in the student’s academic file and a copy will be sent to their academic advisor.

4. If students successfully complete a course at an alternate institution, the student must submit an Official Transcript to the Department Chair for review. If the student received a grade “C” or better in the course(s) in question, and the course has been pre-approved by USciences, a Transfer Credit Evaluation form is completed and submitted along with the Original Transcript to the Registrars Office.

5. Students who have not met minimal academic standards* within the following timeframes will be notified by the PT department that they need to initiate a change in major.
   - Pre-professional Students: Completion of the fall semester of their third pre-professional year.
   - Professional Students: At any point in their program of study when academic standards are not met.

*Academic Standards: Pre-Professional Students
• Cohorts entering the professional phase of the DPT program before Summer of 2019: Students who have not met minimal academic standards include those that do not have a minimum cumulative GPA > 3.00 and / or have a grade less than C- in any class.

• Cohorts entering the professional phase of the DPT program in the Summer of 2019 and beyond: Students who have not met minimal academic standards include those that do not have a minimum science and math GPA greater than 3.00 and/or have a grade less than C- in any class.

*Academic Standards: Professional Students
Students who have not met minimal academic standards include those that have received a grade less than B- in the professional years’ coursework.
Post Baccalaureate Admission/Transfer Admission

**Purpose:** To ensure that transfer students are admitted to the appropriate year of study.

**Policy:** Consistent criteria will be used to determine eligibility for admission into the all phases of the curriculum. Recommendation of year of admission for transfer students wishing to transfer into the pre-professional or professional curriculum will be made by the Admissions Committee.

**Procedure:**

1. Applicants with and without baccalaureate degrees will be considered for admission in the DPT program.
   - Students applying to the professional phase of the DPT program who have already obtained a baccalaureate degree will be evaluated on their successful completion of the following program pre-requisites:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>CREDITS REQUIRED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry w/lab</td>
<td>8 credits</td>
<td>Coursework should be a 2 semester sequence.</td>
</tr>
<tr>
<td>Biology w/lab</td>
<td>8 credits</td>
<td>Coursework should be a 2 semester sequence.</td>
</tr>
<tr>
<td>Physics w/ lab</td>
<td>8 credits</td>
<td>Coursework should be a 2 semester sequence.</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>6 credits</td>
<td>Coursework should be a 2 semester sequence.</td>
</tr>
<tr>
<td>Math</td>
<td>9 credits</td>
<td>Inclusive of Pre-Calculus and Statistics</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12 credits</td>
<td>Include a mix of introductory and advanced coursework, a minimum of 6 credits in Psychology.</td>
</tr>
<tr>
<td>English</td>
<td>6 credits</td>
<td>Inclusive of one writing intensive course.</td>
</tr>
<tr>
<td>Nutrition</td>
<td>2 Credits</td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>
• Post-bac applicants will first be reviewed by the admissions office and candidates who meet the above criteria will then be sent for review by the department admissions committee. Department admissions committee will then request interviews for the approved candidates.

• Post-bac interviews are performed in a group setting whereby successful candidates (voted by majority vote of the admissions committee) at this stage are offered admission.

• Students applying to the DPT program who have not yet received a baccalaureate degree will be evaluated on the extent to which they have met program pre-requisites and general education requirements for the Bachelor of Science in Health Science degree. This degree will be conferred upon completion of these degree requirements at the end of the first professional year of the DPT program.

2. Applicants who meet academic standards for admission to the Physical Therapy program will be reviewed by the Department Admissions Committee. These Academic Standards are:
   a. Minimum combined math and sciences GPA of 3.00 for students entering in the Summer of 2019 and beyond.
   b. No grade less than a C- in any course applied toward program pre-requisites and/or General Education requirements.

3. All applicants for transfer admission who meet academic standards, but have not completed the prerequisites for admission into the professional phase of the curriculum, must meet with their assigned academic advisor in the PT Department to develop a plan of study, which will be approved by the Department Chairperson and agreed to by the student before assignment to a specific year of study can be made.

4. Students transferring into the pre-professional phase of the DPT program who do not have a bachelor’s degree are required to complete all General Education and program pre-requisites prior to entering the professional phase of the program, which begins with PT 400 – Human Anatomy.
Practical Examinations

**Purpose:** To ensure students can complete all aspects of patient care in a safe, efficient, and timely manner, whether in a simulated or clinical environment.

**Policy:** All students must complete practical examinations in the time allotted per the class syllabus or per the instructions from the course director.

**Procedures:**

1. Individual faculty will explicitly outline the maximum amount of time students have to complete practical examinations inclusive of any documentation.

2. Students must demonstrate efficiency as it relates to making clinical decisions, carrying out a physical therapy examination and intervention, and documentation. Students must complete assessments, including practical examinations, in the time allotted without extensions. ADA accommodations for extra time on written examinations do not extend to practical examinations.

3. If a student is unsafe at any time on the first attempt at a practical examination they will be required to re-take the entire practical. On the second attempt, if safety has been adequately demonstrated, the student will receive their earned calculated grade with a maximum possible score of 80%. If the student does not demonstrate safety on the second attempt, they will be required to re-take the entire practical. On the third attempt, if safety is adequately demonstrated, they will earn their calculated grade per the rubric, with a maximum possible score of 70%. If a student does not demonstrate adequately safety on the third attempt, they must continue to re-take the practical until safety has been demonstrated. With each successive attempt, the maximal possible earned score will be reduced by 10%.
Professional Attire Guidelines

Purpose: To establish guidelines for professional attire in the classroom, lab and experiential learning portions of the curriculum. Students in the Doctorate of Physical Therapy program represent the profession, the Department of Physical Therapy and the University of the Sciences. As professionals, we strive to present ourselves in a respectful, positive manner with everyone we encounter both inside and outside of our University setting.

Policy: Students in the professional phase of the DPT curriculum will follow the professional attire guidelines in this policy. Additional guidelines may be provided by instructors in their individual syllabi. Students are responsible for knowing the specific policies in each class and adhering to them.

CLASSROOM ATTIRE:

1. Students should wear pants, Capri pants, skirts or shorts at mid-thigh level or longer.
2. Clothes should have no visible tears or stains.
3. Undergarments should not be visible when sitting, standing, bending, or reaching.
4. Shirts should be clean, neat and completely cover all undergarments. Cleavage should not be visible when sitting, standing, bending or reaching.
5. Attire should not have profanity or any pictures/words that may be offensive to others.
6. Students should come to class clean and groomed.
7. Limit perfume, cologne, and perfumed soap.
8. Dangling jewelry should not be worn on days where lab skills may be practiced.
9. Nails should not extend beyond the fingertip.
10. No baseball hats or hoods should be worn in class during examinations or if indicated in course syllabi.
11. Students may be asked to leave class if attire is not appropriate or points may be deducted from their final grade according to the class syllabus.
LAB ATTIRE:

1. Lab clothes for women include; shorts, t-shirt or tank top, sports bra or swimsuit top, socks, sneakers, and lab equipment.
2. Lab clothes for men include; shorts, t-shirt, socks, sneakers, and lab equipment.
3. All clothes should be loose enough to give lab partners access to body parts being assessed in lab.
4. Shoulder length hair should be pulled back if it interferes with patient care.
5. Students should wear rubber-soled, sturdy shoes with heels no higher than 1 inch to class when lab techniques may be practiced. Sandals, “flip-flops”, slippers, high heels or other shoes with inadequate foot/ankle support should not be worn if laboratory techniques may be practiced during class, unless permitted by individual instructors.

PRACTICAL EXAMINATIONS and OFF SITE CLINICAL EXPERIENCES/LABS

1. Students are expected to dress professionally which includes slacks or khaki pants.
2. Clothes should cover the body so that no undergarments are visible when standing, sitting, reaching, bending or with any other patient care activity.
3. Sturdy, clean, close-toed shoes with rubber soles and heels no higher than 1 inch should be worn.
4. Student’s shirts should be button down, tailored, or professional with no logos or writing.
5. USciences Name tags or IDs are required.
6. Strong perfumes, strong cologne or perfumed soap should be avoided.
7. Hair should be neat, clean and of a natural human color. Hair should be off the face and out of the eyes. Shoulder length hair should be pulled back if it interferes with patient care.
8. Nails must be trimmed and not extend beyond the tip of the fingers.
9. Jewelry should be limited to a wristwatch, earrings that do not dangle beyond the earlobe and necklaces that do not dangle lower than the mid-sternal level. Jewelry should not contain images or words that may be offensive to others.
10. No hats or hoods are to be worn.
**FULL-TIME CLINICAL EXPERIENCES**

Please refer to the clinical education manual and each clinical site’s policy regarding dress code.

* Please check each class’s syllabus for any additional information on attire. Each student is responsible for wearing the appropriate lab attire as outlined in this policy and in each class syllabus.

Students who do not follow the Professional Attire Policy may be asked to leave class, lab or a clinical experience. In addition, points may be deducted from the overall class grade, if specified in the course syllabus. If repeat offenses occur, this may invoke a professional development/learning contract with a faculty advisor.
Professional Behaviors Policy

**Purpose:** To delineate a course of action to assist students in developing professional behaviors in preparation for their physical therapy career.

**Policy:** Students who demonstrate unprofessional behaviors will be given the opportunity to improve their performance.

**Procedures:**

**Professional Behaviors**

Students are expected to display behaviors consistent with the American Physical Therapy Association’s Core Values and Code of Ethics. Examples of unprofessional behaviors are (list is not inclusive):

- Lateness to class, integrated clinical experiences, or clinical affiliations;
- Disrupting the learning environment of classmates (use of phone/technology during class, talking during class);
- Being disrespectful to classmates, professors, patients/clients, teaching assistants, clinical instructors, or others while on clinical affiliations.

1. Faculty and clinical instructors are encouraged to provide verbal feedback to students who demonstrate unprofessional behaviors in the classroom, at off-site clinical experiences, or on clinical experiences.

2. Repeated or egregious demonstration of unprofessional behavior will result in a written notification (incident report) that will be placed in the student’s file in the Department of Physical Therapy’s main office.
   - The written notification will:
     - Objectively describe the behaviors that need improving.
     - Describe the counseling and action plan provided by the professor or clinical instructor that is aimed at improving the student’s behavior.
     - Be shared with the student’s academic advisor.

3. If unprofessional behaviors persist, the student will receive a written learning contract aimed at improving behaviors. The learning contract will be created by the academic instructor in consultation with the advisor and/or the clinical instructor and will be approved by the Department/College Student Affairs Committee:
   - Objectively describe the behaviors that need improving.
• Objectively describe the steps the student needs to take to remediate the behaviors.
• Objectively state the behavioral goals and timeline to be achieve.
• State the consequences if the goals are not met.
• Be signed by the professor drawing up the contract and the student.

At the end of the contract term, the instructor and student will discuss whether the goals have been achieved. The instructor will send a recommendation to the Department/College Student Affairs Committee with a recommended action that may include:

• Student meets the outlined goals and the learning contract is dissolved.
• Student demonstrates satisfactory progress towards goals but needs additional time to fulfill the contract. The contract deadline is extended and the outcomes will be re-evaluated at the end of the new term.
• Student does not meet the outlined goals which may result in one or more of the following:
  - Delayed progression in the DPT program
  - University Conduct Hearing
  - Termination or failure of a clinical education experience
  - Failure of a course
  - Dismissal from the DPT program
Protection of Classroom / Laboratory Participants

Purpose

You are being offered the opportunity to participate in a student learning activity. The purpose of this is to allow students to practice physical therapy skills on actual clients/patients within the class and lab setting. I understand that student knowledge and skills are developed and refined through a variety of learning experiences. You are coming to us with the understanding that one of the professors who is a licensed physical therapist in Pennsylvania will be directly supervising activities.

Statement of Responsibility, Waiver, Release

If at any time during your participation you have any symptoms or don’t feel comfortable, we will stop the session and take appropriate action.

I understand and acknowledge that my participation in this educational experience is wholly voluntary, and that I will not be asked to pay for any physical therapy services received during this experience. In consideration of the University’s agreement to permit me to participate in the educational experience free of charge, I agree to the following conditions of my participation:

I, individually, and on behalf of my heirs, successors, assigns, and personal representatives, hereby release, hold harmless and forever discharge the University of the Sciences and its employees, agents, officers, trustees, and representatives (in their official and individual capacities) from any and all liability whatsoever for any and all damages, losses or injuries (including death) I sustain to my person or property or both, including but not limited to any claims, demands, actions, causes of action, judgments, damages, expenses, and costs, including attorneys fees, which arise out of, result from, occur during or are connected in any manner with my participation in the educational experience or anything incident thereto.

Confidentiality

All information gathered during any sessions will be kept confidential.

Participation Costs and Subject Compensation

There is no cost to you. You will be compensated for your time and travel expenses.
Refusal or Withdrawal of Participation

Your participation is voluntary. You may stop your participation at any time without penalty.

Consent

I have been informed of the reasons for my participation in this classroom / laboratory activity and encouraged to ask any questions. The faculty member has answered all my questions about the activities I will participate in. I understand that my participation is voluntary. I also understand that I will receive a signed copy of this participant’s rights form. I knowingly and voluntarily and intending to be legally bound hereby consent to my participation in the project.

Participant’ signature _____________________________ Date ____________

Name: __________________________________________

Signature of Parent/Guardian (if under 18)

________________________________________ Date ____________

Faculty/ Investigator’s Affidavit

I have carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who is signing this consent form understands clearly the nature, demands, benefits, and risks involved in his/her participation and his/her signature is legally binding and valid. A medical problem or language or educational barrier has not precluded this knowing and voluntary consent.

________________________________________ Date ____________

Signature of Faculty/Investigator                      Date
STANDARD INDIVIDUAL SUBJECT PHOTO RELEASE FORM

DATE:_________________________
PROJECT:______________________________

- In consideration of my engagement as a model, I hereby grant to University of the Sciences (USciences) the irrevocable and unrestricted right and permission to use, reuse, publish, and republish photographic portraits or pictures of me or in which I may be included, in whole or in part, without restriction as to changes or alterations, in conjunction with my own name, or reproductions thereof in color or otherwise, made through any USciences medium at studios or elsewhere, and in any and all USciences media now or hereafter known for illustration, promotion, art, editorial, advertising, trade, or any other purpose whatsoever. I also consent to the use of any printed matter in conjunction therewith.

- I hereby waive any right that I may have to inspect or approve the finished product or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

- I hereby warrant that I am of full age (18) and have the right to contract in my own name, I have read the above authorization, release, and agreement, prior to its execution, and I am fully familiar with the content thereof. This release shall be binding upon me and my heirs, legal representatives, and assigns.

Name_____________________________________________ Age________

Degree ______________________________________Year of Graduation_______

Phone____________________________________________________________

Email _______________________________________________________

Signature_____________________________________ Date____________________

Signature of Parent/Guardian (if under 18) -  
______________________________________________
Readiness for Full-time Clinical Experiences

Policy: Students must have earned the minimally acceptable grade in all courses as well as receive a unanimous approval vote from faculty to progress from classroom to full-time clinical experiences. A quorum of at least 2/3 faculty must participate in the voting process. Students on disciplinary probation from the University will not be allowed to progress to clinic.

Procedure:
1. Core faculty will determine if students have earned the minimum passing grade in the course(s) they are responsible for after the completion of grading. If a student earns a minimum passing grade in a professional level course, it denotes that they have demonstrated sufficient skill and knowledge in the areas outlined in the course syllabi. Course syllabi and program curricula are aligned with the minimum skill requirements outlined by the APTA.
   i Faculty will communicate the names of students who did not earn a minimum passing grade to the Chair of the Department of Physical Therapy and the Director of Clinical Education.
   ii Students cannot progress to a full-time clinical experience if they fail to earn the minimal passing grade.

2. Core faculty will vote to approve progression into a full-time clinical experience for the students who successfully passed courses in the previous semester.
   i Prior to each full-time clinical experience, faculty must vote to approve that each student may begin their clinical experience. A quorum of at least 2/3 of core faculty must participate in the voting process. Unanimous approval by this quorum is required to progress to a clinical experience. Students may be prevented from participating in a clinical experience for behavioral concerns, conduct sanctions, or failure to meet the requirements outlined in a learning contract.

3. The following may prevent students from progressing into a full-time clinical experience (list is not inclusive):
   i Students may not progress to their clinical experiences based upon significant behavioral or professional issues that have occurred during the semester prior to the clinical experience. These behaviors must be documented in the student’s file along with action plans and records of students’ progress towards goals or record of students continued difficulties.
Readiness for Full-time Clinical Experiences Continued

ii Students are on probation from the University for an Academic or Conduct sanction.

4. If there are any concerns about student progression, the Director of Clinical Education, in coordination with the Chair of the Department of Physical Therapy, will lead a discussion with the core faculty and/or the student to resolve any concerns about readiness. After a discussion with faculty, another vote will be held to determine if the student can progress to their clinical experience.

5. If a student does not earn sufficient votes to progress to a clinical experience, a learning contract will be developed by the student’s academic advisor and the Clinical Education team. The learning contract will denote reasons for delayed progression, an action plan to improve behaviors, and a timeline for meeting the goals outlined in the contract. Students may be able to progress to the next academic semester. Students are responsible for any financial ramifications that result from a delay in their progression in the program.

6. As per the student complaint policy, students have the right to grieve the decision. Students should follow the process outlined for student complaints in the Policy and Procedure manual.
Readmission into the DPT Program

Purpose: To outline the requirements and timelines for re-admission to the DPT program for students who have not met minimal academic standards.

Policy: Students who do not meet minimal academic standards in the pre-professional or the professional phase of the DPT program must follow the procedure outlined below to be considered for re-admission. Re-admission is not guaranteed.

Procedure:

1. Students who have not met minimal academic standards [Refer to policy on Academic Standards] within the following timeframes will be dropped from the DPT program.
   - Pre-professional Students: Completion of the fall semester of their third preprofessional year.
   - Professional Students: At any point in their program of study when academic standards are not met.

2. Upon notification, the student is responsible for setting up a meeting with their academic advisor. If the student wishes to re-apply to the program, they must also meet with the Chair of the Department of Physical Therapy to discuss requirements, options, and to acknowledge that the admissions guarantee has been revoked.

3. Applications will be categorized and reviewed as follows:

Applicants who have not yet progressed to the professional phase of the DPT program:

A. U3 USciences students who do not meet requirements at the end of U3 Fall semester:
   1. Student meets with the Chair to discuss requirements and to acknowledge that the guarantee has been revoked.
      i. If student does not meet requirements at the end of U3 Fall semester, they will be dropped from the DPT program. They will maintain their Health Science major and have the option of completing a Bachelor’s degree in Health Science.
      ii. Students who have earned a cumulative GPA by the end of U3 spring of 3.00 or higher and a cumulative math/science GPA of 3.00 may be put on a wait list for the DPT program. Admission to
the program is not guaranteed. *math/science GPA requirements applies to catalog year 2016 and beyond.

iii. Students who were dropped from the DPT major as a result of not meeting requirements at the end of U3 spring can re-apply to the program as post baccalaureate students.

iv. Students must change their major and can re-apply to the program while finishing their bachelor’s degree. Students in this situation will follow the same admissions process that is used for all post baccalaureate students.

Applicants who have progressed to the professional phase of the DPT program:

- Professional student who is in the Direct-entry (3+3 program) does not meet DPT requirements (exception: clinical education; see clinical education policy manual).
  
  a. If a student earns a grade less than B- in any course in Summer, Fall, or Spring semester of the P1 year, they will be dropped from the DPT program.
  
  b. If a student earns a grade less than B- in the fall or spring semester of P1 year, they must drop the DPT major and they may petition for their BSHS degree. This student is required to meet with the PT Department chair and the Director of Health Sciences.
  
  c. If a student wishes to re-apply to the program, they will apply internally to the Department of Physical Therapy. Students wishing to apply for readmission to the DPT program will follow these timelines: no later than April 15th for the fall semester, no later than October 15th for the spring semester or summer semesters.
    
    i. Application for readmission should include:
      
      1. A letter requesting consideration for readmission and outlining remediation activities performed since leaving the DPT program.
      
      2. All relevant academic records that demonstrate remediation of grades and/or elevation of GPA.
      
      3. A minimum of two letters of recommendation.
    
    ii. Re-admission decisions will be the purview of the PT Chair, upon recommendation from the DPT Admissions Committee.
  
  d. Students who earn grades less than B- in two or more courses at any time in the professional curriculum will be dropped from the program and cannot reapply.

- Post baccalaureate PT student who is unsuccessful in the P1 year
  
  a. Student must meet with the chair to be considered for re-admission to the program the following year. They are administratively withdrawn from the University.
b. Students who earn grades of less than B- in two or more courses at any time in the professional phase of the curriculum will be dropped from the program and cannot reapply.

c. If a student wishes to re-apply to the program, they will apply internally to the Department of Physical Therapy. Students wishing to apply for readmission to the DPT program will follow these timelines: no later than April 15th for the fall semester, no later than October 15th for the spring semester or summer semesters.

   i. Application for readmission should include:
      1. A letter requesting consideration for readmission and outlining remediation activities performed since leaving the DPT program.
      2. All relevant academic records that demonstrate remediation of grades and/or elevation of GPA.
      3. A minimum of two letters of recommendation.

Re-admission decisions will be the purview of the PT Chair, upon recommendation from the DPT Admissions Committee.

- Professional Student Failure (grade of less than a B- in any course) P2 or P3 year
  a. Student must meet with the Chair. Student is withdrawn from the University and follows re-admission policy, with Chair making final decision.

- Professional Student Fails Clinical Education Experience
  i. See Clin. Ed Policy

- Conditions for re-admission
  i. Students must re-take any course in the professional phase in which they were unsuccessful. It is strongly recommended that students audit classes for which they have passed, as the information will now be a year old. Students may only take a course a maximum of two times. If re-admitted to the program, the course in which the student was unsuccessful remains on the record and continues to count as one unsuccessful course. The next course in which the student is unsuccessful counts as their second unsuccessful course and the student will be permanently dropped from the PT program.

  ii. Students who did not meet academic standards while in the professional phase of the program and apply for consideration more than one year beyond their last semester of study as an entry-level student in the doctor of physical therapy program will be considered in the post baccalaureate PT student applicant pool and required to complete the same application requirements. These applicants will be required to begin the
Readmission to the DPT Program Continued

DPT program over again, regardless of the extent of coursework that was previously completed.

iii. Students who did not meet academic standards while in the pre-professional phase of the program and are in the process of completing the Bachelor of Science in Health Science (or bachelor’s degree in another discipline) may apply for consideration in the post baccalaureate PT student applicant pool and are required to complete the same application requirements as post baccalaureate students from other Universities.

iv. Students wishing to apply for readmission to the DPT program will follow these timelines: no later than April 15th for the fall semester, no later than October 15th for the spring semester or summer semesters.

v. Application for readmission should include:
   1. A letter requesting consideration for readmission and outlining remediation activities performed since leaving the DPT program.
   2. All relevant academic records that demonstrate remediation of grades and/or elevation of GPA.
   3. A minimum of two letters of recommendation.

Re-admission decisions will be the purview of the PT Chair, upon recommendation from the DPT Admissions Committee.
Repeating Professional Courses

**Purpose:** To ensure that graduates of the physical therapy curriculum are proficient in all professional content areas.

**Policy:** A physical therapy student who does not achieve the minimum passing grade in any professional phase course may repeat the course only once.

**Procedure:**

1. If a physical therapy student does not achieve the minimum passing grade in a course in the professional phase of the program:
   a. The student may re-apply to the program per the Department of Physical Therapy policy.
   b. The student is allowed to take the same course a maximum of two times to achieve the minimally acceptable passing grade.
   c. If the student does not meet the minimally acceptable passing grade on their second attempt at the course, they are dismissed from the program and cannot reapply.

2. Students who are unsuccessful in any two courses in the professional phase of the curriculum are dismissed from the program and may not re-apply.

{Refer to Policies on Academic Standards, Dismissal from the DPT program, ReAdmission Policy}
**Residency Requirement**

**Purpose:** To ensure that students receive the maximum benefit from the DPT curriculum. Courses are interwoven and depend on content and skills delivered in varied courses and therefore maximum cohesion of knowledge and skills will be obtained by taking all courses in the professional phase at the University of the Sciences.

**Policy:** In order to earn a Doctorate of Physical Therapy degree as a Post-baccalaureate from The University of the Sciences, a student must fulfill a residency requirement of 3 years (complete at least 6 semesters on campus). A student must complete all courses in the professional program (P1-P3) offered by the University of the Sciences. This requirement is effective beginning with the graduating Class of 2016.
Safety & Emergency Procedures

**Purpose:** To provide safety information and procedures to students and faculty.

**Policy:** Students, staff, and faculty should follow University procedures and processes to maximize safety.

Public Safety & Important Numbers

The health and well-being of students, faculty, and staff are of the utmost concern to University of the Sciences. That is why we take a proactive, precautionary approach in ensuring the safety of all members of the University community.

This approach is designed to identify prevention programs and strategies to support a safe and secure academic environment in which diverse social, cultural, and academic values are allowed to develop and prosper. University of the Sciences' own security force is committed to this goal, and supplementing our efforts is the Philadelphia Police Department, which patrols the campus and adjacent areas.

- **Emergency Dispatch** 215.596.7000 (7000)
- **Non-Emergency Dispatch Center** 215.895.1117 (1117)
- **Police, Fire, & Medical Emergencies** 911
- **Environmental Health & Safety (Chemical Spills)** 215.596.8925 (8925) 215.596.8843 (8843)
- **Student Health Services** 215.596.8980 (8980)
- **Medical & Walking Escort** 215.895.1117 (1117)
- **Penn Transportation Services** 215.898.RIDE (7433)
- **Poison Control Center** 1.800.222.1222
- **Residential Living Office** 215.895.1192 (1192)
- **Weather Emergency & School Closings** 215.596.8747
Emergency Notification System

In the event of an emergency on campus, the Department of Public Safety will utilize the University’s Emergency Notification System to communicate information pertaining to the emergency to all members of the University community. The ENS network utilizes the e2Campus Rapid Notification System (text messaging), email, an internal phone system, video display systems, the Campus TV cable network, the University website, information flyers, local TV and radio when communicating to the University community during an emergency.

Once an emergency has been declared, the Department of Public Safety will work directly with other University Departments and local agencies in determining the extent of the emergency and what means of communication is appropriate in order to alert the University community. Depending on the emergency, the Department of Public Safety may elect to initiate one or all parts of the ENS network when communicating to the University community during an emergency.

Students, faculty, and staff are encouraged to register for the e2Campus Rapid Notification System by going to http://alert.USciences.edu to begin the sign-up process.

In order to maintain the integrity of our Emergency Notification System, Omnilert, LLC (parent of e2Campus) commits to the absolute prohibition of "spam" and unwanted telemarketing to Omnilert subscribers. Omnilert will adhere to all applicable CANSPAM and telemarketing laws as directed by the Federal Trade Commission. Additionally, Omnilert, LLC will not disclose, sell or trade your contact information to anyone not affiliated with Omnilert, LLC.

If you experience problems with the sign-up process, please contact the helpdesk at 215.596.7575 or helpdesk@USciences.edu.
General Evacuation

In the event of an emergency, the USciences Department of Public Safety has the authority to evacuate campus buildings. An evacuation of a building does not automatically result in a cancellation of classes or the closing of all or part of the University. Only the University President or his designee has the authority to approve cancellation of classes or closing of the University.

At the sound of the alarm, remain calm, evacuate immediately through the nearest exit, alert others, proceed to assembly points (safe zone), move away from the building, and follow the instructions of the emergency responders.

Assist handicapped individuals to the nearest fire tower and wait for assistance. In the event that a handicapped individual is in the fire tower, notify a Public Safety Officer or first responder so rescue arrangements can be coordinated.

Do not return to an evacuated building until the “all clear” signal is given by the Department of Public Safety, who will be working in conjunction with the city, state, and federal support agencies to assure that it is safe to resume normal operations.

Silencing of the alarm does not mean the emergency is over.

Emergency Preparedness

The Department of Public Safety, in conjunction with other departments and local agencies has developed an Emergency Preparedness Plan along with policies and procedures for dealing with an emergency that could adversely affect the University community. The Emergency Preparedness Plan provides information on how to deal with national security emergencies, natural disasters, external incidents, internal incidents, and criminal incidents. In the event of an emergency, the Department of Public Safety will utilize the Emergency Notification System to provide information to the University community.
Shelter-In-Place (SIP)

During an emergency, one of the instructions you may be given is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors until an incident has been declared “all clear” and it is safe to resume normal operations. Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there until you receive confirmation that the situation is under control and you are no longer required to shelter-in-place.

The USCIENCES community may be instructed to shelter-in-place due to an accidental release of chemical, biological, or radiological contaminants, the intentional release of chemical, biological, or radiological contaminants due to a terrorist incident, a natural disaster, or for personal protection because of a criminal incident.

Normally evacuation is the most common protective action taken when an airborne hazard, such as smoke or noxious odor, is found in a building. In most cases, existing plans for a general evacuation are applicable for evacuation in response to these types of incidents.

However, a general evacuation may not be the best course of action for an external hazardous materials incident, particularly one that is widespread such as a tanker car chemical explosion. Since a general evacuation will most likely expose individuals to the hazardous conditions, and a rapid evacuation may not be possible individuals are encouraged to shelter-in-place.

You can achieve a greater level of protection by sheltering-in-place rather than risking direct exposure to the hazardous conditions, a higher level of protection can be gained by taking shallow breaths and covering your nose and mouth with a damp cloth.

Follow the instructions provided through the Emergency Notification System and if possible, and it is safe to do so, use a computer to find out more information or turn on a TV or radio.

Most importantly remain calm.

Walking Escort Service

University of the Sciences in Philadelphia Department of Public Safety is available to provide walking escorts to all USCIENCES students, faculty and staff, 24 hours a day, 7 days a week, upon request.

Walking escorts are provided for the purpose of safety and security to all locations within the Department of Public Safety patrol area (41st to 46th Street, Baltimore to Woodland (including 4619 Chester)). The primary goal of the walking escort service is to allow safe travel from one location to another with a greater sense of security.
Call 215-895-1117 to arrange for a Walking Escort or request additional information. In the event of an emergency, call 215-596-7000.

**Medical Escort Service**

University of the Sciences in Philadelphia Department of Public Safety provides medical escorts for non-life-threatening emergencies to University of the Sciences in Philadelphia approved hospitals, emergency rooms, and healthcare centers.

Call 215-895-1117 to arrange for a Medical Escort or request additional information. In the event of an emergency, call 215-596-7000.

**Medical Emergencies**

- For any medical emergency, 911 should be called immediately.
- For cardiac related events that occur in the Samson College of Health Sciences building, the Automatic External Defibrillator or AED should be accessed and brought to the patient. The AED is located at the front entrance of the building at the intersection of the main hallway and the Dean’s hallway on the first floor. If the medical emergency happens in other parts of the campus, security may be called to bring an AED.
- Students, employees, and faculty should administer emergency assistance that is consistent with their training (ie. CPR).
- Public safety should be notified of the emergency as soon as safely possible.
- If possible, one person should position himself or herself outside of the building to assist with directing emergency responders.

**ACTIVE SHOOTER**

**Evacuate:** If there is an accessible escape path, attempt to evacuate the premises.  
**Hide out:** If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.  
**Take Action:** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.  
**Evacuate:**  
If there is an accessible escape path, attempt to evacuate the premises.  Be sure to:  
- Warn individuals not to enter an area where the active shooter may be.  
- Have an escape route and plan in mind.  
- Evacuate regardless of whether others agree to follow.
• Leave your belongings behind.
• Help others escape, if possible.
• Prevent individuals from entering an area where the active shooter may be.
• Keep your hands visible.
• Follow the instructions of any police officers.
• Do not attempt to move wounded people. Call 911 when it is safe to do so.

Hide Out:
If safe evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:
• Be out of the active shooter’s view.
• Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door).
• Not trap you or restrict your options for movement.

To prevent an active shooter from entering your hiding place:
• Lock the door.
• Blockade the door with heavy furniture.
• Close, cover, and move away from windows.

Keeping Yourself Safe While Hiding
If the active shooter is nearby:
To prevent an active shooter from entering your hiding place:
• Lock the door.
• Silence your cell phone and/or pager. (Even the vibration setting can give away a hiding position.)
• Hide behind large items (i.e., cabinets, desks).
• Remain quiet.
Consider the difference between cover and concealment. Cover will protect from gunfire and concealment will merely hide you from the view of the shooter. Choose the best space that is available quickly.

When possible, provide the following information to law enforcement officers or 911 operators:

- Location of the active shooter.
- Number of shooters, if more than one.
- Physical description of the shooter(s).
- Number of potential victims at the location.

**Take Action**

As an absolute last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:

- Act as aggressively as possible against him/her.
- Throw items and improvise weapons.
- Yell.
- Commit to your actions.

Upon receiving notification of a campus emergency, each administrator is to notify the departments/offices/personnel under his/her direction.

All emergency operations shall be coordinated by the Director of Public Safety. Please direct all inquiries from the press, radio or television, to USciences’ Communication Department. Any incident, which has the potential for adverse publicity, should also be promptly reported to The Communications team.
Student Complaints

**Purpose:** To resolve and monitor student complaints about Physical Therapy Department actions or course related issues.

**Policy:** The Physical Therapy Department faculty and staff will consider student complaints and concerns, will try to resolve them if possible, and will monitor them.

**Procedures:**

### Course-Related Complaints:

1. For course-related complaints, students must first meet with the course instructor in an attempt to resolve the issue.

2. If the complaint remains unresolved, the student should then discuss the issue with the faculty liaison.

3. If the issue remains unresolved after meeting with the instructor and the Faculty liaison, the student must then meet with the Chair of the Department of Physical Therapy.

4. If the student complaint is not resolved after meeting with the Chair of the Department of Physical Therapy, the student will meet with the Dean of the College of Health Sciences.

### Department of Physical Therapy Related Complaints:

1. For department-related complaints, student(s) should initially discuss complaints with his or her academic advisor in an attempt to resolve the complaint. If the complaint involves the academic advisor, students will meet with the Chair of the Department of Physical Therapy.

2. If the department related complaint remains unresolved, the student(s) must submit the complaint in writing to the Chairperson of the Department
3. The Chairperson of the Department will then attempt to resolve the complaint which could include meeting with involved parties, referral to appropriate resources, and any actions necessary to resolve the issue. The Chair will respond to the student(s) in writing in a timely manner.

4. If the student complaint is not resolved after meeting with the Chair of the Department of Physical Therapy, the student will meet with the Dean of the College of Health Sciences.

**Chair of the Department of Physical Therapy Related Complaints:**

1. If the student complaint concerns the Department Chairperson, the complaint will be forwarded to the Dean of the College of Health Sciences. The Dean of the College of Health Sciences will attempt to resolve the complaint.

All students are encouraged to discuss issues with the person whom it directly involves first. If unresolved, then students should follow the procedures above.

Students who wish a mechanism to openly and objectively review grievances or University related problems are encouraged to pursue the Student Grievance Procedure as outlined in the University Student Handbook.
Student Complaints to CAPTE
(Commission on Accreditation in Physical Therapy Education)

Purpose: To provide students an avenue to lodge complaints about the USciences Physical Therapy program to our accrediting body.

Policy: Students have the right to lodge a formal complaint to CAPTE if the USciences PT program is not in compliance with one or more of the Evaluative Criteria set by CAPTE.

Procedure:

1. Students need to identify the specific evaluative criteria that they feel is not being met by the USciences Department of Physical Therapy.

   • As stated on the APTA/CAPTE website, “The only mechanism through which the Commission on Accreditation in Physical Therapy Education (CAPTE) can act on your concerns is through the formal complaint process. Please be aware that your complaint MUST be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. In other words you need to link your complaint to violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook. Also, in order for CAPTE to consider your complaint to be bona fide, you MUST have exhausted all of your avenues for redress at the institution. You need to understand that CAPTE cannot function as an arbiter between you and the school. Should CAPTE find that your complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If you wish to pursue filing a complaint against a program, please contact the Department of Accreditation and we will provide you with the appropriate forms and information for doing so.”

2. Students should address their concerns in writing and in person with the Chair of the Physical Therapy Department.

   • The Chair and the student(s) will attempt to come to a resolution of the complaint within 45 days of the receipt of the written complaint.
   • If the student or Chair deems the resolution unsatisfactory, the Dean of the College of Health Sciences will meet with both parties and attempt resolution.
• The student has the right, at any time, to file an official complaint with CAPTE, although all attempts should be made to resolve the issue with the Chair, Dean or other appropriate USciences administration.
• The Chair of Physical Therapy will keep a written record of the student(s) complaint and resolutions.

3. The student should refer to the APTA website regarding CAPTE complaints and follow their outlined process. The student will be directed by the website to contact the Department of Accreditation to obtain appropriate forms and information.

4. Students can access the CAPTE website via the USciences’ Physical Therapy Department website.
Student Course Evaluations

**Purpose:** To provide review of instructor and course effectiveness and to ensure continuous quality improvement of the curriculum and the student academic experience.

**Policy:** All courses will be evaluated each semester by the students enrolled in the course. All primary faculty and associate faculty who teach an entire course will be evaluated for each course. Faculty members coordinating classes that utilize guest lecturers should provide students with a simplified evaluation form to give feedback to the coordinating faculty member about each guest speaker. Clinical education will also be evaluated (see Clinical Education Manual for specific policies and procedures.)

**Procedures:**

1. Students will receive notification through the University Web-based communication system regarding class evaluations.

2. Students will have a time-limited opportunity to anonymously evaluate their professors teaching, course content, and resources/opportunities used during the course.

3. Professors and the Department Chair will receive anonymous web-based feedback after the on-line evaluation period has ended.

4. The Department Chairperson will review the evaluations as part of the annual faculty evaluation process.

5. The course evaluations will be utilized to discuss curricular issues during the annual curriculum retreat.
Student Files

**Purpose:** To provide a departmental student file that records satisfactory completion of program and graduation requirements. The student file will also contain copies of correspondence and advising documentation.

**Policy:** Each student in the professional phase of the curriculum will have a secure confidential file maintained in the Physical Therapy office that includes documentation of completion of program and graduation requirements and other relevant information.

**Procedure:**

1. Departmental Chairperson will coordinate the administrative support staff to establish student files upon entering the Physical Therapy Program and to update the files during each semester.
2. Student files can contain the following:
   - transcripts
   - correspondence
   - registration forms
   - curriculum checklist
   - professional behavior forms
   - documentation of advising meetings
   - transfer credit analysis forms
3. Student files will be stored in a locked cabinet.
4. Files of students who have officially withdrawn from the program will be placed in the inactive file upon receipt of the official notice of Change in Major or University Withdrawal. The files of students who have requested a Leave of Absence will be placed in a Leave of Absence File upon receipt of the official notice of Leave of Absence.
5. All student files are archived in accordance with university policy.
6. The department will adhere to the confidentiality guidelines of the Family Educational Rights, the Pennsylvania College and University Information Act (PA ACT 73) and the Federal Student Right-To-Know and Campus Security Act of 1990. Access to these files are limited to Physical Therapy Department Faculty and assigned Department Staff.
Student Health Insurance Responsibility

**Policy:** Students are required to have Health Insurance Coverage while attending the University of the Sciences. Students are required to submit proof of Health Insurance Coverage per the University guidelines which can be found in the student handbook.

**Procedure:**

1. Students must follow University guidelines for health insurance which can be located in the student handbook.
2. Students must provide a copy of current health insurance to the Department of Physical Therapy.
Student Liability Insurance Responsibility

**Policy:** Students are not required to purchase supplemental Student Professional Liability Insurance. Students in the professional curriculum who wish to purchase additional coverage can do so at their own expense.

**Procedure:**

1. Certificates of Student Professional Liability Insurance are maintained by the insurance company and are accessible to the Department of Physical Therapy.

2. The insurance company, under the authorization of the University then distributes the Certificates of Student Professional Liability Insurance to each clinical site with which we have a clinical education contract.

3. Students who wish to purchase additional Student Professional Liability Insurance should contact the Director of Risk Management.
Use of Classroom Beyond Class Time

**Policy:** Students are permitted to use physical therapy equipment in the designated physical therapy classrooms: for study and skill practice beyond class time only when faculty members are present. Each student who uses the physical therapy equipment is responsible for following the manufacturer’s recommendations and maintaining the equipment in working order.

**Procedure:**

1. In house, electrical laboratory equipment, (ie: electrical stimulation, ultrasound, etc.) must be used when a faculty member or teaching assistant is present.

2. Faculty members who teach the use of this equipment will notify students when they are available to supervise the study sessions when this equipment can be used for practice (either during the day or beyond class time).

3. Any student who wishes to use physical therapy equipment, must use it according to the manufacturer’s recommendations and the recommendations of the professors who have instructed the students in its use.

4. No student is allowed to use any equipment that has not been introduced during lecture or lab sessions during his/her studies in the physical therapy curriculum.

5. Any student who used the physical therapy equipment must return the items to the designated storage space when studying is completed.
Use of Electronics in the Classroom and at Experiential Learning Sites

Purpose: To define appropriate uses of electronics in the learning environment (classrooms, clinic, labs, etc.).

Policy: Students must exercise professional behavior in the classroom and during experiential learning activities.

Procedures:

1. Approved uses of electronic devices within the learning environment shall include, but not necessarily limited to, use for lecture, classroom activities and labs, research, and documentation within the clinical setting.
2. Students are not to use electronic devices for personal communications. This includes using social networking, texting, email, instant messaging, web browsing, etc.
   a. Students are not to utilize cell phones or other electronic devices for personal use during classroom time or during experiential learning opportunities (on or off site labs, pro bono clinic, clinical experiences, etc.).
   b. Students are expected to abide by all additional policies of an individual clinic to which they are assigned.
3. If students need to receive a phone call during class for things that need immediate attention, they are to receive approval by the faculty member at the beginning of the specific class in which they need phone access.
4. Students should not engage in personal social networking with academic or clinical faculty while an active student at USciences, nor should they use social networking to contact patients or clients from experiential learning activities.
5. Students who do not abide by this policy will need to meet with the instructor (academic or clinical) in which the infraction took place and a student incident report will be filled out. Students who have one or more incident reports may be started on a learning contract which can have implications for progression in the DPT program.

[Refer to Social Networking Policy in the Clinical Education Manual; Policy on Professional Development; Policy on Professional Development Contract/Learning Contract; Incident report]
Use of Physical Therapy Equipment Beyond Class Time

Policy: Students are permitted to use physical therapy equipment in the designated physical therapy classrooms: for study and skill practice beyond class time only when faculty members are present. Each student who uses the physical therapy equipment is responsible for following the manufacturer’s recommendations and maintaining the equipment in working order.

Procedure:

1. In house, laboratory equipment must be used when a faculty member or teaching assistant is present.

2. Faculty members who teach the use of this equipment will notify students when they are available to supervise the study sessions when this equipment can be used for practice (either during the day or beyond class time).

3. Any student who wishes to use physical therapy equipment, must use it according to the manufacturer’s recommendations and the recommendations of the professors who have instructed the students in its use.

4. No student is allowed to use any equipment that has not been introduced during lecture or lab sessions during his/her studies in the physical therapy curriculum.

5. Any student who used the physical therapy equipment must return the items to the designated storage space when studying is completed.